

# Locality Lesson Plans

| LESSON                               | LEARNING OBJECTIVES  | ACTIVITIES  | KEY QUESTIONS  | RESOURCES  |
|--------------------------------------|--|---|--|--|
| Lesson 1<br><b>Local Art: Part 1</b> | <p>General LO's:<br/>Explore different mediums of art and where they appear in the local area:</p> <p>Understand what different types of art there are</p> <p>Identify and understand different local artists</p> <p>Curriculum LO's:<br/>Art:<br/>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p> | <p><b>(KS1 &amp; KS2)</b></p> <p>Take students to a local art centre or gallery where they can experience local artists and other artists from different areas. This will allow them to understand and compare different art styles</p> <p>If a field trip is not possible, contact a local artist to come into school or present a virtual talk.</p> <p>If a trip/virtual call hasn't been possible, create a slide show of local art, or print off A3 photos of local art and stick them in the hallway/classroom. Get the class to go on a "trip" to the art gallery in school.</p> <p>There are also free virtual museum tours online, Try the National Gallery.</p> <p>While on the trip, or after, fill out the <b>Art Questionnaire resource</b></p> | <p>What types of art are there?</p> <p>Do any of you have a favourite piece of art?</p> <p>What do you enjoy doing? Drawing? Painting?</p> <p>Do you know anywhere in your local town where you have seen art?</p> | <p>Locality/Art and Design factsheets</p> <p><b>Art Questionnaire resource</b></p> |

**FAIR EARTH** Art Questionnaire Resource **Answer the questions** **ART & NATURE PROGRAMME**

- Name all the types of art you can think of  
\_\_\_\_\_
- What types of art do you enjoying doing?  
\_\_\_\_\_
- Where in your local town where you have seen art?  
\_\_\_\_\_
- Do you have a favourite piece of art you have seen?  
\_\_\_\_\_
- Who made it, and where were they from?  
\_\_\_\_\_
- Why do you like it?  
\_\_\_\_\_

Does the art reflect the area it came from?  
\_\_\_\_\_

Is there a lot of art inspired by your area? Do we need more?  
\_\_\_\_\_

Figure 1. Art Questionnaire Resource

|   |   |   |   |  |
|---|---|---|---|--|
| <p>Lesson 2</p> <p><b>Local Art: Part 2</b></p> | <p>General LO's:</p> <p>Express their own vision of local art through their own inspired art</p> <p>Curriculum LO's:</p> <p>Art:</p> <p>Produce creative work, exploring their ideas and recording their experiences</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p> | <p><b>(KS1 &amp; KS2)</b></p> <p><b>Intro:</b></p> <p>Go through the Questionnaire answers as a class, and talk about what you saw on the trip.</p> <p><b>Main:</b></p> <p>Get the group to pick an artist that inspires them (as a group or individually) and get them to produce their own creative work based on the work or style of that artist.</p> <p>If producing a painting/drawing you can use the <b>Canvas Resource</b></p> | <p>Can you pick your favourite art piece from the trip?</p> <p>Who made it, and where?</p> <p>Does the art reflect the area it came from?</p> <p>Do we have a lot of art inspired in our area? Do we need more?</p> | <p>Locality/Art and Design factsheets</p> <p>Canvas Resource</p> |
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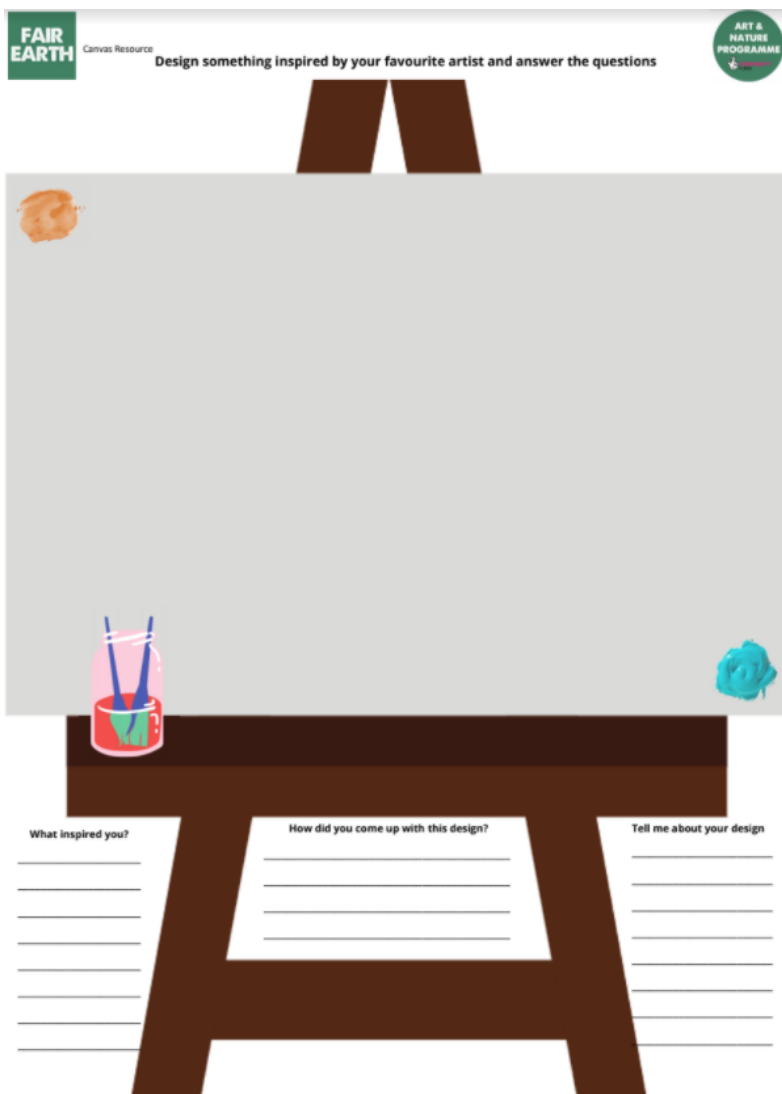


Figure 2. Canvas Resource

|  |   |  |   |  |
|--|---|--|---|--|
| <p><b>Lesson 3 – Local Area and place in the world</b></p> | <p>General LO's:</p> <p>Help students understand key features of their local area and the parts of it that are essential:</p> <p>Understand how to identify key structures in their community: hospitals/GP's, parks, supermarkets, schools, community centre</p> <p>Understand why these are important in towns and cities, and how they aid the local community</p> <p>Students should reflect on their local area and think about how it may be similar or different to other places in the world</p> <p>Curriculum LO's:</p> <p>Geography:</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>English:</p> <p>Letter Writing</p> | <p><b>(KS1 &amp; KS2)</b></p> <p><b>Intro:</b></p> <p>If possible, go for a walk around your local town, noting all the places of interest. If this is not possible, use Google maps and Google Street View.</p> <p>List all the places in their local town on the <b>My Town Resource</b> e.g supermarkets, hospitals, parks and schools...</p> <p><b>Main:</b></p> <p>Using the <b>My Town Resource</b> design their own town, drawing the listed places in the blank box. Then get the group to write a sentence about why each place is important for their town.</p> <p>Optional:</p> <ol style="list-style-type: none"> <li>Using <b>the Your Local Walk Resource</b> get the group to draw a sketch map showing the physical features of a route that they often walk (to school, to a relatives house or to the shops etc...). They could also draw the route that the group took around town on the 'trip'.</li> <li>Use the <b>Place in the World Factsheet Template</b> Resource. Get the group to write about their top 5 favourite places in their local area.</li> <li>Find out what foreign towns your town is twinned with and get the group to investigate the towns (use Kiddle.com for safe browsing). <b>Fill out the Twin Town Resource</b>. Then get the group to write a letter to someone/school in the twinned town. Get them to tell the pen pal about their town and ask questions about the twinned town.</li> </ol> | <p>When you think about your local town/city – what important places stand out?</p> <p>What is the most important key place to you?</p> <p>Does every town or city have these important places? / should they have these important places?</p> <p>How do they help the community? / How can they better help the community?</p> <p>Where do you frequently visit in town/city? – give them examples to help them think</p> <p>What natural places are important in our area?</p> <p>What human made places are important in our area?</p> <p>(when using maps/going on a trip) – What places do you recognise? Are these common everywhere?</p> <p>Is there anything in our town/city that is unique to where we live? – Does it make us different to other towns/cities in the country/in the world?</p> | <p><b>My Town Resource</b></p> <p><b>Your Local Walk Resource</b></p> <p><b>Place in the World Factsheet Template</b></p> <p><b>Twin Town Resource</b></p> |
|--|---|--|---|--|

# My Town

Write down important places in your town that everyone can visit:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# My Town

Pick your favourite places in your local town and say why they are important:

- \_\_\_\_\_ is important because \_\_\_\_\_
- \_\_\_\_\_ is important because \_\_\_\_\_
- \_\_\_\_\_ is important because \_\_\_\_\_
- \_\_\_\_\_ is important because \_\_\_\_\_
- \_\_\_\_\_ is important because \_\_\_\_\_
- \_\_\_\_\_ is important because \_\_\_\_\_
- \_\_\_\_\_ is important because \_\_\_\_\_

Figure 3. My Town Resource

**YOUR LOCAL WALK**

Draw out the route you take on a local walk in your area – this can be to a family or friends, the shops, the doctors – and note any important features you see along the way

Figure 4. Your Local Walk Resource

**World Map**

**TWIN TOWNS**

Find and circle where your town, and where your twin town is. Draw your country's flag and their country's flag. Fill in the fact file below about your twin town. Remember to ask for your teachers help for information.

Your Flag:

Their Flag:

**TWIN TOWN FACT FILE**

|                                    |  |
|------------------------------------|--|
| NAME OF TOWN                       |  |
| WHAT COUNTRY IS IT IN?             |  |
| WHAT POPULATION SIZE DOES IT HAVE? |  |
| WHAT TRADITION DO THEY HAVE?       |  |

Figure 5. Twin Town Resource

**FIVE THINGS ABOUT** .....  
*It's Place in the World*

- 1
- 2
- 3
- 4
- 5

Figure 6. Place in the World Factsheet Template

|   |   |  |   |  |
|---|---|--|---|--|
| <p>Lesson 4</p> <p><b>Local Area:</b></p> <p><b>History + Culture</b></p> | <p>General LO's:</p> <p>Develop understanding of local area and the history of its development</p> <p>Identify key figures in local area throughout recent local history</p> <p>Develop understanding of local key features and when they were created</p> <p>Understand how historic events in the past have affected the current local area</p> <p>Curriculum LO's:</p> <p>Geography:</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality</p> <p>History:</p> <p>Significant historical events, people and places in their own locality.</p> <p>English:</p> <p>Creative writing</p> <p>Non-fiction writing</p> | <p><b>(KS1 &amp; KS2)</b></p> <p><b>Intro:</b></p> <p>What can someone tell me about our local area?</p> <p><b>Main:</b></p> <p>History:</p> <p>If possible, visit your towns local history museum and follow up with one of the following activities:</p> <ol style="list-style-type: none"> <li>1. Storyboard of towns historical events and development using the <b>Town Storyboard Resource</b></li> <li>2. Pick a historical event from the towns history and write an article about it using the <b>Newspaper Resource</b></li> <li>3. Fill in the <b>History Factsheet Template</b> with the 5 most important historical events for the local area</li> </ol> <p>Culture:</p> <p>1. Plan a festival in the classroom, that encompasses your local culture. Imagine people from all over the world are coming to the festival. What does your group want to show off about the local area. Are there local foods/delicacies? Local artists? Theatre groups? choirs? bands? history re-enactment groups? wildlife groups?</p> <p>Use the <b>Plan your Festival Resource</b> then make a poster to advertise their festival using the <b>Festival Poster Resource</b></p> <p>2. If possible, make your festival a reality in the classroom by getting the group to bring in cultural items/foods from home, or use/make props in the classroom/make a playlist/ decorate the classroom etc.</p> <p>3. Fill in the Culture <b>Factsheet Template</b> with the 5 most important/relevant/favourite cultural points for the local area</p> | <p>What can someone tell me about our local area?</p> <p>Did any historical events take place in our local area?</p> <p>What key features does our local area have? Does anyone know when/why they were created?</p> <p>Has any national/international events affected our local area?</p> <p>What brings our local community together?</p> | <p>Locality Factsheet templates - Culture and History</p> <p><b>Town Storyboard Resource</b></p> <p><b>Newspaper Resource</b></p> <p><b>Plan your Festival Resource</b></p> <p><b>Festival Poster Resource</b></p> |
|---|---|--|---|--|



**FAIR EARTH**

**Our Historical Events**

ART & NATURE PROGRAMME

Create a story about the historical events that happened in your local area!

Figure 11. History Storyboard Resource

**FAIR EARTH** Plan your Festival Resource

ART & NATURE PROGRAMME

Brainstorm what things you would want to show off at your local culture festival

Figure 12. Festival Brainstorm