

LOCAL STUDIES

Drive-thru

How to teach with
a drive-thru of a
place **known** to your
students

Start with a map

1. Whole class instruction

Objective: To find out all about a place that we 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.
 - ▶ If the place where you live is not on the map, don't ask them to find it directly, or that might cause some to stumble, whereas we want them to succeed and find looking at maps easy. Instead, think of a nearby place that you know is on the map and ask them to locate that.
 - ▶ Now you can go over where the place is with respect to other parts of the country. 'We are in southwestern England, northern Wales, southern Scotland etc.
 - ▶ Once they are comfortable with the general location of where you are, 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 - 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
- ▶ Atlas with map of British Isles, connection to online mapping, such as Google Maps.

scale (showing other nearby large places and main roads).

- ▶ Now get students to know about nearby towns and cities. For example 'Who can tell me of the names of some towns near to us?' Make sure they understand what a town is. One useful rule of thumb would be to get students to think of a town as having at least a street full of shops. See if you can point out that where you are and these other places are connected by roads. Does anyone know what their names are? (explain road numbers as well as any that might have names). Why don't they have names in the countryside?
- ▶ 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 investigate some other place that they know, for example, where their grandparents live, or where they have been on holiday in the UK.

Drive-thrus

First drive-thru

1. Whole class instruction

Objective: To find out how much we know of where we live 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

“Where are we starting from?”

- ▶ 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 you spot..(for example castle, railway, canal, bridge, river, Tesco 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. The next drive-thru will become more sophisticated and you must judge if your students can handle it.

▶ 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.

Further drive-thrus

1. Whole class instruction

Objective: To find out about the structure of a town, that is, where its housing, shops, factories etc. are located.

The drive

“Where is everything?”

- ▶ Explain that towns and cities grow up over the centuries. So the oldest parts are in the middle and the youngest parts around the edges. You will, however, also find some new things in the centres because many buildings get worn out and are replaced.
- ▶ Explain that the drive-thru starts at the outskirts and goes to the centre (and then usually out again by a different route), so you see young to old/out to in, followed by the reinforcement of in to out; old to new.
- ▶ Some things need more room than others. You will often find new retail parks on the edges. What do these depend on (people being able to drive to them mainly). Would you have found them on the outskirts in Victorian times (no, because people used horses or walked).
- ▶ As you go in to a town, point out which houses are modern. Many are well spaced and make suburbs. These were built in the age of the car. As soon as you see terraced houses with bay fronts or flat fronts, you are in Victorian housing built before the car. You may be able to spot Edwardian housing in between.
- ▶ When we get to the centre, the drive often has to divert around the pedestrian precinct. Stop the video and see if students know which roads are closed to traffic. Talk about benefits (safer, less pollution) and problems (car parking).

▶ 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 have a concentric pattern with the suburban ring on the outside, the Victorian ring within it, and a 'bullseye' of the central shopping.

3. Further work/homework

- ▶ Get students to think about other things they have seen, and for how long. For example, we pass the outer suburbs for longer than the Victorian because the houses are more spaced, and we also need more houses now than in the past. Get students to spot where people work (offices/factories). If there are few, do most people in your town commute elsewhere? Also talk about any features that draw people in, such as tourism, heritage features and so on. You can go on and on with this very interesting topic.