

Halterworth Primary School



CASE STUDY 7

Project description

'It's our play park too!' is an enquiry-based unit with an environmental theme which builds on the skills, knowledge and understanding gained from the previous unit called 'It's our area and we're proud of it.' Year 2 pupils look at the issues surrounding their local park and develop ideas for how to improve it.

Aims and Learning Objectives

The project has a geographical theme as a study at a local scale with pupils carrying out fieldwork investigations outside the classroom. Aspects of 'place' are studied and skills acquired as a part of geographical enquiry. Other links to literacy, numeracy, ICT, ECM, citizenship and DT.

Activities

In preparation, children read Nick Butterworth, Percy the Park Keeper stories and Shirley Hughes 'When We Went to the Park'. Pupils then use aerial photographs, maps and 'InfoMap software' to draw the route from the school to the park. They carry out field work, develop a questionnaire to find out who uses the park and look at the human impact on the park and develop ideas on how it can be improved. The ideas are presented to the local council.

The school is also developing a project called Halterworth 20/20 working with the Parish Council developing their vision for the future and how they can influence local projects.



Unit Title It's Our Play Park Too!

This is an enquiry-based unit with an environmental theme. It builds on the skills, knowledge and understanding gained from the unit 'It's our area and we're proud of it'

Unit Leads To

The local area work to be undertaken in the Little and Large (Winchester) unit taught in K.S.2 (Year 4)

Components Of The National Curriculum

Skills	Places	Themes	Literacy Links	Numeracy Links
1a – ask geographical questions 1c – express their own views about people, places and environments 1d – communicate in different ways 2a – use geographical vocabulary 2b – use fieldwork skills 2c – use globes, maps and plans at a range of scales 2d – use secondary sources of information 2e – make maps and plans	3a – identify and describe what places are like 3c – recognise how places have become the way they are and how they are changing 5a – recognise changes in the environment 5b – recognise how the environment may be improved and sustained	7a – study at local scale 7b – carry out fieldwork investigations outside the classroom	Lists, letter writing Speaking and Listening skills Questionnaire Reading books (Nick Butterworth)	Surveys – Counting
			ICT Links	Every Child Matters
			Info mapper Power point presentation Local studies mapping package Digital camera Dictaphones Digi blue cameras	4:3 Children and young people are encouraged to participate in decision making and to support the community
			Citizenship Components	The Curriculum Links
			1a – to recognise what they like and dislike 2b – to take part in a simple debate about topical issues 2g – what improves their local, natural and built environments and about some of the ways people look after them	D/T – Make models

Learning focus key question	Learning/possible assessment objective	Activities/suggested strategies and resources	Expectations
Where on earth is our local play park? How can we get there?	Children should be able to... Ask geographical questions (NC 1a) Use globes, maps and plans at a range of scales (NC 2c) Study at local scale (NC 7a)	Recap on Year 1 work on the local area. Look at a large aerial photograph and maps of the local area to revise their route to school. Use Info mapper to provide maps at a range of scales and overlay these onto an aerial photograph of the area. Introduce the enquiry and locate the park on the aerial photograph / maps. On a large sheet of A1 paper / the Smart board (Local Studies Mapping Package) draw the route from school to the park as a whole class (include symbols for key features and discuss the key and simple compass directions)	LA will be able to locate the park and the school on the map and plan a simple route. MA / AC will select the easiest / most direct route on the map and be able to identify other places of interest to them on the map
What are parks like? What do I like and dislike about this area?	Children should be able to... Express their own views about people, places and environments (NC 1c) Use fieldwork skills (NC 2b) Identify and describe what places are like (NC 3a) Carry out fieldwork investigations outside the classroom (NC 7b)	Listen to stories e.g. Percy the Park Keeper (Nick Butterworth). Discuss characteristics of parks (including personal preferences). Fieldwork skills and techniques – I Spy (recognising key features) and simple landuse map (labelling key features) of the area, digital photographs and tally chart to show numbers of people using the park and purpose. Smile trail on map (sad / happy faces to show likes / dislikes of the area) and use Dictaphones to record emotions of place	LA can express their likes and dislikes. MA can express their opinion and give simple reasons. AC as above and understand that sometimes people sometimes have different opinions

Learning focus key question	Learning/possible assessment objective	Activities/suggested strategies and resources	Expectations
What do people do in parks?	Children should be able to... Ask geographical questions (NC 1a) Use secondary sources of information (NC 2d)	Read 'When We Went to the Park' (Shirley Hughes) and investigate park users. Class to compile a questionnaire to ask an adult or older sibling at home about their views on the park and how it should be developed (homework). In class collate findings and discuss; make bar charts to show range of opinions	LA / MA can ask a range of simple questions (LA with support). AC can identify the key questions that need to be asked and ask questions that are suitable for all audiences (e.g. respondents of different ages)
How could we develop or improve the park?	Children should be able to... Communicate in different ways (NC 1d) Make maps and plans (NC 2e) Recognise how the environment may be improved and sustained (NC 5e)	Discuss human impact on the area (e.g. dog mess, litter, broken glass, mud and footpaths). What is the park currently being used for e.g. older children loitering and dog walking. Is it a safe area for children to play in? How could we improve / develop the area (more litter / dog waste bins, new play equipment / football markings etc.). Each child to produce their own annotated map or model of the area showing the improvements they would make and a couple of sentences to explain why underneath	LA find a solution to the problem. MA choose a solution to the problem i.e. they thought of two or more and have chosen the best. AC are able to demonstrate an understanding of the bigger picture and to relate it to similar problems and solutions elsewhere
What do you think of our improvements?	Children should be able to... Communicate in different ways (NC 1d) Recognise how places have become the way they are and how they are changing (NC 3c) Recognise changes in the environment (NC 5a) Recognise how the environment may be improved and sustained (NC 5b)	Children to present their ideas to members of the local council e.g. write a letter or create a Powerpoint presentation (including a copy of their annotated map / D.T model). Local council to be invited to come in and respond to the children's ideas and raise the children's awareness of the planning process that they would have to go through to enact the plans	LA can convey their ideas clearly. MA can explain their solution in more detail. AC can explain why their solution will be successful

By Jenny Hogg, Primary Leading Teacher (2007)