MBC
Place-Based
Sequence Of Learning

On The Spot, What Have We Got? – Likes and Dislikes
What do I like and dislike about my local area?

EYFS/ KS1

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Overview

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Lead Subject: Geography / Understanding the World

Introduction: This Place-Based Sequence of Learning uses the children's immediate environment to investigate and identify things they like and things they don't like. It explores why they have these views and how things in their immediate environment can affect their opinion of the area.

Rationale: It provides opportunities to collect photographs to discuss and form a display of likes and dislikes back in class. It will enable children to express their thoughts and opinions about a place that is familiar to them.

- What is my local area like?
- What are the good/bad things about my local area?
- What makes the things in my local area good/bad?

Impact and Outcomes

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Outcomes:

- Children develop their observation skills and their ability and confidence in vocalising and explaining their opinions about their world, as well as listening to and valuing the opinions of others.
- Children recognise and celebrate the aspects of their location that are special and unique, whilst gaining an appreciation of things that spoil and damage the environment.
- Children take photographs and record comments about what they like and dislike – these should be linked to a map of the local area with photographs and brief explanations of what the children like and dislike in a display that parents and carers are invited to see.

Impact:

- Children identify some of the things they don't like that could be improved and identify things they could do to change them.

Curriculum Links, Prior Learning & Key Vocabulary

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Curriculum Links

EYFS Framework

People, Culture and Communities

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

National Curriculum

Locational Knowledge

- Name and locate some places in their locality…
- Develop knowledge about their locality.

Human and Physical Geography

- Use basic geographical vocabulary to refer to: key **physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key **human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Prior Learning

Children should have had the opportunity to talk about things they like and dislike, which can then be applied to things they like and dislike about the immediate world around them.

Key Vocabulary

Specific school / setting locational vocabulary regarding natural and human features as well as development of descriptive and emotive language relating to likes and dislikes.

Locality-Based Experience

Children will take part in an evaluative walk around their school / setting grounds and their immediate school / setting local environment. Photos can be taken to refer to in following sessions.

Suggested Learning Opportunities

"In the Locality"

- Children should go out on a walk around their school / setting grounds and around their immediate school / setting location.
- Children should be encouraged to observe carefully and to identify, take photographs of and talk about the things that they like and dislike on their journey.
- Children could use resources such as carboard tube telescopes or binoculars, or stiff card photo frames or large pretend magnifying glasses made from the lids of round plastic chocolate boxes and a piece of doweling, to focus their observations and to look more carefully and closely.
- Children's comments need to be recorded by accompanying adults to assist in the eventual discussion of photographs and the creation of a display.
- Children could (see possible extension) be involved in an age-appropriate form of action to improve aspects of their immediate location which would instigate additional specific place-based learning in the locality.

"In the Classroom"

- Children will revise their local area visit through discussion of the photographs they have taken. These will then form further discussion regarding what is special and unique about their 'place' as well as what spoils their location and is there anything that they can do to help.
- Children will be helped to recognise where different photographs were taken on a simple map of the grounds / school / setting location and then children's photographs and comments will then be linked to a local area map to form a 'what we like and what we dislike' display.
- **Possible Extension**
  In discussion children *could* decide that they want to do 'something' active to improve an aspect of their immediate local area and the teacher might instigate a plan to allow this to happen – this could for example take the form of a litter pick, or a tidy up, or weeding or cleaning or mending 'something'. This could also be creating a plan to plant wildflowers or improve a grot spot etc leading potentially to direct links to the sustainable development goals identified below.

Further Links

- Further links to PSHEE can be considered regarding attitudes and responsibilities to the world and aspects of keeping safe, healthy and happy.
- Children could be encouraged to write sentences about their likes and dislikes and how things could be improved
- Children could use this experience to create their own 'Going on a (name exact location) Walk' book containing photographs and comments about the things they have and like in their immediate location, in a similar vein to Going on a Bear Hunt – these could contribute to those already being developed within the bay settings and schools, contact chris.barlow@cumbria.ac.uk for further details and access to ones already created.