

Other activities To be used with the Stig of the Dump Activity Table

These arise out of the story itself, chapter by chapter.

Ch 1

Locate limestone quarry areas in the UK (Cotswolds, North, South and Wiltshire and Hampshire Downs, Lincolnshire and Yorkshire Wolds; Yorkshire Dales around Malham). Needs a good geology map of the UK, an atlas and a blank British Isles map.

Ch 2

a) Finding North. (Barney notices how different the quarry looks on the sunny autumn morning compared to the low light of the previous evening (p24/25)).

Decide where north is in relation to school, home, and in the locality. This fits in with Science '*Light and Dark*'. The easiest way is to show how the sun/shadows changes through the day - mark the shadow lines of a stick on the play ground at regular time intervals e.g. beginning and end of a lesson. These will start in the west (as the sun is shining from the east) move round to point north (as the sun moves round to the south at midday). Because of British Summer time between April 1 and Oct 30 the shadow points exactly northwards at 1.00pm. The shadows will point westwards by the end of the school day. There are other variations, which are worth looking at during the year. Meanwhile check the stick shadows with the shadows round the school building, make a compass on the playground (then check if you already have one) label the classroom walls, check which way each pupil's house is placed in relation to the south (which is the sunniest room in the house?). Decide which way you go to walk northwards through the locality - and then look up the route on your own locality map - and discover that the top of the map is north. This convention is the same the world over - notice the north point in the margin of the map.

Extend this into Art. Take photographs of specific features in the locality at specific times of day and notice the changes in detail as the light moves round.

Ch 2

b) Locate places in relation to each other on a map - directions between places (pair work).

- i) Each pupil devises a route across their map extract then tells the directions to their partner who has to draw the route and add relevant symbols.
- ii) Work out the direction Barney took to get from the house to the quarry - assume his Granny's house is located in the north west of the map extract with quarries cut into the steep slope.
- iii) Locate Sevenoaks in relation to the North Downs which changes direction from being west - east to northwest - southeast. Use a good road atlas or explore the 1: 200,000 maps in Multimap or OS Get-a map.

Ch 3

a) As the pupils visit their Granny in the school holidays there is good evidence of changes brought about by different seasons (Science and Geography). Use a globe and light to demonstrate the relationship of the sun to the earth and its tilt and relate this information to the current season as well as the season described in this chapter (Christmas, shortest day) and Chapter 8 (Midsummer, longest day). Follow up on latitude and longitude (Maths, 360 degrees) (<http://daphne.palomar.edu/jthorngren/tutorial.htm>).

b) Location of early Cave paintings. Open up research by using Wikipedia (http://en.wikipedia.org/wiki/Cave_paintings#Locations) and locate using an atlas. Use facsimile copies of cave paintings to create stories they are telling - these are the equivalent of maps. In Art use charcoal and natural colours from plants to make picture maps. See also Ch 4 p. 56.

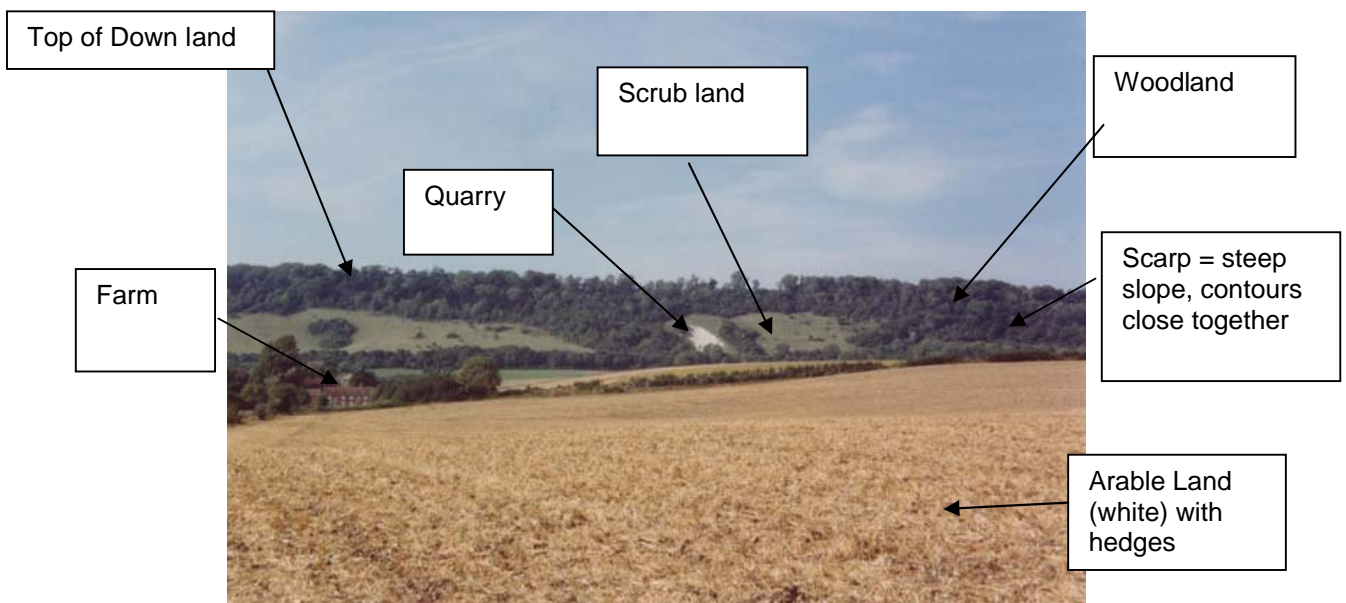
Ch 4

a) All-weather activities. List activities which can be done in wet weather - include athletics, football, walking, sailing and so on - and see how many have a tourist and leisure information symbol. Invent a symbol if there is one lacking.

b) Match map symbols for kind of vegetation cover; boundaries and access to land with photographs - where are the difficulties for horses and for pedestrians (see p.58 et seq)?

(e.g, Troseley Park, below http://www.kentdowns.org.uk/map_details.asp?siteID=52)

Compare with the Landranger series symbols - does this give as much information?



Annotate this photograph with the appropriate symbols using the IWB



c) Paths and bridle ways. The photograph above is of the North Downs Way. Study the route they follow - make a poem or describe the route for someone to follow in a guide, suggesting photo stops along the way (<http://www.nationaltrail.co.uk/Northdowns/index.asp>). Look up the relevant Kilometre square in Geograph (<http://www.geograph.org.uk/>) for photographs in your most accessible limestone locality.

d) Place names. Study the place names upon your map extracts in groups and suggest how they came to be given that name. What are the main sources of place names?

Ch 6

a) Aerial views. Describe the aerial view for your particular map extract - what makes it difficult to do without the map to hand? How similar is this to Barney's view (p 82/83) or even a security camera? Use Google Earth and /or Multimap to obtain other views of places relevant to you and your class.

b) Consider the town, police and road symbols for both the Explorer and the Landranger maps. Create an adventure story from your map extract emphasising the distance between places and how to get to official help quickly i.e. not just police but also hospital and other kinds of help by local people. The list of abbreviations will help here.

Note these OS symbol sheets emphasise that individual maps will have extra, unique symbols relevant to that area such as coastal or upland regions

Ch 7

a) Research endangered species and produce a world location map.

b) Select a country of choice with an endangered animal and discover the nature of the habitat.

c) Find out why endangered - is it a tourist market? (See WWF <http://www.worldwildlife.org/endangered>)

d) From the story draw a plan of the house, garden and out buildings.

Ch 8 & 9

a) Begin to understand contours - work out the height of the downs

ii. above sea level

iii. between top and bottom of the scarp slope

iiii. create templates for each contour using tracing paper and cutting out of cereal packet card or polystyrene ceiling tiles

<http://www.geography.org.uk/projects/primaryhandbook/mapsandstories/8-11>

iiv. Create the downs in 3D

b) Locate all the features mentioned on p.126 - this is revision of the most common symbols of landmarks.

c) Using the key to antiquity symbols find archaeological symbols on any chalk down land map (see list).

These will usually be antiquities and other earthworks. The most important will have names e.g. Meg's Stones or just be marked as tumuli. Stonehenge and Avebury circles are some of the largest of these monuments. (<http://en.wikipedia.org/wiki/Henge>)

ICT opportunities

Use a mapping package such as *Local Studies* to draw their own maps and use pictorial and/or conventional symbols (NB they cannot be mixed easily but it is possible.) <http://www.soft-teach.co.uk/>

Researching knowledge from Wikipedia (e.g. Stone circles <http://en.wikipedia.org/wiki/Henge>)

Cutting and pasting map extracts from OS Get-a-Map <http://www.ordnancesurvey.co.uk/oswebsite/getamap/> - entering relevant grid references and learning about the different styles produced with different scales.

Aerial photographs from Multimap <http://www.multimap.com/map/home.cgi> (Google Maps et al.) which can then be annotated using *Draw* or pasted into *Local Studies* and annotated with relevant map symbols and place names.

Researching images from Geograph (<http://www.geograph.org.uk/>) and from Google images and refining the titles with geographical annotations or using to develop route instructions

There is a program *Stig of the Dump* (<http://www.topologika.co.uk>) distributed by Topologika Software Ltd (Tel: 01326 377771) which uses the first three chapters to generate problem solving activities and has been well reviewed by TEEM <http://www.teem.org.uk/1682/>