

Lesson Plans and work flow for the 6 week Our Local Area Topic

Week 0

- Meet with School and identify groups
 - Explaining Why, working out the 'hows, wheres, who withs and whens'
- Sending in request to ask children what places do they visit in Devon during their weekends and holidays?

Week 1

- Introduction and observation
- Initial, light, playful introduction, nature connection games,, making a map of the area with NESW experiencing the wonder, identifying the landscape.

Week 2

- What natural forces have helped shape this landscape?
- Within the school grounds, making Earth Pizzas. Sharing what we made.

Week 3

- What human forces have shaped this landscape? Making earth pizza but with mini villages/human landscapes on top.
- Within the school grounds.
- Sharing what we have found out.

Week 4

- How can I express my relationship to this landscape through music, poetry and art?
- Within the school grounds, facilitated music, 7 directions poems, and acrostics or art.

Week 5

- If I had to care for something in this landscape, what would I stand for?
- Storytelling of How the Robin got it's red breast and re-telling.

Week 6

- Presentation and celebration, gathering understanding using pie charts

Week 1 Introduction (60-90 minutes sessions. Adjust timings accordingly)

	time	what we're doing	what we need
ne -opening	10 mins	introduction	Landscape book. Computer with slideshow ready to go on USB
e inspiration	20	Telling a story of The Farm Elf	
se activation	5	lets make a circular map of the area/ landscape around our school. Outline what we will do	outdoor area with natural objects to create the map with - ideally in an area that overlooks some landscape surrounding the school.
s focus	20	Map making How do we mark out a circle with piece of string and a stick? What can we see from here? Where are my favourite play spaces? What do I know lies beyond the horizon? What places in my local area do I go to on days out or during the holidays?	Piece of string loop at the end -1-2m long
sw break			
w gather/ celebrate	5	Lets look at what we have done together	
nw sharing	5	Let people say what they have made/ contributed	
n integration + secret question mission	5	How much of the landscape has been made by natural forces?	
ne thanks and closing			
learning outcomes		<p>How to draw a circle with a piece of string and two sticks - or three sticks (one long and two short. How to find North without using a compass. Directions of the compass. What lies where in their local landscape.</p> <p>Often will find mini-beasts so can find out where they live during the day. Creative thinking skills as different objects and different materials are used to represent land marks and landscapes. New vocabulary. In all these following weeks we will be working as a whole group and as small teams - there is a lot of PSHE learning from this too - negotiation, conflict resolution, teamwork, appreciating each other's skills and opinions.</p>	

Week 2 Nature and Environmental factors

	time	what we're doing	what we need
ne -opening		What kind of weather are you grateful for? What natural or environmental factors have influenced the character this landscape and What kinds of animals living in Devon are you grateful for? What kinds of animals and plants live here?	
e inspiration		Pictures of devon landscapes:	Memory stick with photos or the slideshow from DCC
se activation		Earth Pizzas: Go make a mini landscape on a plate - something from around here, in Devon and see if we can guess what landscape it is.	Plastic/metal plates enough for groups of four to have one each. Air drying clay.
s focus		Making landscapes and mini creatures to go on it too if they want	
sw break			
w gather/ celebrate		Lets see what we have done	
nw sharing		What do we like in each others plates	
n integration + secret question mission		Read the abbreviated history of Devon's geology - put in place in the if the world had been around for an hour how long had humans been around for?	Sheets with story of Devon's Geology, check list of environmental factors
ne thanks and closing		How much of the landscape is made by humans? What impact to towns and human developments have on the landscape of Devon?	
Learning outcomes		How landscapes are formed, the geological time frame of the earth and understanding that difference landscapes and characters are influenced by the types of rocks beneath the surface, and that different rocks are formed in different ways. Learning how weather affects the landscapes Opportunities to discuss rivers, meanders, cliffs, ice ages etc	

Week 3 How have humans impacted the landscape?

	time	what we're doing	what we need
ne -opening	5	Thinking about what you need to be alive here in Devon today... What are you grateful? How have humans impacted and interpreted the landscape	
e inspiration		Quick history of humans coming to Devon and the prominent towns	Short history of humans in Devon sheet, Rope to be a timeline - 5m or more.
se activation		Make a mini village or town from found natural objects.	
s focus		What materials do you need to survive? What materials do we need to build? Where do they come from? What services do we need? How do we get goods and materials around? What are the effects of the unseen transmissions?	Could have sand, stones, pipes, wires etc.. Also clay for people.
sw break			
w gather/ celebrate		Celebrate what people have made - look at each others mini villages. What are the differences and similarities.	
nw sharing		What do you appreciate in other peoples vilages? What have you learnt? What is important to other people? What makes a community?	
n integration + secret question mission		Why does it matter how human developments happen? What would happen if all the land were developed on?	
ne thanks and closing			
learning outcomes		Overview of human habitation in Devon, time line from Stone age to present day. What kinds of resources humans need to make towns and villages and services networks. How transport networks affect the landscape. What is important to other people? What makes a community? What would happen if all the land were developed on?	

Week 4 How can I express my relationship to this land?

	time	what we're doing	what we need
ne -opening		What have you enjoyed this week?	
e inspiration		This week is about artistic impressions and expressions.	
se activation		Found sound round from the land. Senses walk in 3's- I see, I hear, I smell, I feel (three words, one word each) Walking in the woods song. Tracks on Tracks activity	Richard Long, Coleridge, Goldsworthy
s focus		Acrostics and mesostics	Notes - acrostics seem to work best in small groups. Start with the writing of the word in sticks vertically and then add the cross words.
sw break		free play for a few minutes before having alone time for the	Printed poem sheets Something to lean on Pens/pencils
w gather/ celebrate		Share Seven directions poems.	
nw sharing		poetry reading, looking at the acrostics	
n integration + secret question mission		What kinds of place would I like to protect from development around here? Where would I not mind development happening?	
ne thanks and closing			
learning outcomes	There are many ways to express my connection to the land. Learning if I am more a poet, musician, songwriter or land artist or all of the above. Learning that being outdoors helps creative thinking and creativity.		

Week 5 What landscapes or part of this landscape is special to me and do I stand for?

	time	what we're doing	what we need
ne -opening		What are we grateful for or liked during last week? What do we remember from last week's LCP session?	
e inspiration		Active run about activity in groups of four(ish): Grid/table of four, with four similar items in each section, yet different to the items in the other sections. Or: ask students to make a pretend fire to sit round...using coloured leaves to be flames... logs for seats etc... as we will be doing storytelling and each group will need a fire to host the story in.	Autumn is best... lots of red and yellow leaves.
se activation		Tell the story of how the robin got his red breast by saving the heath from fire.	Melodic and percussion instruments to add sound effects to the story and for other to use.
s focus		Ask the students to make up their own version of the story where a hero or heroes save a landscape from a potential disaster by working together. Give the real life example of phone mast nr Jordan, Dartmoor	
sw break		When students have returned with a storyline they can choose instruments to accompany the story re-telling.	
w gather/ celebrate		Gather round each hearth to listen to each story	
nw sharing		What did you think or like about that exercise? What did you find difficult?	
n integration + secret question mission		What would you stand for?	
ne thanks and closing			
learning outcomes		Practice at storytelling, thinking creatively about adding in music, listening to make sure not drowning out storytellers! What makes a story interesting? What landscapes are important to others?	

Week 6 Review and reflection - what makes up the character of a landscape?

	time	what we're doing	what we need
ne -opening			
e inspiration		Drumming or storyteller chair review session of the 5 weeks so far and some of the landscapes Devon has.	drum Landscape book Computer with slide show
se activation		Make a compass/pie chart of what makes a landscape distinctive and what is special about your landscape?	Cheap paper plates. Plain paper for lists What makes a landscape image/reminder Natural objects to add to the pie charts. Will need leaves-flowers-bark-gravel-sand etc if its wet outside! Pritt stick Coloured crayons too.
s focus		making	
sw break			
w gather/ celebrate		look at the pie charts - record the audio Questions like What have you enjoyed about learning about landscapes? What do you think about learning outside compared with inside? Have your opinions about nature of landscapes changed at all?	mobile phone and microphone
nw sharing		Chance to have a presentation to another class/classes.	
n integration + secret question mission		The landscape is Dreaming - idea that it is continually being shaped by people and place.... and that you guys and girls have a chance to decide what the dreaming of the land will be as you grow older	
ne thanks and closing			
learning outcomes		Ways of remembering the activities through the weeks. How to make a pie chart from a list. Proportional representation and artistic representation of data.	