

Our



Geography

Activity

Guide



# Journey sticks

Journey sticks are created when pupils walk around an area and collect items that interest them, attaching these in chronological order to a stick to mark their journey. The items are personal to each pupil, which encourages a sense of personal geographical experience.

Once back in the classroom the pupils transfer their journey sticks onto a linear map showing the start and end of their journey. At this stage they can draw their feelings on to the map to begin to introduce the concept of affective mapping.

By choosing which items to attach to their journey sticks this activity gives pupils a sense of ownership and helps develop their early map-making skills.

Try this out for yourself on a walk around your own locality. Collect your objects on the way and attach them to a stick as you go. Some people use sticky tape to do this or you could attach objects using elastic bands and pegs and maybe a small plastic bag for tiny items.

1. Think about your local area - where might you try this activity with your own class?
2. Set off on your walk and collect items at significant stopping places.
3. When you return use the items on your stick to remind you about the places you stopped.
4. Think about how you travelled between them and then draw your map.
5. How easy did you find it to recall your walk using this method?



## Valuing the experience of others

In his story set in verse, *If you're not from the prairie...*, David Bouchard sets out to show us everything he values about living on the prairie in Saskatchewan, Canada. He writes,

*'I knew others had experienced cold and wind, but I doubted that they had known mine. Could anyone understand what I was, without having shared my dust, my wind, and my blizzard?'*

Can we ever really know something that we haven't experienced for ourselves?

I think we have to have to try, because developing an understanding that there are 'many ways to live in the world' lies at the heart of both geography and global citizenship.

<https://youtu.be/EMC6BA8RRlg>

### If you're not from...

Start from your own local area and replace the 'prairie' with your own locality e.g. city, fens, island, village etc. The book has a simple structure:

*If you're not from ...*

*You don't know the (physical or human or environmental feature)*

*You can't know the*

*If you're not from ...*

*You **don't** know the ...*

Ask each pupil to contribute one page to a class book with a photo or painting to illustrate it.

Once pupils have tried this idea for their own local area you could use it in conjunction with another place in the world that you are studying.

## When we went to the park

This activity is based on Shirley Hughes' book *When We Went to the Park* and is suitable for younger children.

*When Grandpa and I put our coats on*

*And went to the park ...*

*We saw one black cat sitting on a wall,*

*Two big girls licking ice-creams,*

*Three ladies chatting on a bench, Four babies in  
buggies,*

*... and so many leaves that I couldn't count them all.*

This is a simple counting activity with a little added description. Take your pupils out into the local area so they can observe carefully and think about describing what they see or hear.

So it becomes:

*When \_\_\_\_\_ and I put our coats on*

*And went to the \_\_\_\_\_*

*We saw one (object) + (description - what? where?)*

When they return to the classroom they could perform a play about what they saw and/or make a

## Definitions for the next section

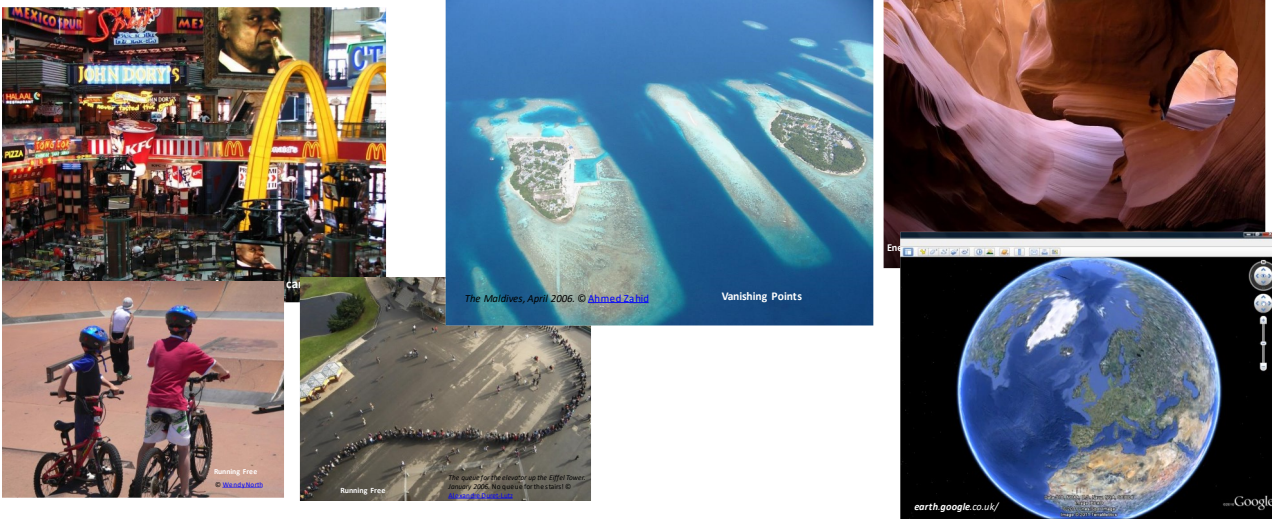
- **The physical world:** land, water, air and ecological systems and the processes that bring about change in them.
- **Human environments:** societies, cities and communities and the human processes involved in understanding work, home, consumption and leisure.
- **Interdependence:** involves, crucially, linking the 'physical' and 'human' and the emerging concept of 'sustainable development'.
- **Place and space:** the 'vocabulary' and the 'grammar' of the world, developing knowledge and understanding of location and interconnectedness.
- **Scale:** the lens through which the subject matter is 'seen' and the significance of local, regional, national, international and global perspectives.
- **Pupils' lives:** using pupils' images, experiences, meanings and questions; 'reaching out' to pupils as active agents in their learning

## Exploring the power of geography through images

Geography is a very visual subject and the use of photographs can bring it to life.

As you view the following images use the 'power of geography' list above to help you think about the connections they have to geography's 'big ideas'.

Use your own photos or choose images licensed for use via [Creative Commons](#) for your next geography teaching unit. Choose at least one to exemplify each of geography's big ideas. Extend this idea by asking pupils to research their own set of photographs.



The full sized powerpoint can be found at Staff Share/Humanities Subject Leader/Geography/Activity Guide.

Which of geography's 'big ideas' do you associate with these photographs?

Can you say why?

- The physical world
- The human environment
- Interdependence
- Place and space
- Scale
- Pupils' lives

# The relationship between geography and the global dimension

The full sized powerpoint can be found at Staff Share/Humanities Subject Leader/Geography/Activity Guide.

Print the diagram on page 12 onto a sheet of A3 paper so that you have space to write around the edges. Identify where in your curriculum you currently focus on these areas, for example some might come through your work with PSHE or in RE, science or English.

Can you identify the three areas where geography and the global dimension form natural alliances? Have a look at slide 25 on the following PowerPoint presentation. Do you agree with the relationships that are shown on the Venn diagram?

## Thinking about place

Slide 21 of the Global Dimension PowerPoint presentation introduces the 'big ideas' behind geography: place, space, scale, connectedness, changing physical and human processes, culture and diversity, environmental impact and sustainability.

If you have looked at the current National Curriculum for geography (UK) you will have already met some of these big ideas, particularly in relation to place.

Because sense of place is an idea that is central to our geographical imagination and plays such an important part in who we are as people, the next activity asks you to think back to a childhood memory of a place and about your emotional attachment to it.

## Childhood memories of place

Take yourself back to a place that was very special to you when you were a child. It needs to be a place that you remember because you had a strong emotional attachment to it.

Take a short walk (in your mind) across this space. Slowly view the scene in front of you from left to right. Repeat the action until your vision comes to focus on one particular spot.

- What are you doing?
- What can you see? Describe it
- What can you hear and smell?
- What do you feel in this place?

# What is living geography?

'Living geography' is a term introduced by the Geographical Association to describe geography that is brought to life for children living in the 21st century.

There are several versions of the exemplification of the term and the version below is adapted for primary teachers. The areas identified form a natural connection between geography and the global dimension.

Living geography...

- Is concerned with children's lives, their futures, their world
- Builds on an understanding of children's 'everyday geographies' and helps to enhance geographical imagination and thinking
- Is about change - recognises that the past helps to explain the present, but is also current and futures oriented
- Has a scale 'zoom lens' so that local is set in a global context
- Is 'deeply observant' - it looks beneath the surface to identify mechanisms that change environments and societies
- Encourages a critical understanding of big ideas like sustainable development, interdependence and globalisation

Helps us to make connections with the wider world.

## Teaching about the rainforest

The full sized powerpoint can be found at Staff Share/Humanities Subject Leader/Geography/Activity Guide.

Slides 5-25 provide a number of ideas and highlight resources that you could use when teaching about the rainforest.

1. Once you have decided on your theme or issue research this area using the internet.

Using this PowerPoint as a template, insert your own resources, links and images. So, for example, if you decided that your issue was going to be Chocolate and Fair Trade you could change the WWF website for the Pa Pa Paa website.

Share your adapted PowerPoint with a colleague.

## Getting down to detail: starting with picture books and stories

As well as thinking about big picture planning, you can also use these focused pro forma planning sheets to help ensure that geography is at the heart of your teaching and learning.

**Download: Alternative approaches to curriculum planning**

**Download: Geographical activities that can be developed through the use of picture books**

**Download: What if? A book about recycling**

### Sense impressions

Going to school in India

### Starting with images/using artefacts

A different view - images and activities

Oxfam – photo opportunities

South Yorkshire Development Education Centre - Projects