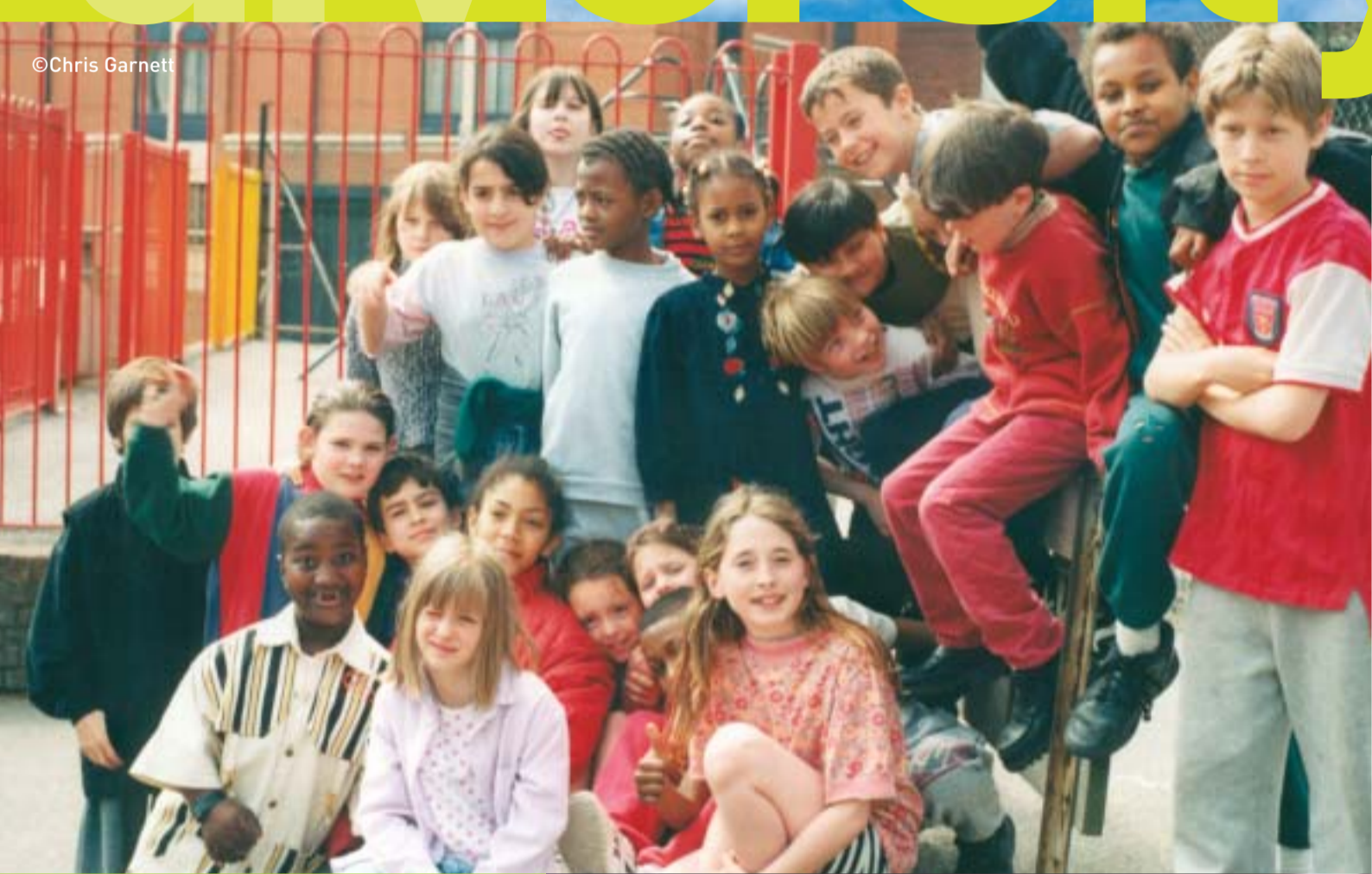


# weather food

# diversity

# GEOGRAPHY FROM SQUARE ONE

[www.geography.org.uk/squareone](http://www.geography.org.uk/squareone)



Think you're no good at geography?...

...and don't have time for it as well as everything else?



# transport

You do geography every day without realising it! From the source of your morning coffee to the transport you and your pupils use to get home after school, it's **all** geography...



# tourism sport



# housing



# sustainability



# Where do I start?

Many primary teachers are less than confident about their subject knowledge in geography. But you know more than you think! Try this activity:

## Why did you choose to live there?

With a colleague, rank the following factors 1-12 in terms of their importance when you decided where to live:

factor	yourself	colleague
house prices	_____	_____
near schools	_____	_____
near countryside	_____	_____
on a bus route	_____	_____
type of housing	_____	_____
close to the shops	_____	_____
on a quiet street	_____	_____
safe parking	_____	_____
nice garden	_____	_____
few hills, easy walking	_____	_____
close to work	_____	_____
near family	_____	_____



This short exercise has established quite a lot of geographical information. Investigating why people live where they do is an excellent exercise for pupils – ask them all to carry out two surveys and bring the information into class, and you have the start of an impressive geographical enquiry with a large database – all obtained from work carried out in the field!

This activity addresses the following elements of the National Curriculum Programme of Study for Geography:

- geographical enquiry and skills (1a, b, c, d, e and 2a, b, c, d)
- knowledge and understanding of places (3a, c)
- knowledge and understanding of environmental change and sustainable development (5a)
- breadth of study (6a, 7a – UK locality, local scale)

Well done! You've just considered:

- accessibility • quality of environment • range of facilities
- housing types • the effect on people of the physical landscape

# Where do I go from here?

Try the following seven starter activities with your pupils.

## Ready for more?

In-depth guidance, support and further resources and information are available at [www.geography.org.uk/squareone](http://www.geography.org.uk/squareone) Visit and enjoy!

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# Can you find me?

## Key geographical ideas and skills

- Using pictures to locate places
- Identifying features of a building or environment
- Learning about altered perceptions of a place
- Locational words

## What you need

- Digital or printed photographs of interesting places and features in the school, taken from unusual angles

## What to do

- Take a series of photographs around the school from odd angles (e.g. through the school gates, from a corner of a room, from the floor looking up, from a high window looking down).
- Display the pictures in the classroom and produce a sheet of thumbnail pictures for the pupils to use to identify the correct places in which they were taken.
- In pairs, ask the pupils to walk round the school and identify as many of the places as possible. They will need to keep quiet so they don't give the locations away to another group! It is a good idea to send only a few pairs at a time, perhaps all starting with a different picture so they really do have to work on finding each place themselves. Each location might have a letter placed there which, when re-sorted together, make a word. (Nine photos would allow the word 'geography' to be made!)
- When every pair has completed the task, discuss it as a whole class. What did they find easy? Which place was the hardest to recognise and why?



©Barbara Conridge

## Variations

- Instead of using pictures, the pupils could be asked to find an object or a toy such as Barnaby Bear at different locations.
- They might be given a range of positional words (e.g. under, over, behind, next to) to match to each location.

## What next?

- As a whole class, locate and label the places or features on a map of the school and its grounds.
- Ask the pupils to work in small groups to draw a picture trail for the rest of the class to complete.
- Show the pupils how to use a digital camera.
- Take photographs of the local area. Display the pictures and ask the pupils to sort them in a variety of ways, e.g. distance from school, size of feature, the most popular places to visit.

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# Features here and there

## Key geographical ideas and skills

- Recognition or description of geographical features
- Categorisation of physical and human features
- Geographical vocabulary revision and development

## What you need

- A photograph taken in the local area which shows a range of human and/or physical features. The larger and clearer the photo the better. Either project the image using a whiteboard or OHP, or copy it onto A4 or A3 paper for the pupils to share in pairs.

## What to do

- Allow the pupils to look at the photograph for 30 seconds then to note down all the physical and human features that they can remember seeing in it.
- Ask them to compare their answers with a partner.
- Allow a further 30 seconds to view the photograph again. The pupils can then self-assess their first list and add any features they initially missed.

## Variations

- For greater challenge, use photographs of an unknown place.
- Try using the activity in preparation for a residential geography or outdoor activity trip to familiarise the pupils with the environment they are going to visit.

## What next?

- Use this activity to revise local area features and vocabulary before focusing on similar and contrasting ones for a distant location.



©Wendy Morgan

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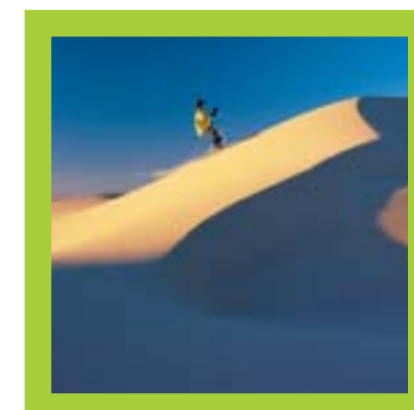
# Spot the mistake

## Key geographical ideas and skills

- Misconceptions
- Assessment

## What you need

- A little bit of imagination and the courage to 'set yourself up' just a little!



## What to do

- When introducing this activity, tell the class that you are feeling a 'bit fuzzy today' (you can elaborate if you wish) and that you need them to help you by listening/looking out for any silly little slip-ups that you may make.
- Depending on your new unit/theme, you will then need to introduce some basic ideas/facts, but slip in the odd clanger. Here are some possibilities:
  - When introducing a new place, drop in some false information about its location such as 'if you look in your atlas, you can see that India is a town just north of the Himalayas'.
  - When comparing the weather conditions in different parts of the world, deliberately identify your chosen images incorrectly, e.g. people dressed in swimwear for Alaska and ski clothing for Jamaica.
  - When discussing the journey of a river, mention it flowing up the valley or from the sea.
  - When describing a physical process, use an interactive display, for example of the water cycle, and muddle up the labelling/annotation. Remember to correct all mistakes so that pupils don't end the session with new misunderstandings!

## Variations

- This can be adapted for any unit of work or geographical context and, by altering the number/complexity of statements or ideas, can be used with any age or ability range of pupils. Visit [www.geography.org.uk/squareone](http://www.geography.org.uk/squareone) for more examples.
- Use the session for peer and teacher assessment – you can tell by the individual replies who understands the concepts!

## What next?

- Later in the unit or topic, reintroduce the idea of using misconceptions as a teaching and learning tool. (Pupils may be familiar with using 'concept cartoons' in science activities). Use speech bubbles to make statements for pupils to discuss in pairs and decide which (if any) they most agree with, and why. For example, for a weather theme:

We should set up our rain gauge in the corner of the playground so that it doesn't get knocked over.

No, I think we should put it on the field under that tree so that the sun doesn't evaporate any water away.

(Neither is perfect – having one on the playground may allow some splash back from its hard surface, leading to falsely high recordings, and having one under the tree will have falsely low readings due to the leaves intercepting the rain.)

- The discussion held between pupils and shared with the class is an important learning strategy which will really extend pupils' thinking skills and can act as a good assessment tool. Some pupils may only be able to say what is wrong; most will be able to express why it is wrong; and the highest achievers may be able to make suggestions how to improve the idea expressed.

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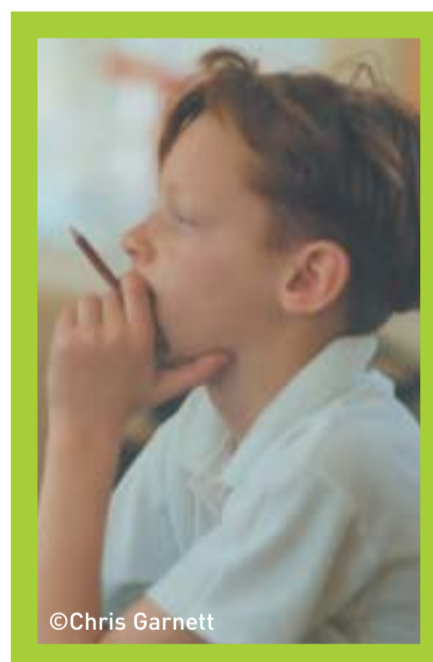
# Do we like it?

## Key geographical ideas and skills

- Field sketching
- Environmental quality

## What you need

- A fine day
- Clipboards or hard-backed books to lean on
- Whiteboard or OHP
- A digital camera



©Chris Garnett

## What to do

- Ask the pupils to close their eyes and imagine an unpleasant place: what they can 'see', 'smell', 'hear' and 'feel'. Remind them to 'look' up, down and at eye level to view all angles. One at a time, ask them to describe their location. Record some of these negative qualities on one side of a whiteboard or OHP.
- Repeat the exercise but imagining a wonderful environment. Are the adjectives offered the opposites of those in the previous exercise?
- Ask the class to discuss and select two contrasting locations, one positive, one negative, in the school grounds.
- Take the class out to each spot and ask the pupils individually to give a score for different environmental qualities, e.g. safety, function and pupil appeal. Take photos of each area.
- Back in the classroom, decide on the best way to deal with all the data created by the pupils' scoring, e.g. average scores for each site or graphs of individual's ratings.
- Which site was liked the least? Why? What could be done to improve the area? Perhaps these suggestions could be put forward for consideration through your school's council.

## Variation

- Try a similar approach for other, gradually more distant, locations.
- Ask pupils to express their opinions of the classroom. Remind them that there are no right or wrong answers. Choose a pair of opposite adjectives, e.g. colourful/dull. If these were on a scale from 1 to 5, with 5 being colourful, how would they rate the classroom?

## What next?

- Revisit the least popular location in the school grounds. Get the pupils to face different compass directions and to make a field sketch of their view. Remind them to add appropriate annotations, e.g. cracked paving slabs with weeds, flaking paintwork. For pupils who find this difficult, scaffold the activity by providing a worksheet showing a photograph of the view next to same-sized box with a few starter lines drawn for them.
- Back in the classroom, get the pupils to re-draw their view using their imaginations to show how it could be improved. Annotations should explain their reasons for why their changes are needed.
- The activity can be developed as a theme, using the Eco-Explorer website ([www.naturegrid.org.uk/eco-exp/index.html](http://www.naturegrid.org.uk/eco-exp/index.html)) for further ideas.

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# My perfect town

## Key geographical ideas and skills

- Identifying facilities found in a town
- Understanding the structure of a town
- Forming environmental preferences: developing the ability to distinguish poor quality from good quality environments
- Giving personal viewpoints

## What you need

- Enough pieces of paper for two each per small group
- One marker/pen for each group

## What to do

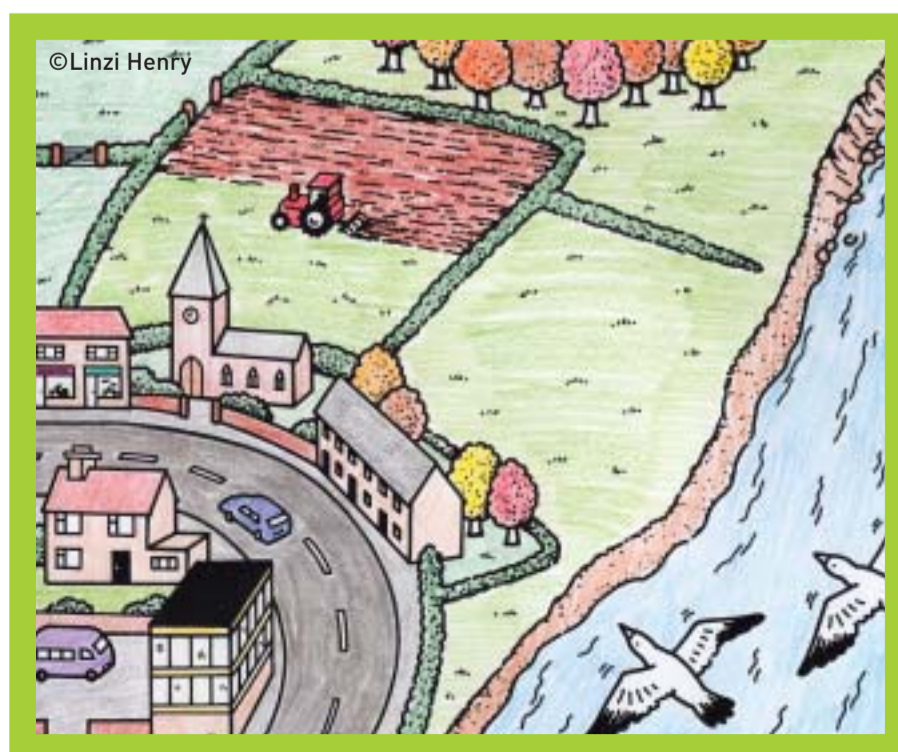
- In small groups, ask pupils to discuss and write down on their first piece of paper: a) all the things that they like about their nearest town, and b) all the things they don't really like.
- Briefly discuss the choices as a whole class (which will enable you to check on how sensible the suggestions are!), then ask the groups to think about what would make a perfect town.
- The groups should then present their choices on their second piece of paper in an interesting way that can be displayed to stimulate discussion. How many things were common to each group? Did boys and girls want the same things? What might other groups, such as senior citizens, suggest?

## Variation

- Present the pupils with a range of features and services for them to choose from. This might be a suitable way of presenting the activity to those who have difficulty in working with a totally open choice.

## What next?

- Carry out fieldwork in the local area to look at good and bad points.
- Investigate how the choice of amenities can change with different groups of people, e.g. children, sports enthusiasts, senior citizens.
- Devise a questionnaire to sample a variety of viewpoints, for example from local residents through fieldwork or from members of the pupils' families as a homework exercise.



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# Where in the world am I?

## Key geographical ideas and skills

- Global understanding/perspective on location
- Atlas skills
- Relative size and scale

## What you need

- A large space for pupils to move around (hall or playground)
- Atlases and/or world wall map to check out their queries on return to the classroom
- Digital camera
- A4 sheets of paper and markers

## What to do

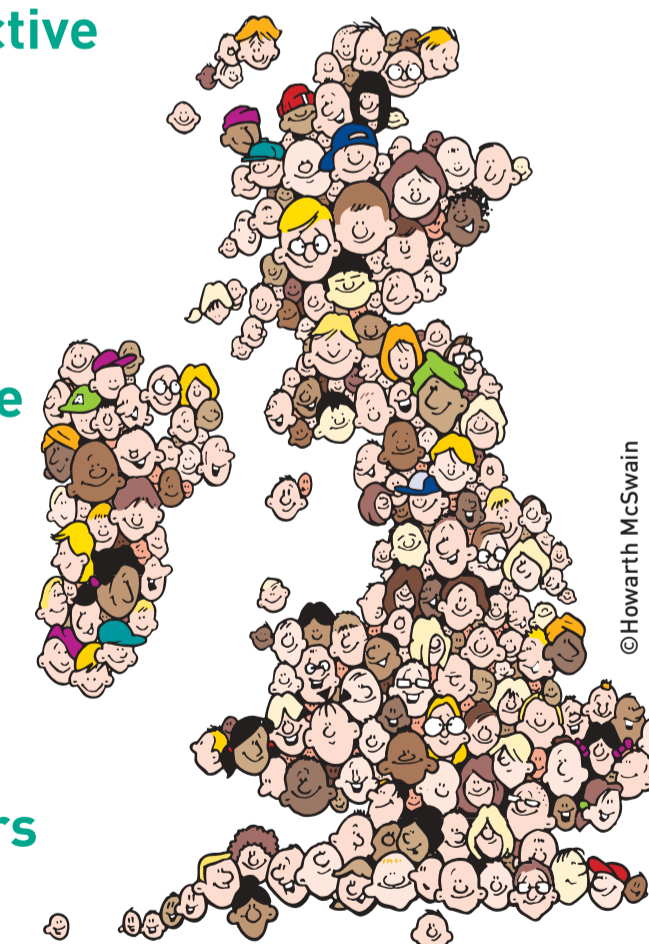
- Assemble the class in the hall or playground.
- Ask the pupils to think of a country, but to keep it to themselves. Tell them they are going to arrange themselves as a human world map in front of you. To help them orientate themselves, you will represent Antarctica, so they need to move (silently!) to the place where they think their country might be in relation to you. It may be helpful to give some sort of boundary so that they know how big their map will be. When they are all happy with their positions, ask each pupil in turn to give the name of their country. Allow the pupil to alter their position if they would like to, then ask them sit down and write the name of their country on a piece of paper in big letters.
- When the class is in its final position and all the pupils are seated, ask them to hold up their sheets of paper and take a photograph of the 'map'.
- Back in the classroom, check the accuracy of their positions by comparing the photograph with an atlas.

## Variation

- With the youngest pupils you could substitute continents for countries.

## What next?

- This activity can be played many times as pupils can be asked to change their choice of country or you can become the North Pole instead of Antarctica.
- Follow up with activities on 'placing places' using a range of resources. For example, mark places mentioned in stories or on television programmes on a world map. The aim is to enable pupils to recognise the links between their world and the world outside their lives.



©Ihorath McSwain

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# Global detectives

## Key geographical ideas and skills

- Places and scales (global, country, region, city, town)
- Using atlases and maps
- Topicality
- (Depending on current news issues) natural disasters, weather events, physical environmental issues, physical processes affecting people and places

## What you need

- A range of newspapers from the previous week, enough for one between two pupils
- Atlases – minimum one between two
- World map on the classroom wall

## What to do

- Ask the pupils to find as many places mentioned in headlines as they can within a given time limit. The places which will be noticed may be countries (e.g. USA), towns (e.g. San Jose) or regions (e.g. California).
- Ask the pupils to list the places they find, sorting them into countries, regions and places as they go.
- In pairs, the pupils should then locate these places in their atlases, using maps of different scales as necessary. Give a time limit for this if you wish – working against the clock can make it more (or less!) fun, depending on your class. Pupils may need support from you or a classroom assistant because they may not recognise some place names.
- Pupils can then begin to locate these places on the classroom world map using removable labels (e.g. post-it notes).

## Variations

- Shorten the activity by dividing up newspaper pages between pupils so that they have less to look through or so that you do not need to collect as many newspapers.
- Ask pupils to watch the news on television the day before the lesson and to note all the places they hear or see mentioned. This can be particularly helpful for visual learners, as location maps are used on the news.
- Video the news programme yourself and show relevant clips for the whole class to make notes from.
- As a more challenging activity ask pupils to trawl the headlines and text in a newspaper for UK place-names only, which they can then locate using an atlas or road map.

## What next?

- Extend the activities into a whole lesson using a computer suite and asking the pupils to use web-based maps to search for places they have found in the news.
- Ask the pupils to tally the number of times the same country comes up in different articles in one newspaper – this can give us a picture of the perceived importance of countries in the world.



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