

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 secondary schools**

### ***Introduction***

The 'Our Wonderful World' images can be used in secondary schools in a variety of contexts; for example:

- to develop an understanding of global citizenship and education for sustainable development
- within a scheme of work in the curriculum
- as an introductory or concluding activity for a geographical theme
- in conjunction with other subjects: for example, the image of Jerusalem could form the focus of work on geography and religious studies; the image of Loch Lomond could be used in meteorology studies in geography and science
- to help students focus on a particular issue during leisure and tourism courses.

The images can also help teachers to promote geography at GCSE and AS/A-level. They could be displayed during option-choice evenings to illustrate the variety and topicality of geography and its importance in students' 'Education for Life'.

### ***Using the images***

Use the following general questions to start a discussion about a particular image.

- What does this picture show?
- Where in the world do you think it is?
- Why? What clues helped you decide where it is?
- 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? Give reasons for your answer.
- How is this place similar to, and different from, your own area?
- Do you know any other places in the world that look like this?

Then, if you are delivering a unit on a particular geographical theme, use the questions for the corresponding photo, or adapt the ones for another photo.

## ***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. Although partly clothed in a relatively thin cover of snow and ice, Mount Erebus is built mainly of numerous lava flows with an unusual composition, called phonolite. The prominent shoulders and flat summit were formed when the entire summit area collapsed, creating a wide, shallow hole (a caldera - similar to a very large crater) about 5km in diameter. After the collapse, eruptions gradually filled up the caldera and built a small cone with a crater containing a permanent lake of molten lava (you can see two columns of volcanic steam rising from this lava lake). The volcano erupts frequently, mainly just a few bombs of molten rock, but small lava flows are also likely and were observed by

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James Clark Ross in 1841. However, ash is frequently discovered in Antarctic ice more than 200km away, indicating that explosive eruptions may also occur.

This image can be used as a focus for questions and activities on the natural processes that have formed the volcano and the potential threats to Antarctica as one of the world's last remaining wilderness regions.

- What might there be at the top of this mountain?
- What natural processes have formed this landscape?
- Can you discover the name of the crustal or tectonic plate on which this volcano stands?
- This area has been nominated as a world wilderness site. Why do you think this is?
- What are the potential economic activities of this area? How might they affect the area if they were to be developed?
- What difficulties does this environment present to the development of this region?

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

This image shows a close-up of a dried-up river bed in Zimbabwe. Secondary-school students can use the photo as a starting-point for an investigation into drought and desertification. The image could also be used to investigate representations of other peoples and cultures (detecting bias).

- What problems might the people who live in this area encounter?
- How often do you think this sort of phenomenon takes place? Might there be a pattern?
- What other events might these difficulties cause?
- Can you suggest any possible solutions?
- What would this area normally be like?
- What might happen if it rained heavily?
- Consider the part that the photographer plays in selecting and framing particular images. Do you think this is a fair portrayal of this place? Give reasons for your answer.
- What type of image do you think the people of this locality would choose to represent their country?
- Find images of this country in books, newspapers or tourist brochures and make comparisons between them and this photo.
- Compare the image with pictures of your own locality from books, newspapers or tourist brochures.

## **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 physical landscapes. Students could also look at how the physical landscape influences the type of tourism to the area.

- Clouds are beginning to form near the surface of the loch; can you explain why?
- What is the approximate height of the mountain range?
- Describe the relief of the area.

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- What geomorphological processes have shaped the environment? Describe and explain the resultant landforms.
- Suggest possible ways in which the physical landscape has influenced the human landscape.
- Many people visit this country, particularly for views such as the one shown in this image. How might the area be used for leisure and tourism throughout the year?
- What do you think are the disadvantages (or 'costs') and the advantages (or 'benefits') of using this area for tourist activities?
- What would you have to take into consideration if you were developing a large leisure complex in this region?

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

This image shows a market place on the edge of the town of Xinha in the Xinjiang 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 the production of materials and economic activities.

- What do you think these people have come here for?
- What economic activities are taking place? What would a similar economic activity be like in Britain?
- What do you think the products would be used for?
- Can you say whether this is a rural or an urban area? Give reasons for your answer.
- How did the people in this picture travel to this market place? Do you think they have travelled far?
- If you were selling products in this market, do you think that they would be used locally, regionally or nationally? Give reasons for your answer.

#### **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. The Karakoram Highway offers students an opportunity to investigate the importance of routes as communications links. Farming in such mountainous areas is also an issue that students could focus on using this image.

- How would you travel to this location?
- What economic activities take place in this area?
- How might the area be developed economically?
- Should this area be developed in the future?
- What impact might development have on the lives and culture of the people of the area?
- Describe the relief of the area. In what ways does the physical landscape affect farming in this area?
- What is the height of this range of mountains?
- Do you think such local markets are important communication links with other parts of the region and country? Give reasons for your answer.

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### **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. Students can use it as a focus for looking at settlement patterns and land use around urban areas and for investigating the importance of Jerusalem to world religions.

- Do you think this is a recent settlement or an old one? Give reasons for your answer.
- What do you think the buildings in the middle ground are used for?
- Do you think the presence of the fortified wall around the old city will have resulted in uneven development? Give reasons for your answer.
- Identify and describe the three main land uses in the photograph.
- Describe the area before this city was built.
- Use other resources (e.g. newspapers, the Internet) to discover why this city is often in the news.
- Say why this city is sacred to people of a number of religions.
- You have to organise a visit to this city. What particular places of interest would you include on your itinerary (a) within the city and (b) in the immediate region, for people of different religions?

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

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. It offers scope for secondary-school students to consider leisure and recreation, and the geography of sport.

- On which continent do you think this photograph was taken?
- Can you say what these people are doing?
- What other activities, economic and sporting, might take place in and around the SkyDome? What other buildings might be located nearby? Say whether you think these would have existed before the SkyDome was built.
- Look at the website for the SkyDome and find out a variety of information, e.g. what it looks like from the outside, and what capacity audience it can hold.
- What impact does this building have on the immediate environment?
- Think about how the SkyDome and other large stadiums affect the lives of people living around them. In what ways will the people benefit? In what ways will they suffer?