

<p>Theme read:</p> <p>The boy at the back of the class – Onjali Rauf</p> <p>Editions of The Leys Newspaper http://leysnewsonline.co.uk/site/</p> <p>Recent news report regarding redevelopment of areas of BBL I.e: https://www.chg.org.uk/news/42874/new-plans-for-100m-blackbird-leys-redevelopment-revealed/ https://www.oxford.gov.uk/bblproject</p> <p>How to read a map – Melanie Waldron</p> <p>City – Ruth Thompson Shops – Ruth Thompson School – Ruth Thompson</p> <p><u>Progress in Geography Fieldwork: Key Stage 3</u> by Hayley Peacock – could be a helpful resource and possible theme read</p>	<p>Year 5 (summer): Enquiry Question</p> <p>How can we improve Blackbirdleys?</p> <p>Key driver: Enthusiasm</p> <p>Key skills: I can use fieldwork skills to observe, measure and record human and physical features in the local area</p> <p>Year Enquiry: How do we make the most of where we live?</p> <p>Topics: Fieldwork</p>	<p>Resources</p> <p>Atlas</p> <p><u>Progress in Geography Fieldwork: Key Stage 3</u> by Hayley Peacock – could be a helpful resource and possible theme read</p>
<p>Key Vocabulary:</p> <p>Local area, school, home, address, compass, directions, Fieldwork, locate, street map, observe, record, route, safety, Map symbols, street, house/houses, offices, business, shops, stream, river, forest, key, title, route, town, city, county, country, continent, council, improve</p>		<p>Pupil Pledge</p> <p>Spending time/trips/walks out in the community</p>

<p>Lesson 1</p> <p>Our local environment – Where are we? What is there around us?</p>	<p>Lesson 2</p> <p>Exploring the school grounds – take note/observations of senses</p>	<p>Lesson 3</p> <p>Looking at Maps – local area/google earth</p>	<p>Lesson 4</p> <p>Location detectives – walk around local area</p>	<p>POP Quiz</p> <p>To write a persuasive advert to encourage tourists to visit BBL.</p>
---	--	--	---	---

<p>WALT: discuss key features of local area.</p> <p>Outcome: Class discussion about local area. What do we know about where we live? Land use? Buildings? Open spaces? How could we find out more? Use maps, photographs and digital resources to identify places and features. Children to pinpoint where they live on a large map of local area, as well as local amenities.</p>	<p>WALT: describe the key features of the school environment.</p> <p>Outcome: Undertake fieldwork around school, observe features. Ask and answer geographical questions. Children to create map of school and its main areas. They could also create a sound map of what they could hear in certain areas of the school grounds. Discuss the sounds and the reasons they might of heard them.</p>	<p>WALT: locate and plan a route to local places using maps and internet resources.</p> <p>Outcome: Using google earth, start at a location of their choice (school, library etc) map and plan their route. Using directional skills.</p>	<p>WALT: use fieldwork skills to observe and record features of the local area.</p> <p>Outcome: Undertake a walk around local area (plan route to see places such as: leisure centre, park, college, library, shops etc) Children observe, record and discuss what they see. Take photographs. They could gather place names, street names, signs, shop names etc and create word clouds using wordle.net or tagxedo.com. Find place names that give evidence of connections with e.g. former industries, links with the wider world etc.</p>	
<p>Lesson 6 Journey booklet of BBL</p> <p>WALT: use fieldwork skills to observe and record features of the local area.</p> <p>Outcome: The journey booklet is a way of recording information to demonstrate knowledge of a place and a sense of place. Both are areas identified by Ofsted (2011) as areas of the geography</p>	<p>Lesson 7 How can we improve BBL from what we've seen?</p> <p>WALT: as a class create a improvement plan for BBL.</p> <p>Outcome: Discussions/brainstorms of how the local area could be improved. From discussions and ideas, write to the local MP/Council to put suggestions forward. It could be something that can be easily solved for example: more bins in</p>	<p>Lesson 8 Let's turn BBL into a tourist attraction!</p> <p>WALT: use maps, symbols and keys to represent features of the local area.</p> <p>Outcome: In addition to the improvements to the local area suggested in the previous session, what else would BBL need to become a tourist destination? Discuss. Children add to maps of the local areas new features. Use symbols and keys.</p>	<p>Lesson 9 Let's turn BBL into a tourist attraction!</p> <p>WALT: use geographical vocabulary to describe key physical and human features of the local area.</p> <p>Outcome: Children create and film TV adverts to encourage people to visit the new BBL.</p>	<p>Celebration Class gallery of all project work. Invite parents to come in and look at their child's work. Sort of like a BBL museum of findings.</p>

<p>curriculum that need developing and improving in primary schools.</p> <p>Pupils could design their own booklet using criteria that would help communicate and explain their data and enquiry work. Fieldwork using and making maps developing a sense of place using appropriate geographical vocabulary. Local knowledge ie where things are located, human and physical features, place names and directions, patterns and processes</p>	<p>the park, recycling facilities in the park etc.</p>			
---	--	--	--	--

<p>Content: What will we learn? What are the core concepts?</p> <ul style="list-style-type: none"> • collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) 	<p>Coherence: How does this link to previous learning?</p> <ul style="list-style-type: none"> • Case study comparing UK and Europe 	<p>Creativity: How will we show we understand in multiple ways?</p> <ul style="list-style-type: none"> • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>Compassion: What opportunities are there to teach compassion?</p> <ul style="list-style-type: none"> • Discussions/brainstorms of how the local area could be improved and become a tourist attraction 	<p>Community: What links are there to local resources?</p> <ul style="list-style-type: none"> • Could try and set up some links with the church, CDI, Oxford United etc
---	--	---	---	---

--	--	--	--	--