



School Radio

Primary – Geography
Using A Portable Recorder
By Heidi Burke
School Radio 2014

The date	The subject Geography		Class		Teacher	
Starter	Levels/Criteria	Whole class input:	Differentiated/ target groups:	Plenary:	AFL:	Class list:
<p>A sheet to draw an 'ideal playground'* A rough draft. Ideas discussed on each table.</p> <p>*Template attached.</p>	<p>Level 2 Pupils show their knowledge, skills and understanding in studies at a local scale. They describe physical and human features of places, and recognise and make observations about those features that give places their character. They show an awareness of places beyond their own locality. <u>They express views on the environment of a locality and recognise how people affect the environment. They carry out simple tasks and select information using resources that are given to them. They use this information and their own observations to help them ask and respond to questions about places and environments. They begin to use appropriate geographical vocabulary.</u></p> <p>Level 3 <u>Pupils show their knowledge, skills and understanding in studies at a local scale. They describe and compare the physical and human features of different localities and offer explanations for the locations of some of those features. They are aware that different places may have both similar and different characteristics.</u> Level 4 <u>They recognise and describe physical and human processes. They begin to understand how these can change the features of places, and how these changes affect the lives and activities of people living there. They understand how people can both improve and damage the environment. They explain their own views and the views that other people hold about an environmental change. Drawing on their knowledge and understanding, they suggest suitable geographical questions, and use a range of geographical skills from the Key Stage 2 or 3 programme of study to help them investigate places and environments.</u> They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.</p> <p>Extracts taken from source: http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199002/geography/attainment</p>	<p>Improving a playground. Using this link as a visual focus point for discussion alongside a blank IWB to share ideas: http://www.primaryresources.co.uk/geography/playground.htm</p> <p>Do you have a local playground? Is it in good condition? Is it being used appropriately (explore understanding of this concept) Drawing on level 3/4 knowledge, if it is or is not being used appropriately, can we identify key points: Is there graffiti? Does the equipment work? Are children affected in anyway: Good or bad, by this playground? (Anecdotal Stories to share on the IWB). Continue sharing ideas and research the current problems that need improving. RESEARCH: Using Radio equipment (PORTABLE RECORDING AVAILABLE), Interview children from the class and school. Include teachers. Using the portable devices, consider taking home to interview parents and pre school siblings. With this research: Main task will be to create a final draft: INTERVIEW people once you have shown them the final draft: What are their views?</p>	<p>SEN: Provide support where appropriate: Drawing ideas with printed labels?</p>	<p>Listen to selected pieces from interviews highlighting strengths and relevant skills. Are there any similar ideas? Are there any different ideas? Do we all agree? What are the solutions, what are the cost implications and how will it affect our local area?</p>	<p>Whole class learning?</p>	
<p>Table resources: Some pictures of playgrounds to formulate ideas.</p>			<p>Lower ability: As above.</p>	<p>Key question:</p>	<p>Future improvements: Extension: Could use questionnaires to gather further information: http://www.kidscape.org.uk/media/82789/ks20wayssaferplayground.pdf</p>	
			<p>Middle ability: Some prompting. Key concepts and research discussed. Blank scripts.</p>	<p>Why do we need a playground? Who uses it? Are there any important points to consider further? i.e. Security? Potential bullying? Broken or damaged equipment that harm or injure anyone?</p>	<p>CROSS REFERENCE: Maths: Data Handling: a. solve problems involving data b. interpret tables, lists and charts used in everyday life; construct and interpret frequency tables, including tables for grouped discrete data http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199044/mathematics/ks2/ma4</p>	
			<p>Higher ability: Independent work with blank scripts, as above.</p>			

Resources, useful links:	Notes/Resources	
Useful link from plan: http://www.primaryresources.co.uk/geography/playground.htm	Useful link to present in the classroom: http://www.westgateprimary.com/media/1071/council_handbook_3.pdf	
Further studies to expand on topic: Questionnaires, etc: http://www.kidscape.org.uk/media/82789/ks20wayssaferplayground.pdf		
Cross referencing with Maths: http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199044/mathematics/ks2/ma4		

Name:

Date:

A large, empty rectangular box with a thin black border, intended for a student to draw their own playground design. The box occupies most of the page's width and height.

Can you design a playground? Draw all the things you would like to see..

Script title: Improving a playground.

Name:

Date:

Interviewer:

Do you go to a playground? Could you improve it and how?

Interviewee:

Interviewer:

What do you think we could do to help improve our playground?

Interviewee:

Interviewer:

What would you like to see in an ideal playground?

Interviewee:

Interviewer:

Do you think it would cost money to improve the playground? Who do you think could help and how could we raise the money to do this?

Interviewee:

Script title: Improving a playground.

BLANK COPY

Name:

Date:

Interviewer:	
Interviewee:	
Interviewer:	
Interviewee:	
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