

Geography Years 5 and 6

New Beginnings

Objectives: *As for QCA Geography Units 12, 20,*

- To recognise how decisions about places affect the quality of people's lives

Activity 1

Unit 12, children meet a new challenge by proposing solutions to the problem of traffic in the High Street. They carry out a field investigation of the nature of the problem, including a survey of people's views. Working in groups, they take on roles to debate the issue and make plans to improve the situation.

Activity 2

Unit 20 offers a model for developing problem-solving and decision-making skills in analysing local environmental issues.

The units offer links to literacy, citizenship and environmental education.

Getting on and Falling out

Objectives:

- To recognise how people can improve or damage the environment
- To understand how decisions about places and environments affect the future quality of people's lives

This activity can be used for any geography topic where an environmental issue is considered, for example QCA Geography Units 12 and 20.

Key Activity

1. Divide the children into groups and ask them to take on the roles of different interest groups linked to the topic - for example, local residents who want a road pedestrianised, shopkeepers who think they will lose trade if this happens, residents of a neighbouring street who fear all the traffic will come down their street.
2. The children should prepare the case for their group using presentation software and/or digital photographs or video and bring it to a 'public meeting' chaired by the teacher. All the interested parties should state their case and try to persuade the others. Can they reach agreement? Is there a compromise? How can it be resolved?
3. After the session the children should reflect on the way the meeting made them feel, whether any of them changed their minds and why, and, if agreement was reached, how it was.

This activity will link to work on resolving conflict in this theme.

Many opportunities for cooperative group work are offered in geography. The QCA website *Investigating with Geography* provides a number of examples (www.qca.org.uk/geography). In one such example, children work in groups to produce a model of a mountain environment using papier maché, card, paint and materials such as bubble wrap (a glacier) and silver foil (a stream). The model is annotated using labels. This activity links to QCA Geography Unit 15.

Going for Goals

Geography offers opportunities to debate ways of improving the local environment. Adapt QCA Geography Unit 8 to encourage children to discuss what goals they would set in terms of what to change. How will they achieve these goals? Children could find out and discuss the goals of Fair Trade organisations, Comic Relief and UNICEF, and how they go about trying to achieve them.

Good to be Me

1. As part of their study of a range of places and environments in different parts of the world, show the children five or six pictures of striking geographical features. They should write down the first two descriptive words that come into their heads. Then, in groups, they should compare the kinds of words they have used. Are they descriptive words, explanatory words or feeling words?
2. Discuss with the children the range and nature of the words used. If no words showing an affective response to the pictures are used, why not? Do the children demonstrate different feelings in their choice of words? Discuss whether we can have feelings about places. What feelings do the children have?

Changes

The lesson sequence based on *Access for all* for Year 4, in the Yellow set, may be followed up in Year 5 using activities which focus on the need for changes in the local environment.

The children discuss how accessible local places are, and select part of the local area, for example, a shopping street or centre or a park, to study good access and areas for improvement.

Using previously prepared photographs, they sort them into examples of good or poor access, for example, bins on the pavement, gentle ramp into shop, etc.

In groups they plan an investigation of different aspects of their area, for example, access to buildings; pavement/pathway and parking access; signage and facilities such as toilets; people's attitudes towards accessibility. They decide how to record evidence, for example, on maps; taking photographs; using interviews or questionnaires. They undertake the field investigation.

The groups prepare reports on their findings and suggest improvements that are needed. They check the Council and disability websites to see who is responsible for improvements and what is covered by legislation. Local officials are invited in and interviewed about local progress.

The groups complete their reports, mount a display and organise a presentation to which the local councillor and others (such as planning officials, local business people) are invited.