

Going out to geog

Key questions

- What is changing in our place?
- How do we navigate familiar places?
- What do we pass everyday without noticing?

Learning objectives

- To observe a place at different times and in different conditions.
- To plan and follow routes.
- To consider if all change is good/bad.

Key vocab

- route
- change
- connection
- protect
- street furniture
- local
- key
- map

Working together

Leave a trail for a local friend or family to follow using sticks and stones to show the way. Decide on a time and day to set it up – allowing yourself time to ensure social distancing – then share the start/end point as well as the ‘key’.



The Ganges river in India has the same rights as humans- should all rivers be treated as living beings?



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X-Curricular: DT

Ask pupils to design an interesting and functional piece of street furniture that would fit somewhere in their local area. Wikipedia describes street furniture as: ‘...*objects and pieces of equipment installed along streets and roads for various purposes.*’ This would include: benches, streetlamps, traffic lights, traffic signs, bus stops, public lavatories, fountains, memorials, public sculptures, and waste bins.

What if...

You could protect one space in your local area for ever? What would it be? Why would you protect it? How might you ensure that it is protected?

Design a sign to hold up in your space that sends the message that this space should exist for eternity. Take a picture of yourself in the space with your sign – you could even dress up as a super hero to do this!!

Extension opportunity

Over a day or two list down all the changes that you have noticed over the last few weeks. This might be linked to the seasons or those resulting from the Coronavirus.

Rank all of the changes from the most positive to most negative. Which are there more of? Is that what you expected?

Keep a journal (written or video) of change- describe what is changing and how you feel.

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Why not start by...

Encouraging the children to step outside (this can be into the garden, onto the doorstep or out for some exercise) at different times of day and in different weather conditions to notice and then share any similarities and differences in terms of what they can see, hear, smell or touch.

Can you notice something ‘fantastic’ every day?

Build on this by...

Setting children the challenge of designing five different routes of around 2-3 miles that start and finish at their houses. They can use their local knowledge, Google Maps or Digimaps. Each route should be planned out to pass different local ‘landmarks’, for example:

- Route 1- school, field, crossing, T-junction, semi-detached
- Route 2- shop, wooded area, garage, roundabout, fields
- Route 3- playground, hedgerow, cross roads, bench, bridge
- Route 4- traffic lights, terrace house, garden, footpath, hill
- Route 5- church, pub, park, dirt track, detached house.

The children should walk their routes on different days. They could count one of the following:

- signs
- things that can be moved (not on wheels)
- things less than 5cm tall
- brightly coloured things
- things that look out of place
- things that look unpleasant.

Of course, children can make up their own categories. Do the different routes have similar counts? Is the count on one route always the same?