

How should I start my locality study?

Some options:

- Identify the locality on maps and globes. How would you get there? Consider various options – land, sea, flights, direct/following a particular route.
- Use a story from the country. What does it tell us about that country?
- Exchange ideas about what we know (or think we know!) about the country where the locality is situated. Discuss how we can find out about a country or place.
- Look at some photographs of the locality. Show a photograph with some of the picture hidden and ask what might be in the unseen part. Uncover the area and show the pupils the whole photograph. Are they surprised? As a whole class devise questions which will provide starting points to help them to find out more about the locality.
- Show the pupils an artefact. Choose something which will capture the pupils' imagination. What is it? What is it used for? Who uses it? Where has it come from? What is it made from? What can it tell us about the place and people it belongs to?

If you start from the locality, remember that you will need to set the locality within its country, its continent and within the world, using maps and globes.

Content taken from p.211-212



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Can I design my own locality study?

Yes! Ideally, the chosen locality should be one which you have visited, or one that particularly interests you and for which you have collected plenty of relevant information and other materials. The information needs to be:

- recent
- accurate
- relevant
- interesting
- unbiased

If possible, collect information and resources relating to the following features/aspects of the chosen locality:

- the location (include local maps)
- landscape
- weather (include local data if possible)
- the people and their way of life
- homes
- work
- access to services (water, for example)
- transport
- health
- recent and current changes



Figure 4 | Jobs and schools provide good comparisons. Photos: Stephen Scoffham.