

ICT ACTIVITY 18

Field study of Farningham

Year Group: 5



Geography ICT

Resources

Different scale maps of the locality, Internet access, bookmarked web sites, digital camera, fieldwork opportunities, web publishing software.
<http://www.multimap.com>

Context (Pupils' prior experience)

Pupils will be able to access an Internet site using a favourites list or by following links. They will have used desktop publishing software and will be familiar with the concept of inserting graphics into a document.

Task Description

Linked to the Geography Scheme of Work 'Village Settlers' or 'A contrasting UK locality' pupils will carry out a field study of Farningham village (with the support of Horton Kirby Environmental Studies Centre). Before visiting the village they will have located it on different scale maps including interactive maps at <http://www.multimap.com>. They will use the Internet to search for information about settlements including the origin of place names. They will conduct a field study of the High Street in Farningham and will locate different buildings on a large-scale map and take digital photographs of these sites. They will create their own colour coded map of the High Street showing the different types of land use (residential, services, shops, industry etc.) and using this information will create their own interactive map on the school web site linking each building shown on the map to a photograph of that building and a description of its present and past use.

Learning Intentions

Geography: Knowledge and Understanding	ICT: Skills, Knowledge and Understanding	ICT Level		
		KS1	KS2	KS3
<p>Pupils will:</p> <ul style="list-style-type: none">relate features on a map to an actual place with help;understand, at a simple level, the idea of how settlements are connected to other places;describe the main physical and human features of the place studied and begin to offer reasons for the distinctive character of a place;draw out similarities and differences between places;	<p>Pupils will:</p> <ul style="list-style-type: none">search the Internet to find appropriate information and copy text and pictures for others to view;use ICT to generate, amend, organise and present ideas.	w/1	2/3	4/5
<p>Pupils will:</p> <ul style="list-style-type: none">identify early settlement patterns and the links between older established settlements and the present landscape;draw fairly logically constructed maps of their own. Colour code different buildings on a large scale map following a field trip and use a key;understand that places are connected to one another;describe the physical and human features of the place studied and understand how the mix of these features helps to explain its character;draw out similarities and differences between places and begin to understand links between them;	<p>Pupils will:</p> <ul style="list-style-type: none">search the Internet taking care when framing questions;use ICT to combine different forms of information and show an awareness of audience	1/2	3/4	5/6
<p>Pupils will :</p> <ul style="list-style-type: none">work with more complex Ordnance Survey maps of areas;understand the importance of location in understanding places and offer explanations for patterns of physical or human features;	<p>Pupils will:</p> <ul style="list-style-type: none">search the Internet using a range of operators to find a range of information;use ICT to organise, refine and present information in different forms and styles for the specific purpose of a presentation.	2/3	4/5	6/7
Geography POS Related to task: 1a, 1b, 1e, 2b, 2c, 2f, 3a, 3b, 3e.	ICT POS related to task: 1a, 2a, 3a, 3b, 4a, 4b, 4c, 5b.			

Teaching Approach

Whole class teaching to introduce learning intentions, to show new skills and to share and discuss final outcomes. Small group/paired work recording information and working on the computer. A full description can be found in the on-line lesson plans on <http://ecs.lewisham.gov.uk/intict>

Links with other curriculum areas

History: Looking at life in the past and how it has changed over the last two centuries.

Literacy: Recording key points.

Subject Learning Gains (Geography)

Pupils will be able to use ICT to develop an understanding of the location of a place in relation to national and regional scales in an interactive way. They will be able to showcase their work for a wider audience by publishing it on the Internet.

Village Settlers: FARNINGHAM, Kent

The Mill



Click on the picture to go back to the map.

Today:
It is a house.

In The Past:
The mill was built in the 18th century. Inside the white wooden building was a mill wheel which was turned by the River to grind the corn. They used to drive the carts up the path and the horse would lift the grain from the back of the carts.

What's in a Place Name?

Like every part of the world Britain's place names have a story to tell, and reflect the history of our island. In our own case many of the names have Norse and Anglo Saxon origins, with Latin and Norman influences later.

Place names fall basically into three types:

- **Topographical** - describing landscape features
- **Habitative** - defining a settlement
- **Patronymic** - referring to a people or tribe.

Taken from www.countrylovers.co.uk

TASK 1: Visit the Country Lovers website.

- Can you find the meaning of the suffixes *-ton, -ing, -ham, -wich* and *-dun*?
- Can you find the meaning of three other words that you find interesting?
- Can you find any names that have been influenced by Latin?
- Can you find place names in our locality that include these suffixes. Why do you think these places got their name?

TASK 2: Visit the BBC - Local Kent website.

- What are the suggested meanings of the name **Kent**. When was the name first recorded?
- What is the accepted meaning of **Hortus Kintyl**? When was the name first recorded?
- What is the accepted meaning of **Farningham**?
- What was the **Quenebury Beck**? When was it written?

Pupils' Work

On 14th November 2002 Year 5 went to Farningham Village. We walked along the High Street from the south east, White Post Hill to the west, junction with London Road.

Click along the High Road to see the buildings we passed



This pupil worked independently to write her text and illustrate her work with appropriate graphics. She created a series of web pages for her presentation which show an awareness of audience.

Teachers'

This pupil is working at ICT Level 4. Assessment

Key Stage 2

Computer Diary

Name: _____ Date: 18.7.03

What was my task?
My task was to describe the different buildings in Farningham village.

What software did I use?
Claris Homepage

Who did I work with?

Who helped me?

What did I do?
We inserted photographs of the buildings in Farningham into a webpage and described how they are now and how they were in the past.

What did I learn?
I learnt about the different buildings in Farningham and how land use can change.

What will I improve/change next time?
I would like to learn to make links between web pages.

How do I feel about my computer work?

Pupils' Evaluation

Teachers' Evaluation

ICT Teacher Evaluation

Teacher: _____ Class: 5 Date of Activity: Autumn '03

The purpose of this proforma is to help you reflect on the impact of using ICT in your subject teaching.

Related to the Learning Objectives of the lesson
 How did the ICT activity help to achieve the subject related objectives?
 Was it a suitable task for the pupils' age/abilities?
 In what ways was it successful? - Did the children learn what you expected?
 Were there any unexpected learning outcomes?
 How will you use the assessment of the pupils' progress and achievement in the subject to inform your planning?
 How do you think the activity supported the learning of the curriculum subject eg. Literacy, Numeracy, Science etc.

The pupils enjoyed presenting their work in this way and it provided a good follow up activity to their fieldwork. It is a resource that can now be used with future classes.

Teacher Confidence and Competence
 What was your own level of ICT confidence before the activity? Do you feel you have gained in confidence and why?
 Reflecting on the classroom organisation, what factors do you think are important in implementing the ICT activity?
 Do you feel able to teach the lesson yourself? Is there anything you wished to have learnt but did not?
 What would you do differently next time you carry out the task with a class?
 In what ways did you use ICT to improve your own professional efficiency related to the activity?

I have used Claris Homepage to build the school website but haven't used it with pupils. There is a lot of potential for using DigitalBrain to create specific webpages to support lessons, especially when further web links can be used.

Hardware and Software Issues
 Did the software used give any feedback to the pupil? If so, how was this feedback recorded and used by you and the pupil?
 What hardware or software problems did you experience?
 Would you like further training on how to use either of these?
 Were there any resources issues?

We had to work from one computer because of restrictions on being able to share files and images, including the finished pages. We need to develop ways in which file sharing can be made easier.