Resourcing the new curriculum: *planning enquiries using the web*

Saturday 11 April
13.50-14.40
Workshop 48
F1

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London

Geographical Association

The leading subject association for all teachers of geography

Blooming tulip fields in the Netherlands.
Photograph: Hollandluchtfoto/Getty Images

Black Rock Desert in Nevada.
Photograph: Jeff Foott

Mount Roraima at the triple border point between Venezuela, Brazil and Guyana.
Photograph: Alamy
How are you ‘getting on’ with the new curriculum?

• Who are you?
• What are your highlights so far...?
• What have you found useful?

Locational knowledge
Place knowledge
Human and physical geography
Geographical skills and fieldwork
Where in the world? Why?
How do you know? What did you spot?

MOVE

EAT

LEARN

See videos here: https://vimeo.com/27246366

Rick Mereki
The new curriculum...

• Might suggest a shift to individual rather than the collective work (no *enquiry*) although fieldwork does feature.

• *Enquiry* suggests there are different opinions, disagreements, perspectives and opinions on the world and their views are welcomed/valued.

• Learning is quantifiable: linear, clean; not dirty or unclear.

• Locational > Place > H and P > Skills/Fieldwork.

• We know how children can “switch on” when they talk about their favourite subject, they are capable of talk and Csikszentmihalyi’s *flow* occurs (Scoffham, 2013:7) happens. *Is it our fault they are not engaged, excited and enthusiastic by geography?*

• Mercer and Howe (2011:14) in their evidence to the Cambridge primary review suggest we need to think carefully about *task design* to consider this... ‘productive peer interaction’

Enquiry questions...

• What is this place like?
• Why is this place as it is?
• How is this place connected to other places?
• How is this place changing? Why?
• How does/would it feel like to be in this place?

(Storm, 1989)

Have a go with the worksheet...
See image here:
http://www.guardian.co.uk/artanddesign/2012/oct/17/mitra-tabrizian-best-photograph#
Another Country focuses on Shia* communities from the Middle East who are living in London.

“As they live under surveillance and are subjected to constant harassment, they don't trust outsiders. But once I won them over, they were extremely helpful. Another Country addressed ideas of cultural and political dislocation – of being both part of a city and excluded from it. I shot this at a Shia mosque in east London... I spent a few days observing what the girls do at breaktime. What was noticeable was that they don't play. They stood around looking lost, as if they don't know what to do. Everyone without exception who looks at this image thinks it's the Middle East. I am not suggesting that west and east are indistinguishable, or that people from the Middle East lead the same sort of lives wherever they may be – I'm just highlighting the difficulty of deciphering the setting visually.”

Mitra Tabrizian

*Shia second largest denomination of Islam

http://mitratabrizian.com/anothercountry.php
'...we need to acknowledge that children probably know a lot more than we think they know. If only we could tap into the **funds of knowledge** that are sustained in the social practices of families, communities and networks, then pupils' learning might become more **authentic, flexible and sustained**.'

Pollard (2014:63)

Enquiry supports this...

‘The Wave’, a 190m-year-old Jurassic-age sandstone rock formation in Arizona. Photograph: Blaine Harrington III/Corbis
Europe

See video here: http://www.bbc.co.uk/news/uk-scotland-29474412

- KS1
- ‘studying the H and P aspects of a small area...identify weather patterns... key physical features...use a map...’
- ‘Inspire curiosity and fascination..’

Footage shows daring BMX and mountain bike rider **Danny MacAskill** performing stunts on the Cuillin Ridge, on the Isle of Skye.
Black Cuillin, a very rough black igneous rock which provides a superb grip for mountaineers, and basalt, which can be very slippery when wet. The summits of the Cuillin are bare rock, jagged in outline and with steep cliffs and deep cut corries and gullies. Twelve Black Cuillin peaks are listed as Munros.

Inaccessible Pinnacle (In Pin), a fin of rock measuring 50 metres.
Why do children need to ask geographical questions?

• Questioning helps children become independent learners

• Developing their own lines of enquiry gives children a sense of involvement in the work and is more motivating

• Children’s own questions can often stimulate a line of enquiry the teacher might not have thought of

• Children’s questions are often a good indicator of their present knowledge and understanding

• Asking questions is part of the enquiry process and therefore a part of the national curriculum
Table 6.3  Progression in the participation dimension of enquiries in history and geography in the primary school

<table>
<thead>
<tr>
<th>Content</th>
<th>Focused</th>
<th>Framed</th>
<th>Facilitated</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 Focus of enquiry chosen by teacher.</td>
<td>C2 Teacher’s knowledge of children’s interests and experience used in choice of enquiry focus.</td>
<td>C3 Focus of enquiry chosen by children within a given theme or topic.</td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td>Q1 Enquiry questions and sub-questions chosen by teacher.</td>
<td>Q2 Teacher devises activities to encourage children to identify questions and/or sub-questions.</td>
<td>Q3 Children devise questions within a given theme or topic and plan how to investigate them.</td>
</tr>
</tbody>
</table>
Progression in enquiry skills

See progression sheets here:
http://www.spd.dcu.ie/hosted/sese/geography/planning/schemes/planning.htm
Contrasting locality... Dubai, UAE

An extended version of the airport baggage scene, from plane arrival to luggage cart in 4K here: [youtu.be/m8n2o3Qx504?t=29s](https://youtu.be/m8n2o3Qx504?t=29s)

**Enquiry questions...**

Dubai [https://vimeo.com/117770305](https://vimeo.com/117770305)

[https://vimeo.com/98123388](https://vimeo.com/98123388)
See Dubai image here:
http://www.inspire52.com/world-cities-then-now/
Date: Friday 10 April : 12.50
Teacher-to-Teacher

The USA in KS2 through Route 66!

Description: Are you grappling with the new primary geography curriculum? This session will show how an NQT used a Route 66 virtual journey, created during her training, in practice and how her university degree prepared her for life in the classroom.

Name of presenter: Kayleigh Bingham, NQT from the University of Roehampton
Key Stage: KS2

https://prezi.com/vr2r0bkzwldk/class-5s-roadtrip-along/?utm_campaign=share&utm_medium=copy
Other videos to give a sense of place

Mountain El Teide Spain
http://vimeo.com/22439234

The Arctic Light, Lofoten Islands
http://vimeo.com/24456787

Fjord landscape in western Norway
http://vimeo.com/30447882

The Aurora
http://vimeo.com/21294655

Seasons http://vimeo.com/channels/hd/2639782

Istanbul timelapse http://vimeo.com/40838852

One minute vacation
http://www.youtube.com/watch?v=OjD995hJKOM&feature=player_embedded#
https://vimeo.com/63653873

Where the ** is Matt http://www.youtube.com/watch?v=Pwe-pA6TaZk

BBC Little Human Planet  http://www.bbc.co.uk/learningzone/clips/
Asia

See map image here:
http://www.watanabe.rocket.ne.jp/gallery/gallery01.html

http://www.theydrawandtravel.com/

https://vimeo.com/32958521
What I would argue for...

• Relevant, updated, refreshing resources
• A critical standpoint as to who produced the images, video and why...
• Using the web allows us to take control and celebrate curriculum making (GA, Lambert, 2011 et al)
• Develop knowledge, vocabulary and concept building *through* collaborative learning and enquiry
Other enquiry ‘methods’

• Using poetry and songs to develop place knowledge

• 8 way thinking – Ian Gilbert
  www.geography.org.uk/download/GA_Conf08Rawlinson.ppt

• Thinking about similarity and difference

• Hot seating – in others’ shoes

• Moving from description to explanation of concepts
Using other technologies to explore space and place

Further ideas for comparing places
Photosynth
http://photosynth.net/

Gigapixel
http://www.360cities.net/london-photo-en.html#tab3
http://www.360cities.net/search/@tags-editorspicks
http://www.360cities.net/search/@tags-underwater

Google World Wonders Project- Street View technology
http://www.google.com/culturalinstitute/worldwonders/kew-gardens/
http://www.google.com/culturalinstitute/worldwonders/
Browse by location, theme!

TEACHERS GUIDE inc lesson ideas:
More inspiration

- https://sites.google.com/site/itsgeography/
- Local: http://www.geograph.org.uk/
- http://www.geography.org.uk/resources/visualgeography/researchframes/
- http://www.geography.org.uk/resources/visualgeography/starteractivities/

- This presentation in full:
  https://sites.google.com/site/itsgeography/home/ga-conference-2015

Author:
anthony.barlow@roehampton.ac.uk
http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en
Storm, M. (1989) ‘The five basic questions for primary geography’ Primary Geography “:4-5 Sheffield: Geographical Association