

LOCAL STUDIES **Drive-thru**

**How to teach with a
drive-thru of a place
unknown to your
students and
used as a comparison**

Drive-thrus

Start with a map

1. Whole class instruction

Objective: To find out all about a place that we don't know by using a book map and a digital map.

Mapping

“Where are we?”

- ▶ This is a lesson that can combine looking at the video with mapping on many different scales. So we begin with some simple orientation.
- ▶ Open an atlas of the British Isles showing a full map of the whole country. Ask students where we live, then get them to try to show you where that is on the map.
- ▶ Now ask them to look at the place you point to and which is where you are going to study as a comparison.
- ▶ Ask students to talk about where the place is compared to where they live (on the coast, by a mountain, further south etc)
- ▶ Once they are comfortable with the general location of where you want them to study, explain that they are now going to look on an online map. Put this on the whiteboard, and usually the starting point will be a globe. If you have location services switched on you may find it shows a closer area. In this case click the minus sign until you get back out to at least the national map. Again, do your orientation by clicking to where you are in steps. Ensure that students understand that on a small scale map you cannot get all of the places and names on, so you need a larger scale map for that. Get them to understand how different scales are useful for different things. Stop at a regional scale (showing other nearby large places and main roads).
- ▶ Now get students to know about nearby towns and cities to your chosen location. For example 'Who

▶ Note: this lesson plan is very similar to the local study of a place known to students, but has some subtle differences.

▶ Atlas with map of British Isles, connection to online mapping, such as Google Maps.

can tell me of the names of some towns near to the place we are going to study?' You may also find it is helpful to talk about motorways: notice we would get to it by going down the M6 past this city – Birmingham – etc.'

- ▶ Now they are ready for a drive thru, but DO NOT show it to them yet. After the drive-thru you can compare the video with the map. You can stop the video anywhere and click to the tab/window you opened with the map. Do this lots of times for familiarity.

Instead ask “ So do you think you could imagine what it looks like to drive along some of the roads on this map? Can you suggest some important places in our town to look out for (make a blackboard list)? Why might we not see all of them on a single drive-thru (they are not all on a single road)?

- ▶ Best not to use streetview versions of the online maps as these require sophisticated orientation and may confuse.

2. Plenary session

- ▶ Review the way that maps help us to know where we are, but they are a bird's eye view. We normally see things from the ground, which is what we are going to do with the video (next unit).

3. Further work/homework

- ▶ Get students to talk about what they know of other parts of the UK and how they think they compare to where they live. What have they heard about them?

Drive-thrus

First drive-thru

1. Whole class instruction

Objective: To find out some basic facts using a drive-thru. The objective really is to get students to be more aware of their environment around them, so we will be looking at historical things, geographical things, environmental things and so on.

The drive

“What can we see?”

- ▶ This part of the lesson is more difficult and challenging than you might think, so take it carefully. At the end, you will have done a great deal to promote your local studies objectives.
 - ▶ Students need to be trained to see things. So you will need to take them through the video several times (allow for this in your timings). Start by preparing a list of simple things to spot. Get them excited and ready to call out. For example. Call out when they spot..(for example castle, railway, canal, bridge, river, Tesco's) or whatever shows up on your drive-thru that you think the students will be able to spot easily.
 - ▶ This needs to be handled carefully. You are simply trying to get students used to looking at a driving video and finding simple things.
- ▶ When you want to stop a video and check things, you can usually do that by tapping the space bar or other keyboard shortcut. You don't want to be using a mouse or you will have gone past what you want to talk about. Click again to continue.
 - ▶ Notebook to note down things they have spotted. Treat it like an I-spy kind of game.

2. Plenary session

- ▶ Review what students have seen. Look across the class and see if some students were not able to do this. You will need to consider how to help them.

3. Further work/homework

- ▶ Get students to choose things to look out for. Always get them to shout them out “castle”, “station” etc. That will keep them more active. Give 1 point for being the first, minus one point for shouting too soon etc. You could make it a kind of ‘challenge game’ by giving them each 10 points, which they can gain more or lose some. They must have an incentive for keeping on watching.

My place and theirs

1. Whole class instruction

Objective: To find out about the structure of an unknown town, and see comparisons with where they live.

The drive

“Where is everything?”

- ▶ Explain that the things that cause towns and cities to grow are the same everywhere, so we are going to compare the video of our place (or somewhere we know near to us) with the chosen unknown place.
- ▶ You will need to go over the local area first for reinforcement.
- ▶ Next, go over the unknown place. Get students to see that it also has countryside around the edge, a ring road, a retail park, suburbs. Don't expect too much detail.
- ▶ As you go in to the unknown town, ask students if they can say when they think the housing gets old (Victorian) and explain that we must be near the middle.
- ▶ Ask students to comment on whether they have seen interesting things (castle, Tudor housing, cathedral, pier, beach). You may now want to go over the history of that location and see how those things fit in with what seems interesting.

▶ When you want to stop a video and check things, you can usually do that by tapping the space bar or other keyboard shortcut. You don't want to be using a mouse or you will have gone past what you want to talk about. Click again to continue.

▶ Use the Curriculum Visions book “Where we live/Settlement”. It is suited to years 4-7.

2. Plenary session

- ▶ Review what students have seen. Try to develop the idea that towns and cities are basically similar, but each have a few unique features, perhaps because they are spa towns, seaside towns etc. Get students to comment on whether they think the chosen unknown place is bigger or smaller than their local place. Can they say why (more/fewer grand buildings, bigger suburbs etc).

3. Further work/homework

- ▶ Get students to look at some examples of seaside towns (which are laid out with a very long front and are not concentric). Try to get them to understand that the resource of the sea causes this.