

Unit 13 A contrasting UK locality – The Farm in the Countryside

ABOUT THE UNIT

This is a 'long' unit in which children study a locality in the UK that contrasts with their own area. This unit is based around a visit to a farm/village.

The unit offers links to literacy, mathematics, speaking and listening, environmental education and the world of work.

Prior to the unit, book a visit to a countryside-based farm. See website www.face-online.org.uk for suggested farms to visit.

As part of that visit, arrange a tour of a nearby village.

PLACES

- UK locality
- Widening range of scales
- Wider context
- Similarities and differences
- Physical and human features
- Effects of features on activities

PATTERNS AND PROCESSES

- Patterns made by humans

SKILLS

- Collect and record evidence
- Analyse and communicate
- Use geographical vocabulary
- Undertake fieldwork
- Make maps and plans
- Use atlases and maps
- Use secondary sources

ENVIRONMENTAL CHANGE AND SUSTAINABLE DEVELOPMENT

- Managing environments sustainably

THEMES

- Settlement: economic activities, land use
- Environment: impact

VOCABULARY

In this unit, children are likely to use:

- location, route, network, distance, direction, grid reference, settlement type, economic activity, buildings, landscape, leisure, physical, human, land use, features, traffic, vehicles, compass

They may also use:

- primary, secondary, tertiary

RESOURCES

- Ordnance Survey maps, street maps and base maps of the farm and its surrounding area and the school area
- atlases
- photographs of the farm and its surrounding area
- sketching pencils
- coloured pencils
- a stopwatch
- clipboards
- a camera
- a Dictaphone or tape recorder

PRIOR LEARNING

It is helpful if the children have:

- investigated the local area and other localities within the UK and overseas, as in 1, 6, 8 and 10, for example
- started to develop a range of geographical skills
- started to develop key geographical concepts – location, connections, similarity and difference, change, place/environment, patterns and processes

EXPECTATIONS

at the end of this unit

most children will:

describe the physical and human features of the place studied and understand how the mix of these features helps to explain its character; draw out similarities and differences between places and begin to understand links between them; offer appropriate observations about locations and the patterns made by physical and human features; recognise human processes and begin to understand how they can change the character of a place; recognise and describe how people can improve or damage the environment; use confidently a full range of skills and different kinds of maps and resources to undertake some independent investigations and some planned by the teacher

some children will not have made so much progress and will:

describe the main physical and human features of the place studied and begin to offer reasons for the distinctive character of a place; draw out similarities and differences between places; begin to explain 'why things are like that', referring to physical and human features of the landscape; identify how people affect the environment; use a range of skills and different kinds of maps and resources to undertake investigations planned by the teacher

some children will have progressed further and will also:

understand the importance of location in understanding places and offer explanations for patterns of physical or human features; recognise and describe how people can improve or damage the environment; describe different approaches taken to environmental management; use confidently a range of skills and different kinds of maps and resources to undertake a range of independent investigations in addition to those planned by the teacher

FUTURE LEARNING

Children may extend their knowledge and understanding of different places and build on their geographical skills by studying other types of localities, *e.g. mountains in Unit 15* and comparing them with their local area.

The unit also provides a foundation for studying settlement, either later in the key stage or in key stage 3.

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Where is the farm/village?			
<ul style="list-style-type: none"> • to investigate places • to use geographical questions • to develop awareness of how places relate to each other • to use and interpret atlases and maps 	<ul style="list-style-type: none"> • Divide the children into small groups and ask them to locate the farm and their school on maps and atlases, noting the position of the farm within the wider rail, road, and route context. Identify and discuss with the children differences and similarities in the location of the two places. • Ask the children to plan the best route to the farm (using criteria agreed by the group), noting the distance, direction, co-ordinates, settlements and economic activities passed on the way. 	<ul style="list-style-type: none"> • locate the farm and the school on a map • identify similarities and differences in locations of the farm and the school • draw a map to show a route from the school to the farm 	
What do we expect the farm and its surrounding area to be like?			
<ul style="list-style-type: none"> • to use secondary sources • to use geographical vocabulary • to identify main physical and human features 	<ul style="list-style-type: none"> • Divide the children into small groups and ask them to use secondary sources to brainstorm their expectations of the farm and its surrounding area using the following headings: buildings, landscape, and economic activity. 	<ul style="list-style-type: none"> • use secondary sources to predict what the farm and its surrounding area will be like, noting main human and physical features 	<p>Literacy: through this unit children could revise techniques for generating ideas in discussion, <i>e.g. brainstorming</i>. They can also learn about approaches to organising ideas, <i>e.g. identifying headings, grouping according to sets of characteristics or criteria</i>.</p>

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
What are the farm and its surrounding area actually like?			
<ul style="list-style-type: none"> to develop the use of fieldwork skills to identify main physical and human features to collect, record and analyse data to identify land use to develop an awareness of economic activities 	<ul style="list-style-type: none"> Take the children to a good viewpoint and ask them to draw field sketches, facing different directions (use compasses). Ask the children to note the main features of the physical landscape and human activity. Divide the children into small groups and ask them to carry out a land use survey of the farm, recording their findings on a base map with a colour-coded key they have devised. Ask them to complete a tally chart of land use. Discuss with the children different types of buildings on the farm and the different types of jobs people can do in the countryside. Give the children a list of animals and crops etc which the farm produces. Ask the children to complete a table saying what those farm products will be turned into. Then fill in where they might purchase those items. Use the terms primary (take it), secondary (make it) and tertiary (sell it), when referring to the economic activity stimulated by the farm. Visit a village nearby to the farm. Ask the children to complete a land-use map of all or part of the village. Discuss with the children different types of buildings and jobs. Ask the children to list types of economic activity in the village and categorise them as primary, secondary or tertiary. 	<ul style="list-style-type: none"> draw field sketches that show the main features of the locality understand and identify main land uses devise and use a key for a map know and understand the differences between primary, secondary and tertiary activities and identify examples of these activities in the field 	<p>To answer the main enquiry question, focus activities on specific questions, <i>e.g. What are the main human and physical features and land uses? What do people do here? What are the main economic activities here? What proportion are primary, secondary and tertiary?</i></p> <p>Speaking and listening: when children are surveying land use they can learn about a staged approach to planning, <i>e.g. anticipating possible outcomes of activities and making plans accordingly, reviewing and modifying plans, identifying next steps</i>. They can be encouraged to reflect on the use of talk in the planning process.</p> <p>World of work: types of job and economic activity.</p>

Why is the farm like this?

- how people affect the environment
 - how the features of localities influence the nature and location of human activities
 - to use and interpret maps and plans
 - to make maps
- Divide the children into small groups to complete a traffic survey at a busy and a quiet time on a road near school and on a road near the farm or in the village. Ask the children to decide how to record and present their data. Discuss the difference, considering both quantity and type of traffic.
 - Give the children a map of the farm and its surrounding area. Ask them to colour in the human features in one colour and the physical features in another.
 - Look at maps of the wider area around the farm. Discuss the density of roads compared to their own area. Ask the children to identify human settlements other than the farm, including identifying pubs, houses, places of worship, and the nearest shops. Discuss with children the reasons why someone may wish to live there and what they might need from the surrounding area. Enhance this activity by drawing two same-sized circles on the maps, one with the farm in the middle and one with the school in the middle. Ask the children to record the numbers of roads, fields and features mentioned above, for both areas. Compare the data by recording on a graph. Discuss the similarities and differences.
 - Complete an environmental tick-list of the farm and surrounding area. Ask the children to look out for hedges, trees, field margins, pond area etc.
 - Find out about public transport to the village. Ask the children to work out how to get from the village to their school without a car.
- devise and use their own field techniques to carry out a traffic survey
 - begin to understand how features of the locality influence human activity
 - begin to recognise patterns made by human features on the landscape.
 - begin to recognise how environments can be managed sustainably.

To answer the enquiry question, focus activities on specific questions, e.g. *How busy are the roads at particular times? Why? What is the land used for here? What do people do here?*

Mathematics: the traffic survey provides opportunities for work on classifying, representing and interpreting data.

Environmental education: work on the effect of traffic on noise and pollution.

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
What does it feel like to be here?			
<ul style="list-style-type: none"> to appreciate the quality of an environment 	<ul style="list-style-type: none"> Sit in a safe place on the farm, or in the village, in silence. Ask the children to use their senses to help them to jot down words and phrases to describe how they feel. Use a Dictaphone to tape what is heard. On return to school, ask the children to draft, illustrate and publish sensory poetry. 	<ul style="list-style-type: none"> develop an awareness of the quality of the environment and further develop their sense of place 	<p>Literacy: the children could produce their poem from their notes, <i>e.g. by using a model to suggest a format or approach</i>. They can revise and improve their ideas, <i>e.g. after reading them aloud to an audience</i>.</p>
What are the main similarities and differences between our locality and the locality around the farm? Why are the places like they are?			
<ul style="list-style-type: none"> to understand similarities and differences between places 	<ul style="list-style-type: none"> Ask the children to review and begin to explain the main similarities and differences between their own locality and the farm. Ask half the children to make a tourist brochure for the farm and surrounding area and the other half to make one for the school locality. Produce a class non-fiction book, poster or fact sheet about the farm and surrounding area that can be shared with other classes in the school. 	<ul style="list-style-type: none"> review their fieldwork experience and reflect on what they have found out and how it has affected their initial thinking understand similarities and differences between the farm and their local area 	<p>Literacy: this work could be carried out as a discreet activity during the literacy hour.</p>
<p>SAFETY – All off-site visits must be carried out in accordance with LEA and school guidelines.</p>			