A sense of perspective (key stages 1 and 2)

What the photos say
The ‘Energy flows’ family of photos demonstrate the might and power of physical forces. These activities draw on pupils’ connections with the images, helping them develop observational skills and an understanding of the landscapes now, and how they might change over time.

Lesson ideas
The first three activities use only the surfer photo (Oahu Pipeline, Hawaii, 2008), but they could be used with others in this family as well. They will help the children to develop enough understanding to be able to grapple with Activity 4.

Other resources
• You could introduce the activities with the sound of waves (http://www.soundsnap.com/node/7362).

Activity 1: Put yourself in the picture (key stages 1 and 2)
In order to draw pupils into the photograph and connect with it, ask them to imagine they are in the picture:
• What do you see? (if you look up, down, to the left/right)
• What do you hear?
• What do you feel (physically)?
• What do you feel (emotionally)?

Activity 2: Model making (key stages 1 and 2)
To develop observational skills and understand the landscape, pupils make a 3-D model of what they see in the photograph:
• What sorts of materials would best represent each element?
• Can you extend the landscape beyond the photograph?
• What will you call your model?

Activity 3: Change over time (key stage 2)
To develop an understanding of change over time (depending on which photo this is done with, the time scale will also change), ask children to:
• Create a story board with three sections
• Place the photo in the middle section
• What happened before?
• What do you think might happen next?
• Create a picture/written story around the photo.

If this activity is done with the whole family of photos (upper key stage 2), some discussion could follow about different types of time scale (things changing in a second; things changing over geological time) and how even things that appear static are also changing.

Activity 4: People in places (key stage 2)
These questions will help children relate physical landscape to people. They are based solely on the surfer photo, although it is important to relate all the photos to people in some way or another).

• What skills does a surfer need?
• Which of these are geographical skills? (e.g. good locations for surfing, good times of year, good times of day, tidal flows, prevailing wind patterns)
• What impact do surfers have on the environment? (e.g. many surfer locations cannot be reached by public transport; board wax is a pollutant (although some ‘green’ versions are now being produced)
• What impact do surfers have on the economy? (e.g. surf wear; tourism; positive and negative aspects of these)
• What impact do surfers have on society/communities? (e.g. surf wear and sweat shops; image of lifestyle; well-being)
• Where in the world could this be?
• Why are some areas good for surfing and others not?

Follow-up activities (upper key stage 2)
Pupils will have their own questions as well, and any one of these could be set up as an enquiry. With some guidance, pupils may be able to trace an item (a surf board, a block of surf wax, a VW camper van, a pair of Rip Curl bathing shorts) back through all stages from retail to raw materials and create the ‘story of …’.

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