



Overview



Lead Subject: Geography

Introduction: This Place-Based Sequence of Learning starts with a mapping activity to gain an understanding of what the pupils consider is their local area. It then moves on to investigating the local area through maps and fieldwork.

Rationale: After comparing our local area to an area in a contrasting non-European country, we then consider how other communities care for their environment and how we can learn from them to develop a richer understanding and care for Morecambe Bay, a Special Area of Conservation.

- How can we protect wildlife and their habitats?
- How can we protect the environment against plastic pollution?



Impact and Outcomes



Outcomes: A campaign for change

Pupils to inform the community about what they have found out and how everyone can be active citizens to either protect the wildlife/ habitat or act against plastic pollution. This could take the form of:

- a campaign for change in the local area
- a letter to the newspaper
- a display informing the school community about what has been found out

Impact: Increased awareness of what makes our area special and how we can look after it.

Curriculum Links, Prior Learning & Key Vocabulary



Curriculum Links

Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple fieldwork and observational skills to study the geography, key human and physical features of the school's surrounding environment.

Prior Learning

ELG: People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Key Vocabulary

Geography vocabulary: coast, mountain, sea, ocean, river, soil, valley, vegetation, city, town, village, farm

Locality-Based Experience



Initially: A fieldwork expedition into the local area to investigate a sense of place and look at land use.

Later in the expedition: Meet/ interview key members of the community to investigate further the line of enquiry.

Wildlife – this could lead to another visit to the local area to observe local wildlife, for example visit Heysham Nature Reserve or the coastline; plastic waste – this could lead to a litter pick or beach clean in the local area.

Suggested Learning Opportunities



“In the Locality”



- Explore the local area and use digital cameras and fieldwork to sketch important human and physical features of the local area.
- Speak to local members of the community about: local wildlife, habitat, issues with plastic pollution (linked to key line of enquiry).
- Work with the local community to raise the profile of their line of enquiry (protecting wildlife, protecting habitat, reducing plastic pollution).

“In the Classroom”



- Digimaps for school- use to look at land use, identify human and physical features of the local environment and compare to the contrasting location.
- Google Earth – use to locate locations, compare land use
- E.g. Study of a contrasting area – Oddizzi Mugurameno village
 - Location of villages using maps, globes, atlases
 - Compare and contrast physical features
 - Consider the different ways the Zambezi river is used and how this compares to how the River Lune/ Morecambe Bay is used.
 - Living with animals – which animals they choose to live with, how they protect themselves and their crops against wild animals.
 - Recycling and how the environment is looked after.
- Possible research question
 - What wildlife lives in our local area and how can we help to protect it?
 - How do we reduce the amount of plastic waste in the environment?
 - How can we live alongside wildlife which is often thought of as a ‘pest’?

Further Links



English – Anna Hibiscus by Atinuke <http://atinuke-author.weebly.com/>

History – Local history study <https://www.lancaster.gov.uk/sport-and-leisure/museums>

Other useful websites and community links:

The Wildlife Trusts: <https://www.lancswt.org.uk/nature-reserves/heysham-nature-reserve>

Morecambe Bay Partnership: <https://www.morecambebay.org.uk/>

