



# Engaging Places

A resource to support teaching and learning through buildings and places



## Crime by design (3), by Rob Deane, Oak Hill School

Curriculum subject/s	Geography
Key stage/s	KS2
Curriculum outcomes	Knowledge, skills and understanding 1b, c, 2b, c, d, f, g. Knowledge and understanding of places 3d. Knowledge and understanding of patterns and processes 4a, b. Breadth of study 6a.
Lesson objectives	Pupils can create a choropleth map. Pupils can draw conclusions from the maps they create.

**The final lesson of three studying crime and possible links with the built environment. In this lesson pupils overlay tracing paper on a base map of their area. They draw around the boundary of each ward or district and then add symbols or (and this works best) coloured patterns to show levels of crime. Pupils can show imagination in how they do this. Ideas to help could be: coloured dots (more dense for more crime), cross hatching, deeper and lighter shading, etc.**

**If a class has problems in presenting neat work use this lesson to focus on neatness. The maps can look really good if they are done neatly.**

### Starter

- Show pupils a prepared example of the choropleth map so they understand the task. Give out the maps, tracing paper, paper clips, rulers and coloured pens etc. (10)

### Main

- Pupils complete their maps. Use paper clips to keep the tracing paper in place over the map of the area. Pupils mark in the boundaries and then add their symbols or patterns to show the data in a visual form. Use this time to observe and to question pupils to evaluate understanding; what progress they have made and what is still unclear. (35)

### Just around the corner

Organise a visit to either a police station or police headquarters. See if the police could show the pupils how they use maps in their work.

## Plenary

- Ask pupils to look at the maps and think about any links between the crime rates and the quality of the built environment. Draw out conclusions with questioning. (15)

## Homework

Think of two more ways to show levels of crime on a map.

## Assessment for learning

Formative:

Refer back to the first lesson. Do they now understand more about how the police might use maps?

Summative:

By questioning and observation. Marking of final maps.

## Resources

- Tracing paper
- Paper clips
- Rulers
- Coloured pens
- Maps

## Cross-curricular links

Numeracy: Understanding how data is displayed. Handling data.

ICT: Those more able could use ICT to produce the maps. Pupils could search police websites for more information about crime data.

Personal, learning and thinking skills: Draw conclusions by linking the data to the built environment.

This resource is from a bank of resources created for Engaging Places by practising teachers and education professionals. If you have ideas for using buildings and places in teaching and learning, and would like to help us create further resources, please email: [engagingplaces@cabe.org.uk](mailto:engagingplaces@cabe.org.uk)