**Pause for thought.**

Remember to think carefully about what geographers do, as you mentor the children’s learning during this framed enquiry.

-‘They try to unravel the mystery of the world around them’.

-‘They try to unravel the mystery of people, place and environment’.

-‘They try to READ the landscape story board’

 (R=Recognise D=Describe E=Explain A=Analyse).

Via this enquiry, you are helping your young infant geographers to develop ‘a sense of place’ with respect to the locality of the school.

Remember, there is both a **technical** and an **emotional** aspect to exploring their local area (any place). **Technical** words (bungalow, terrace, cottage, play-park etc.), **PLUS** **emotional** words (related to views, opinions, perceptions, and values etc.)

**Secret Street Detectives.**

**Support Information Sheet – for Welcome to SO31 Jolly Postman**

1. The children will have previously followed a houses and homes I-Spy picture trail around all the streets that are to be used for this detective activity. (See medium term planning). From this initial activity, they will have a basic knowledge of the ‘layout’ of the school locality and the streets in it – (see note 11 in planning)
2. The class teachers’ introduction on the day that the enquiry takes place will explain to the children what being ‘secret street detectives’ involves. Here are some thoughts to support you. (Collecting different clues which indicate what the street they selected is really like).
3. The secret street detective activity is in fact a **simple ‘framed’ geographical enquiry**. It encourages the children, as geography detectives to, ask questions; collect ‘primary’ information and data; sort and display the information that they collect; present / communicate their findings and evaluate the work that they have done.

 The key learning objectives for this activity are

* + To **recognise**, **identify** and begin to **describe** the key features of a street close to the school.
	+ To undertake a **simple geographical enquiry**.
	+ To **express their likes and dislikes** in respect of the geography of the immediate locality of the school.
	+ To begin to **compare** how the local streets can be both similar and different.
1. There are a wide range of observational, recording and generic geographical skills involved in undertaking this activity. Similarly, the activity enables children to enhance and apply core English and mathematical skills. (see medium term plan)
2. You will be working with a very small group of ‘detectives’. The lead teacher will move around to each group in turn during the fieldworking session to ask the children questions, impart extra information and check out understanding.
3. Remember do not to tell them too much. **They are the street detectives.** They have to develop, enhance and practice their own geographical detective and thinking skills. You have the very vital task of being their **learning mentor.**
4. After the teachers’ introduction a member of ‘your’ detective team will be asked to select a card with the name of ‘your’ secret street on. (These are folded A4 cards with the name of a street adjacent to the school, either written or displayed as a photograph of the street sign).
5. Get your group together and check out, using the 1:1250 or 1:5000 maps provided the location of your team’s secret street. (Maps from Digimap). These are the best scales for working with ‘smaller’ geographical detectives. (For schools that have not purchased Digimap, large scale local area maps can be downloaded free from Internet map sites – for example Google and Bing Maps etc. Similarly local estate agents often have larger scale maps).
6. Talk to the children about how to get to their secret street. **Don't** **forget to talk with them about the risks of working outdoors.** Decide with them the risks and rules (in line with rules set out by your school). The majority of young children are as good at risk assessing as us. Life is a risk; we have to help to prepare the children to survive in different types of geographical settings / environments. Agree your chosen route.
7. Remind them of the **types / range of clues** that they might want to collect while they are out. Pictures, drawings, rubbings, artifacts, words, signs and signals, sounds, feelings, estimations, photos etc. **the list of clues is endless** – The teacher will have given you some clues during their introduction to the activity.
8. Your detectives can of course select the clues that they wish to collect. You may want to support the children to safely interview people who live in the street and are outdoors in their yard or garden, or people who are working that day in the street or homes

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1. Talk to them about **how they could collect their clues** and **what** **resources** they might want to take with them, for example, pencils, paper, crayons, cameras, tape-recorders and bags etc. Collect your resources from the table that they laid out on. Place all equipment in your secret street detective bags. (These are easily made using old reading book bags – with a secret street detective sign stuck or sown on)
2. Walk to their secret street with them. **Talk about what you see on the route** - it really is a walking and talking journey. For example: people doing different jobs; interesting signs and signals; different garden layouts; types of houses / homes; different cars, lorries and buses; the weather; the seasonal scene etc.
3. If you have lived in the area for a sometime tell them about what it was like when you first moved there, and how it has changed. If you have lived in the area all your life tell them what is was like when you were their age. **Anecdotes are really important to the children – they thrive on them.**

(Remember the concept of time – we are very old to them – perhaps from the Jurassic period!!).

1. When you get to their secret street **spend some time** (about 10 minutes) walking along it (or part of it) **discussing the clues** that they might want to collect. If you collect clues straight away they will have thousands!!! You need to encourage them to begin to be selective about what they collect. **The clues need to reflect *the geography / character* of their secret street.**
2. Similarly, spend a little time using appropriate senses – looking, listening and smelling. Smell is the strongest sense – don’t believe me!! Think of a smell when you were very little – now tell me what you are seeing – smell takes you back through time!!! The colours, sounds and smells of our secret street.
3. Clues - pictures of signs; pictures of houses; dates, feelings, drawings, words about the street; rubbings etc. If you have taken a Dictaphone or I Pad with you, you may wish to collect street sounds and then make the music of their street from the sounds back at school using percussion instruments etc.
4. **Select a prime / safe location** for them to work at, and start collecting and collating the clues. Approximately 2 or 3 clues per person. You will probably have to decide who does what. You might well have to help them with the collection, as well as scribing for them. Drawing and writing outdoors can be very difficult when you are little, especially if the weather is windy, cold or damp.
5. Check that they have got the range of clues that they want and return to school. Find an area where you can quietly sort out the clues with the children. **Sort them into order for their presentation**- this will be in the format of "show and tell" to the rest of the class. (See medium term planning)
6. At the end of each show and tell, others in the class will be trying to work out which secret street your group went to, what your secret street was like, from the clues they have heard and (AfL) which were good / not so good about the clues.
7. After show and tell, and with your help, they can **make up a simple display of their street** to go on the wall. A mighty home-made local area map and clue display. They can use this to help them **to begin to describe** what their street was like / what was going on there. **The class teacher(s) may wish to record the children’s thoughts about their street - talking street detectives.**
8. Later the teacher will pair children / groups allowing them the opportunity of beginning to talk about similarities and differences between the streets they visited. To begin to compare / contrast 2 streets in the locality of the school.
9. A very important aim is for them to enjoy being street detectives and to enjoy being young geographers, to really think about the geography of **their special locality**.

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