



Think Piece



Geographical Enquiry

AN EXAMPLE OF GEOGRAPHICAL ENQUIRY: WHO KILLED RATTY?

PHASE OF ENQUIRY	SEQUENCE OF IDEAS	ILLUSTRATIONS
<p>INTRODUCTION</p>	<p>Pupils were arranged in groups with and given the name of a detective to represent. This provided the opportunity to collaborate with others.</p> <p>Pupils were told one purpose of the lesson was to make use of detective skills used in geography to solve a mystery or a problem.</p> <p>They were to compete for which group would be the best detectives.</p>	<p>Geographical Detectives</p> <ul style="list-style-type: none"> • Listening • Imagining • Remembering • Observing • Using maps • Studying photographs • Linking information • Summarising information • Presenting information  <p>Geography George</p>
<p>STIMULUS</p>	<p>A short extract from an audio tape of Wind in the Willows was played with some accompanying slides.</p> <p>Pupils were told to listen, imagine and try to remember the story.</p> <p>In their groups they had 1 minute to recall answers to a sequence of questions and share them with the class.</p> <p>The idea of this was to engage pupils by relating to a childhood story and engage with the characters from the story.</p>	<p>Remembering</p> <ul style="list-style-type: none"> • Who is the main character in the story? • Where does he find himself? • What catches his eye on the bank? • How does he describe the character he sees? • What / who do you think it is? • Do you know which story the extract is from? 


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<p>SETTING UP THE ENQUIRY - A NEED TO KNOW</p>	<p>Pupils were asked to identify the characters from Wind in the Willows in their groups. They were told that a number of these animals which used to be common when Kenneth Grahame wrote the story are now no longer seen along the river bank. Ratty (A Water Vole) is the UK's most endangered mammal and their detective task was to discover why. Who Killed Ratty? became the enquiry question for the lesson. Pupils were to work upon developing an 'evidence board' to record their ideas and use as a basis for a presentation to the class.</p>	
<p>ENQUIRY PHASE</p> <p>a. Context</p> <p>b. Map Evidence</p> <p>c. Photo Evidence</p>	<p>Pupils were shown a short movie which identified the habitat requirements of the water vole. They were also given a written summary of the key features. Images in the movie were chosen to develop more empathy for the vole.</p> <p>Pupils were given a historical and a contemporary map of the Cookham area where the story was written and asked to identify changes along the river that might have impacted upon the water vole.</p> <p>Pupils were then given a sequence of photographs showing activities along the river and asked to decide how these might have affected the water vole habitat.</p> <p>On their evidence board they recorded their observations and made a link to how the habitat of the vole would be affected.</p>	<p>Missing Can You Help?</p> <ul style="list-style-type: none"> • They are shy creatures and prefer peace and quiet • They like river banks with lots of plant growth for shelter and food • They are good swimmers and dive well • They like slow moving water • They don't like changes in the level of the water. • They live in burrows and tunnels along the river bank • They need steep sided earth banks to build their homes • They don't like being out in the open to avoid predators 

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<p>PRESENTATION PHASE</p>	<p>Each group then presented their ideas to the class. They were judged on the number of changes and activities they had identified and whether they had explained how these would have affected the habitat of the water vole. The key learning outcome related to their ability to relate cause and effect as well as how well they had made use of the evidence.</p>	
<p>REFLECTION CONSOLIDATION</p>	<p>Pupils were asked to review their skills as detectives. The teacher explained the key idea of the lesson – to discover how human activities and change can have an impact on wildlife habitats. They were asked of any other animals that were in the same situation of being endangered species (transferring ideas) Homework activity enabled pupils to make a personal response to the lesson and to consider how habitats can be managed more sustainably.</p>	<p>What should happen next?</p>  <p>Homework</p> <ul style="list-style-type: none"> • Do you think we should try and save the water vole? Explain your thoughts. • What do you think could be done? • Find out more about plans to save the water vole.

Gill Davidson
 St Cross College, Oxford
 wgdaavidson@hotmail.co.uk