

Where I Live: Unit 2

Class:	Teacher:	Study Title: Where I Live	ES Outcome	Pe
Term:	Date:		Duration:	
Knowledge and Understanding Attainment Targets Level A		Learning Outcomes for: Where I Live Unit	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written)	
<ul style="list-style-type: none"> Describe the main features of their local settlement, such as significant buildings, services, open space and transport – A. Identify some significant physical feature, eg a hill, stream – A. Discuss ways in which they can care for resources and their environment at home and school – A. 		<ul style="list-style-type: none"> To be able to talk about ways they can look after the area in which they live – don't drop litter/don't break trees, look after park equipment, put food out for the birds in winter, recycle paper and glass. To be able to name local rivers, hills and canals. To be able to describe where the local shops, library, community centre, churches/mosques, park, doctors, bus stops, etc are to be found. To know who works in their local area and what kinds of jobs they do – teachers, cleaners, shop keepers, librarians, ministers, doctors, etc. 		

Where I Live Unit (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample c observation record to be kept i evidence)
<p>Language Make simple posters to explain different ways they can care for their area.</p> <p>Science Keep a record of birds that visit the playground – put food out in winter.</p> <p>RE Studies relating to the natural world.</p> <p>Music Songs relating to caring for the natural world.</p> <p>Art Design/paint playground litter bins, do a big frieze of main buildings and hills/rivers in their area – take photos of local buildings – paint pictures from these.</p> <p>Maths/ICT Spreadsheets/graphs – survey of local buildings, jobs their parents do?</p> <p>Mapwork Draw map/picture of playground/local area – identify local recycling points, key features – place themselves on the map/picture.</p> <p>Enterprise Make a simple guide to the local area as a class with support. Make cards with pictures of features in the local area. Invite members of the community in to do a talk about their role. Make an exhibition about the local area.</p>	<p>Book list – see Our Street</p> <p>StreetSmart from Edinburgh Environmental and Consumer Services Contact Josie Isles 469 5471 Or env.ca.swseedinburgh.gov.uk</p>	
<p>Assessment Strategies:</p> <p>Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, pr diagrams</p> <p>Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project)</p> <p>Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal book</p>		

Where I Live (Level A)

Do a walk in the area around school, take photos – describe key features – roads, buildings, shops which are r

Children describe their walk (refer to the photos) to the teacher who acts as a scribe – the work is displayed w pictures.

Children bring a photo of where they live and describe their house – make a class frieze of class X's street.

Display a large map of the area and label key features – local river/canal/hills/woods/playing fields/parks, etc

Find out who works in some of the buildings identified on the walk – teachers/dinner ladies in school, shopke library, doctor/nurse in the surgery, etc.

Make simple posters to explain different ways they can care for the environment – pick up litter, feed the bird lunch box.

Do a simple survey of types of vehicles passing the school gates – children work in pairs, have a yogurt pot a of vehicle only (cars, lorries, vans, fire engines, taxis, etc). If one passes the school they drop a bead in the po class – make a big graph using children's pictures of vehicles.

Where I Live Assessment Level A

1 Circle the places you would find near your school:

houses shops library doctors
dentist bank pub police station church
mosque synagogue park community centre

2 Match the people and the place:

teacher	shop
librarian	school
doctor	police station
minister	church
policeman	library
shopkeeper	doctor's surgery

3 Draw a picture that shows you doing something which tells your teacher you care about the place you