

Lesson 14 Designing a trail

Learning objectives

Children should learn:

- how to design a trail that celebrates their local area;
- to work in pairs to review and redraft their work.

Success criteria

Children can:

- work with a partner to devise a successful trail which can be readily followed with clear starting and finishing points, with a set of precise direction to help find one's way.

Programme of Study

Develop knowledge about the UK.

Skills and processes

Geographical skills and fieldwork:

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Prior learning

This lesson draws on the field visit experience (Lesson 11).

It is helpful if children:

- can give and write simple directions;
- have had some practice at revising their writing;
- can use a list of instructions.

Vocabulary

local area, trail, directions, features, route

Resources

- Flipchart/IWB
- Pens, pencils, paper
- Examples of tourist trail leaflets
- **Activity sheet:** *Making a trail guide*

Cross-curricular links

Computing

Literacy

Differentiation

Children could work in friendship pairs for this activity.

Some children will be able to produce a trail with clear directions and accurate information about the stopping points in some detail.

Some children will concentrate on writing clear simple directions and labels only for the stopping points.

Some children may need considerable in-class support from the TA.

Assessment evidence

- Use instructions confidently to produce a successful trail.

Advance preparation

Gather a range of sample trails to show to the children.

Starter

Show the children the sample trail leaflets, explain what a trail is and that the children are going to make one. As a class, gather information about the type of instructions you would need for a trail to be successful (e.g. a clear starting and finishing point; clear and simple directions).

Share the Learning objectives and the Success criteria with the children.

Introduction

Work with the children to design a classroom trail, demonstrating simple instructions, and then invite a child to be walked around the trail, stopping at specific points in the classroom.

Learning activity 1

Planning a local trail

Ask the class which features they think should be included in a trail of their local area and collect their suggestions on the flipchart/IWB. Plan a suitable route (or routes) for a trail together, model writing some simple directions and brief information about one or two of the suggested features.

Learning activity 2

Designing a local trail booklet

Tell the children that they are going to work in pairs to design a local trail booklet. Go through the trail checklist on the **Activity sheet: Making a trail guide** and ask the children to follow the instructions to help them plan and produce their trail guides.

Plenary

When the children have completed their trails, invite some pairs to talk the class through their route. Ask the class to suggest one or two changes to improve the guides. Encourage the children to make changes and to redraft their work after considering each other's opinions.

Extension

Encourage children to plan a trail around their gardens or a local park.



Name: _____

Date: _____

Making a trail guide

Design a local trail for visitors. Use a piece of A4 paper folded in half to make your trail guide.

Use the checklist to help you.

Fold your paper in half.

Write a title for your trail.

Draw a picture on the front cover to illustrate your trail.

Where does your trail begin?

Where does it end?

Write directions for the trail and stop at five points.

Write some information about each stopping point and draw a picture each time you stop.

What happens at the end?
