

The Park: Unit 4

Class:	Teacher:	Study Title: The Park	ES Outcome	People
Term:	Date:		Duration:	
Knowledge and Understanding Attainment Targets Level A/B		Learning Outcomes for: The Park 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. Discuss ways in which they can care for resources and their environment at home and school – A. Describe how people use land for work and leisure in the local area – B. 		<ul style="list-style-type: none"> To be able to identify the different areas of their local park – play areas, grass, football pitches, paths and walkways, gardens, seating, etc. To identify who uses the different areas – older people, teenagers, primary age, toddlers. To be able to describe the journey to the local park in terms of buildings they pass, buses they catch, etc. To know the importance of picking up litter, not damaging equipment. To identify the areas of open space in their area and discuss how they might improve/change them for the better. 		

The Park Unit (cont'd)

Social Subjects – Forward Planning (People and Place: Unit 17) City of Edinburgh Council, September 2002

Cross Curricular Links	Resources	Assessment (formal assessment – sample of observation record to be kept in evidence)
<p>Language Visit local park and write a report, make a poster encouraging people to care for the park, send letters to the council with ideas for park improvements.</p> <p>Science Materials used to build street furniture/play equipment Living things – plants/animals</p> <p>Technology Design and make models of how you would improve play equipment/ local facilities Safety/safe surfaces</p> <p>Art Collage of the park and all the different areas in it, photos/paintings of their favourite play equipment</p> <p>Maths/ICT Spreadsheets/graphs and databases – watch people over a period of one hour – which groups use the different areas?</p> <p>Mapwork Use local maps to describe the journey to the park – places passed en route. Make a model of the park using Lego.</p> <p>Enterprise A simple guide to the local park (could be in the form of pictures) Children could draw and design new playground equipment that they would like in the local park. They could make models of the equipment from modelling clay.</p>	<p>ES Forward Planning and Assessment January 2001 'Local Study' unit</p> <p>It's A Dog's Life from Edinburgh Environmental and Consumer Services</p> <p>Contact Josie Isles 469 5471 env.cons.sus@edinburgh.gov.uk</p>	
<p>Assessment Strategies: Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, brain storming, annotated diagrams Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project) Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal book</p>		

The Park (Level A/B)

Discuss which parks are in their area – where are they? What is a park? What would you expect to find in it?

Plan a park visit – identify the park on a local map, plan a route – what would you expect to see on the way? - a very simple map to follow on the journey to the park and tick off the places they pass on the way.

Do a survey of the different areas/park furniture in the park – grass/pitches/paths/gardens/seats/games area/lit particularly well cared for? Vandalised?

Make posters to encourage people to care for the park – don't drop litter/vandalise the play areas, etc.

Mark on a simple plan of the park where the different areas are – make a key and colour grass/paths/play area

Make a big class plan of the park in the classroom – who uses the park? Who uses different areas the most? –

Discuss any changes you would like to see in the park and draw plans of what you would do – eg more bench equipment in the play area.

Write a report of the visit/survey and/or write a letter to the recreation department with your findings and sug;

The Park Assessment Level A/B

1 What kinds of things would you find in your local park?

2 Draw a plan of what you would like to see in a park if you could design it.

A large empty rectangular box with a thin black border, intended for drawing a plan of a park.

3 Who uses your local park?

4 How can you help keep it a nice place for everyone to enjoy?