



INVESTIGATING A RURAL LOCALITY

KS2 Geography

<p>Learning Objectives During this Day Course pupils should learn:</p> <ul style="list-style-type: none"> ü To recognise the characteristics of rural settlements. ü To ask and answer geographical questions. ü To identify and name land uses and features of the rural landscape. ü To use and interpret a map. ü To express their own views about the quality of the environment. ü To use a variety of field work techniques.
<p>Pupils will also:</p> <ul style="list-style-type: none"> ü Learn safely in a new environment. ü Gain an appreciation of the environment and understand their role in caring for it.

<p align="center">Day Course Programme</p> <p>Where 2 classes are attending the course the introductory session will be common to both. Classes will then separate and sessions A and B will be interchangeable am and pm.</p>
<p>Introduction: On arrival a member of CEES teaching staff will welcome your group to the Centre and describe the day's programme and the learning objectives. These will involve pupils in adopting the role of potential residents who are interested in moving to the village of Stibbington and who want to find out all about the village. An illustrated talk will then be used to introduce the locality of Stibbington, using appropriate geographical vocabulary.</p>
<p>Session A: During this session pupils will begin to research the village. They will be introduced to a map of the locality and they will use their map to follow a route through the village, identifying the major features of the local landscape and the main land uses.. The route will include the built environment of the village, farmland and the River Nene. A photographic trail will be used to highlight particular features.</p>
<p>Session B: This session will consist of a series of investigations into aspects of the locality using a variety of fieldwork techniques and equipment. Activities may include: a noise level investigation using sound monitoring equipment; a traffic survey; an investigation of a building; and an environmental quality assessment. These activities will provide evidence to support the role play in session A and the session will end with conclusions being drawn.</p>
<p>Plenary: The group will reflect on their day and consider how well the learning objectives have been met.</p>
<p>Note: The actual programme may vary depending on number and needs of pupils, length of visit and weather conditions.</p>

Relevant extracts from CEES risk assessments See also separate guidance notes on safe and effective day courses	
Hazard	Control measures
Extreme weather conditions	<ul style="list-style-type: none"> • CEES staff are aware of daily weather forecast. • Alternative venues or activities are substituted if weather conditions are particularly unfavourable. • In extreme cases, where guidance notes on clothing have not been complied with, pupils may be excluded from activities.
Unfamiliar surroundings	<ul style="list-style-type: none"> • Adults supervise directly (e.g. walking beside the group and regularly checking that entire group is present). • Pupils are made aware of safe standards of behaviour.
Village roads	<ul style="list-style-type: none"> • Pupils are instructed to walk in single file or not more than two abreast. • The CEES leader walks ahead of pupils with one adult at rear and others walking with their group. • Group walks on footpath if possible, otherwise on safer side of road, normally on right to face oncoming traffic. • When walking and working in small groups, pupils are instructed to stay close to their supervisory adult.

<p>Adult : Pupil ratios</p> <p>For this course CEES' recommended ratio for safety is</p> <p align="center">1 : 8</p> <p>For most classes, 4 pre-arranged working groups each with an adult is ideal.</p> <p>Additional adults may be needed where individual pupils need 1 : 1 support.</p>
<p>Other information</p> <p>Please see separate guidance notes on safe and effective day courses, including information on clothing and equipment.</p>