

Year 5

GEOGRAPHY - Apprentice Surveyor

Carry out fieldwork and research to produce a report about the independency of geographical features.

Lesson 1 - CHOOSING AND RESEARCHING AN AREA TO SURVEY

WALT: Choose an area for a geographical survey.

EXPLAIN VOCABULARY

Ensure children understand:

- Survey
- Geographical

INTRODUCTION

Explain that for this unit will be working as apprentice surveyors - finding out how the local area is being used - and reporting our findings.

HUMAN AND PHYSICAL GEOGRAPHY

Ask children to name aspects of human and physical geography that we could use for a survey.

Ensure that they remember the definitions of each and how they can be linked.

(People using the natural/physical features for human benefit).

Discuss suggestions. How realistic are our ideas for surveys? What do we intend to use the information from our survey for?

Lesson 2 - SETTING UP THE SURVEY

WALT: Organise our survey.

EXPLAIN VOCABULARY

Ensure children understand:

- Data
- Observations
- Questionnaire

CONSIDERATIONS

Now that we know the task, we need to cover the main considerations.

Where is the survey going to take place?

When are we doing the survey and how long will we have?

What methods will we use to collect the data?

How will we ensure that everyone is kept safe?

Explain that the location and timings have already been set. (*This must be organised in advance*).

METHODS

Model the methods that could be used for the survey.

- Taking photographs - visual images help us to remember what

Lesson 3 - CARRYING OUT THE SURVEY

WALT: Carry out a survey

FIELDWORK

Children carry out fieldwork in the form of a survey using their plans from the previous lesson.

PLEASE ORGANISE THIS FIELDWORK IN ADVANCE AND COMPLETE A RISK ASSESSMENT. LET PARENTS/CARERS KNOW YOU ARE GOING.

DECIDING ON AN AREA TO SURVEY

When choosing an area to survey, we must consider:

- Location
- Timings
- Methods
- Health and Safety

Discuss these issues and come up with statements that we can follow to make sure we consider these every time we run a survey.

We must be able to work in a location that is accessible and nearby.

We need to know how long we have to complete our survey and if we are going to repeat the survey again or at a different time of day.

We need to know the type of information to collect.

We need to make sure that everyone involved in the survey is kept safe.

Explain that as we are apprentice surveyors our first area to survey has been set by a client. *(For the application task, we will be choosing the area in the group).*

Our client would like us to survey the number of cars/motorbikes/vans that are parked in the vicinity of the school and to compare

we saw and can help with comparisons.

- Collecting data - tally charts/tick charts
- Notes - making brief notes about what you are seeing
- Questionnaires - you may want to ask people questions (*see separate information sheet*)

HEALTH AND SAFETY

Model the issues with each survey method, especially in regard to interacting with the public.

SETTING UP THE SURVEY

Ask the children to design the type of information they will be collecting for the survey, and to consider any health and safety issues.

It would be best if each group chose a different area so that there will be plenty of data to use for analysis and conclusions.

<p>this to the number of houses and the possible numbers of people that could live in the houses. How many are parked on the road, and how many on driveways or parking spaces? How many front gardens have been turned into parking spaces? What is the proportion of green space to parking spaces?</p>		
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Lesson 4 -PRESENTING THE DATA
WALT: Present data from a survey

EXPLAIN VOCABULARY

Ensure children understand:

- Present
- Graph
- Percentage
- Chart

PRESENTATION METHODS

Model how to use the data collected during the survey and present it to make it easier to read.

Model how to use the data to draw charts/graphs/ ratio - depending on the data collected.

RECORDING

Children present their data in a numerical form.

Lesson 5 - ANALYSING AND INTERPRETING THE DATA
WALT: Analyse and interpret data form a survey

EXPLAIN VOCABULARY

Ensure children understand:

- Analyse
- Interpret

EXPLAINING WHAT THE DATA COULD SHOW US

Model how to use the data in the form of charts/graphs to interpret what is happening.

- 1) What are the simple numerical facts? *How many cars? How many houses? Estimated number of people? Area of green spaces?*
- 2) How do these compare to each other? *How many cars per household? How many parking spaces per household compared to number of cars? Area of green spaces compared to parking spaces? What is the average number of vehicles per*

Lesson 6 - PRODUCING A REPORT ABOUT THE SURVEY
WALT: Communicate our findings and interpretation from our survey.

EXPLAIN VOCABULARY

Ensure children understand:

- Report
- Communicate

WRITING A REPORT

Model how to write a final report about the survey.

- Opening paragraph - overview and purpose of survey (could include map of area)
- Explanation of how the survey was carried out - with examples of methods and questionnaires
- Presentation and analysis of data - examples of charts/graphs
- Interpretations and implications - answering the 6 questions
- Evaluation of survey - problems encountered, accuracy of results and extension on initial survey.

household? Per person?

- 3) What does the data tell us about the situation? *How reliant are people on their own transport? Are the roads becoming too crowded with vehicles? Is the situation impacting on the green spaces?*
- 4) Is there evidence of interdependency in your survey? *How are people dependent on their cars?*
- 5) What is the impact of the situation? *Are the vehicles destroying the green spaces?*
- 6) What are the implications for the future? *Will there soon be too many cars? What might happen if all the green spaces are used for parking?*

RECORDING

Children record their own answers to the 6 areas in note form for use in the subsequent lesson.

Children then write their own report.

Application of Skill

Task Sheet

Carry out fieldwork and research to produce a report about the independency of geographical features.

1. Choose an area to survey.
2. Set up the survey.
3. Carry out the survey.
4. Present, analyse and interpret the data.
5. Produce a report about the survey.