| **Lesson Title** | The World at Your Feet: Presenting and Analysing Fieldwork Data |
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| **Objective**  | To analyse and present sustainability fieldwork data using radar graphs, interpret the data to draw conclusions about the sustainability of the school site, and evaluate the effectiveness of their fieldwork techniques. |
| **Geographical skills** | Graphical Literacy - Students will develop an understanding of how to use graphs and visuals to convey complex geographical data in a way that is accessible and informative.Critical thinking and Evaluation - Students will assess the strengths and weaknesses of their fieldwork methods, discussing any limitations in data collection, or inaccuracies that could have influenced their results. |
| **Careers Links**  | (implicit) GIS / Data Analyst, Urban and Environmental Planning, Environmental Consultancy |
| **Tier 3 vocab** | Data Presentation, Data Analysis, Radar Graphs, Evaluation, Sustainability |
| **Equipment** | A3 Data Presentation Worksheet |
| **NOTE -**  | **This is a fast paced lesson, if more appropriate you can spread the content over two lessons.**  |

|  | **Task** | **Instructions**  | **Rough timings** |
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| Starter | Do Now | **Student instructions:** In three sentences, describe what we did last lesson, what data we collected and how we did it! **Teacher instructions**: Circulate around the room prompting students to explain the fieldwork techniques they used the previous lesson and how they conducted them. **Follow up:**Facilitate a class discussion as to why it is important to analyse the primary data collected. After collaborating on possible ideas, explain the aims of analysing data: identifying patterns, drawing conclusions and decision making. | 10 minutes  |
| Main tasks  | Radar Diagrams | **Student instructions:** Using your EQS data, plot your radar diagrams and describe what they show about the environmental quality of each site. **Teacher instructions:** Show the image of the radar diagram, using a student’s data from one EQS model how to create a radar diagram on the slide. Ask a student to interpret what it may suggest about the environmental quality of the area. When discussing the description of the graph, encourage students to include specific data from their primary data.  | 10 minutes  |
| Emotional Mapping  | **Students instructions:** Add your emotional mapping to the image so you have all 3 sites on one map. **Teacher instructions**: Once students have combined their emotional mapping onto one map ask students to explain which site they perceived to be most socially sustainable and why.  | 10 minutes  |
| Field Sketches  | **Student instruction:** Look back at your field sketches - using the table provided compare the evidence of social, environmental and economic sustainability that you drew and annotated. **Teacher instructions**: Circulate as students compare their field sketches and annotations - prompt students to consider the different evidence of social , environmental and economic (un)sustainability that they observed during the fieldwork.Should one section (most likely economic sustainability) be more difficult - refer back to this difficulty during the evaluation discussion.  | 10 minutes  |
| Conclusion | **Student instruction:** Write a conclusion for your fieldwork using the sentence starters. **Teacher instructions:** Circulate during the task, assisting students who may need prompting. Encourage students to use the notes from the previous and current lesson to help their conclusions. This piece of writing can be reviewed and marked as a more summative assessment if desired.  | 10 minutes  |
| Evaluation | **Student instruction:** Turn and talk: What went well about our methods? How did they give us clear data to conclude upon?What could have been improved about our data? What extra data could we have collected?If you had limitless time, money and access to all of the school - how would you change our investigation in the future? **Teacher instructions**: Using the diagram explain the difference between accuracy and reliabilityDuring the class discussion prompt students to consider how they collected data accurately and how they could ensure their data was precise / reproducible. Mention factors such as the weather, time restraints and potential other methods of data collection as discussion points.  | 10 minutes  |
| Plenary | Reflection  | **Class discussion:** Having investigated the sustainability of our school, what suggestions could you make to our headteacher to improve the school site to make it environmentally and socially more sustainable? | -IF TIME  |

| Prep Learning / Homework | **Student Instructions****Prep Learning Task:** Letter to the Headteacher - Sustainability Recommendations**Objective:** Apply findings from your sustainability fieldwork by writing a letter to your headteacher. You will recommend actions the school can take to become more sustainable, based on your fieldwork.**Instructions**:Introduction (75-100 words)* Introduce the purpose of the letter, explaining that your recommendations are based on recent sustainability fieldwork at the school.
* Briefly describe the aim of the fieldwork

Summary of Findings (100-150 words)* Summarise the key findings from your fieldwork, use your conclusion to help you.
* Use data from your environmental quality surveys and findings from your fields sketches and emotional ma[[ing
* Ultimately, answer where in the school needs to be improved the most and why.

Recommendations (150-200 words)* Suggest practical actions the school can take based on your findings, such as:
	+ Improve the use of recycling bins and waste management in certain areas of the school
	+ Improve the social accessibility of certain areas of the school to make them feel more welcoming and safe

Conclusion (75-100 words)* Restate your main message, encouraging the headteacher to consider your suggestions.
* Mention the potential long-term benefits for the school, such as reducing its carbon footprint and promoting sustainable practices.
* Use a formal closing (e.g., "Yours sincerely, [Your Name]").
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