

Activities to support 'Our Wonderful World', a photographic resource from the Geographical Association and the Royal Geographical Society (with Institute of British Geographers).

## **Activities and questions for primary schools**

These activities and questions can be used in a range of contexts. For example:

- One image could be used as a focus for an assembly
- The images of landscapes could be used as a stimulus for further discussion about a geographical topic or theme
- The images could be used as a stimulus for cross-curricular studies – the image of Jerusalem, for example, could form the focus of a topic on geography and religious studies

## ***Introducing the images***

The following questions are suggested as possible starting-points. They are to encourage pupils to look carefully at the views shown and to develop an eye for detail.

- What does this picture show?
- Where in the world do you think it is?
- Why? What are the clues?
- Can you find this place in an atlas or on a map?
- What is the weather like? Can you identify the season?
- Would you like to visit this place? Why, or why not?
- How is this place similar to your own area? How is it different from your own area?
- Do you know any other places in the world that look like this?

## ***Questions and activities for individual images***

### **1. Geography goes from pole to pole: Mount Erebus**

This image shows Mount Erebus, an active volcano on Ross Island in Antarctica. Mount Erebus has a summit elevation of nearly 4km and is the most southerly active volcano in Antarctica. It was built up by eruptions through the 700m-thick Ross Ice Shelf and has been active for 1 million years. The crater on the summit contains a permanent lake of molten lava (please see the secondary questions page for further information). It can be used as a focus for questions and activities on Antarctica specifically and on volcanoes in general.

- What features can you see in the landscape?
- What might be at the top of Mount Erebus?
- Imagine that this volcano erupted suddenly. Write a short piece on how this might change the landscape.
- Imagine you are going to visit this place: what types of clothes would you need to pack? What special accessories or equipment might you need (sunglasses, sun block, etc.)?
- How might you travel to this place?
- What types of wildlife might you see in Antarctica?
- Do you think there are many people in Antarctica? What kinds of jobs might they do?
- Which other places in the world are similar to this?

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## **2. Geography understands global problems: Drought in Africa**

This image shows a close-up of a dried-up river bed in Zimbabwe. Primary-school pupils can use the image as a starting-point for an investigation into the effects of drought.

- What do you think has happened to the soil in this picture?
- Can you say why this has happened?
- How do you think this affects the people who live in this place?
- Could you imagine this happening near your school? If so, how would it affect your everyday life and the lives of those around you?
- Why are there so few plants growing here?
- If it suddenly rained very heavily, what would happen?

## **3. Geography expands your horizons: Loch Lomond**

This landscape view of Loch Lomond, Scotland, was taken on mid-morning in winter from the Campsie Fells looking towards the Luss Hills and Beinn Eich at 702 m. It can form the focus of investigations into the seasons and tourism to rural areas.

- At what time of day, and in which month, do you think this picture was taken?
- Draw this scene in the middle of summer.
- Describe the similarities and differences between your drawing and the photograph.
- What type of work might people do here?
- Do you think people would want to visit this place ... in summer? ... in winter?
- What sort of holiday activities could they do?
- Can you think of some benefits and some problems that holidaymakers might bring to this area?

## **4. Geography makes a world of difference: Xingjiang market**

This image shows a market place on the edge of the town of Xinha in the Xingjiang province of western China. Xinha is situated on the Silk Route, traditionally an important trade route between the East and the West. People come from all over the province to sell and buy their wares at this market, which is held once a month at the weekend. Questions and activities related to this image could focus on comparing this market with one in the local area and the production of materials and economic activities.

- What kinds of jobs are the people in this picture doing?
- What are they selling, and what might it be used for?
- Look at the different sorts of animals in this picture. What do you think they do?
- Imagine you are standing in this market place. Close your eyes and describe the sounds and smells all around you.
- Under two headings – 'similar to' and 'different from' – list the similarities and differences between the market in the picture and one you have visited.
- If possible, visit a local market and look at the range of items on sale. Compare them with the types of products on sale in this Chinese market. Is there a bigger range of things for sale in your local market, or a more limited range? In either case, say why you think this is so.

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### **5. Geography is everywhere: Karakoram Highway**

This image shows the Karakoram Highway as it winds through the mountain range of the same name in northern Pakistan. Pupils can use this photo to investigate farming in mountainous areas.

- Describe the landscape in this picture.
- How many different sources of water can you find?
- In what ways do you think people use this area?
- Why do you think it is hard to farm here?
- How have people changed the land to make it easier to farm?
- What sort of animals could live here (both wild and domesticated)?
- You can see a road winding through the mountains: this is called the Karakoram Highway. It makes travel in this region easier; however, travel here can still be difficult. Can you say why?
- Why might people like to visit this region?
- How could visitors bring money into the region?
- What problems might there be if lots of people visit the area in a short space of time?

### **6. Geography is where it matters: Jerusalem**

This view of Jerusalem, Israel, from the Mount of Olives shows both the older and the newer parts of the city. It can be used as a focus for looking at settlement patterns and land use around urban areas.

- Describe the city in this picture.
- Can you work out which part of the city is older and which is newer?
- Think about the different types of buildings and say what some of them might be used for.
- Look at the materials that have been used to construct and decorate the buildings. Choose one and describe what you think it has been made of.
- What can you see in the front of the picture?
- Look and listen out for reports about Jerusalem in newspapers and on the television and radio; these should give you some ideas as to why this city is so famous.
- If you were to visit Jerusalem, what other places and towns nearby might you also go to see?

### **7. Geography is all around: Toronto**

This photo shows some spectators in the SkyDome in Toronto, Canada. The SkyDome is a multi-sport centre, and the home of the Toronto Blue Jays baseball team. The image can be used as a focus for activities on leisure and recreation.

- What do you think the people are doing?
- Can you work out which season it might be? Why did you decide on this one?
- What sports might be played in this stadium?
- In which direction is the sports arena?

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- In what ways could the people in this picture have travelled to the SkyDome? Alternatively, if you have been to a large stadium, describe how you travelled there.
- Make a list of the different ways in which people might spend their money at the SkyDome. (Imagine that they spend more than half a day in the stadium: how much money would they have to take? How many meals and drinks would they need? Bear in mind that, if it is a special visit, they might like to purchase a memento of the day.)