Paula Owens

Wildthink, Messy Maps and Journey Books
Real World learning in geography asks about

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>Where is it? Why here? How does it connect to ...?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLACE</td>
<td>What is this place like and why?</td>
</tr>
<tr>
<td>SCALE</td>
<td>How does this place fit together? What’s the bigger (or smaller) picture?</td>
</tr>
</tbody>
</table>
Data will usually fall into one of these categories

<table>
<thead>
<tr>
<th>Core Knowledge</th>
<th>Factual information</th>
<th>How, where, why and when human and physical geography interacts to create, sustain and change the world around us.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal knowledge</td>
<td>Perceptions and feelings</td>
<td></td>
</tr>
<tr>
<td>Empathic knowledge</td>
<td>Others’ perspectives</td>
<td></td>
</tr>
</tbody>
</table>
A Fieldwork Continuum

Systematic sampling and data collection, controlled structures.

Unsystematic sampling and data collection, flexible and changing structures.
Quantitative

Set location(s)

Traditional scientific approach, rigid and precise data collection.

Precise data collection but in random settings. Good for comparing same data, different location.

Random location(s)

Qualitative

Different & varied perspectives in one identified location

Serendipitous and explorative approach. Personal, empathic and emotive.
Core knowledge and Sense of Place

Core knowledge
Facts, location, names, vocabulary,

Sense of place
Senses, emotions, values, opinions

ENQUIRY

Geography

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‘Wildthink’ is a pedagogical approach developed by Owens, Rawlinson and Witt (2014) & presented at Charney Manor Primary Geography Conference.
‘Messy Mapping’

Photographs courtesy Nell Seal
Use a heart shape mask in Tagxedo to paste words describing what you like about a place.

Double sided tape to gather items, written, colour-coded sensory impressions #senseofplace

Items of interest – map extracts, travel tickets, sketches of patterns ...

Hand drawn maps in secret envelopes, written directions, Grid References...

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Place Detectives

• Go outside and create your own enquiry.

• Make something to share what you have found out.

• Ask and answer questions about locations, place and scale

• Have some core knowledge and some personal and / or empathic knowledge

• Use whatever media you wish.

• Be prepared to share ....
<table>
<thead>
<tr>
<th><strong>NC KS1</strong></th>
<th><strong>NC and Fieldwork Opportunities</strong></th>
<th><strong>NC KS2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</td>
<td>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</td>
<td>Map spots in the school grounds and wider locality giving directional and grid references eg noting particular features or emotional responses to a particular spot. Orienteering and digital map – making.</td>
</tr>
<tr>
<td>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</td>
<td>Directional Poetry using compasses to identify NSEW, developing vocabulary and direction. Mapping routes and activities in general in the school grounds and vicinity.</td>
<td>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</td>
</tr>
<tr>
<td>Investigate and record using a range of activities in the school grounds and immediate locality. Eg map journey strings, journey booklets.</td>
<td>Investigate and record using a range of activities in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</td>
<td>Annotated sketches with charcoal or pencils, sound maps, digital map – making, using Apps like e.g. I-geology &amp; Tagxedo to record vocabulary and understand features, investigating change and local issues.</td>
</tr>
<tr>
<td>Identify seasonal and daily weather patterns in the UK.</td>
<td>Photograph, measure and map the weather in the school grounds and compare with other parts of the UK using digital sources.</td>
<td>Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</td>
</tr>
<tr>
<td>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</td>
<td>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in an European country, and a region within North or South America.</td>
<td>Use fieldwork techniques &amp; learning from locality studies to support a more thorough understanding when investigating distant localities, through second hand sources.</td>
</tr>
<tr>
<td>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather &amp; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</td>
<td>Where possible, vocabulary is best learnt through first – hand experiences so giving context through fieldwork.</td>
<td>Where possible investigate features and processes through fieldwork e.g. a local river investigation, trade through local ports, local patterns of land use and use this first hand experience to help study &amp; compare other places.</td>
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| Map it! Where is this place? Can you give an absolute location? Grid Reference? Postcode? Address? GIS reference point? Can you write a detailed location description? Find this place on a map and compare to reality on the ground. Add details of features to a topographical scale map of the area. And/or create your own map. Decide what data you will find and measure.  
(Core knowledge) |
| Scale it! Map and measure the area using conventional and other measuring methods e.g. time to walk route / perimeter, number of steps as well as metres etc. Investigate a metre square patch or patches within the larger area using magnifying glasses. Gather weather data from points and regional sources.  
(Core knowledge) |
| Record it! Photograph, film, count, accurately sketch features. Trace it! Use laminated sheets without a paper insert to trace over shapes in the landscape. What is this place like in factual non contested terms? E.g. What time of day, week or year is it? What living and non living things can you find in this space?  
(Core knowledge) |
| Journey String / stick Gather items sequentially along a route and map where found. use these to recount what a place is like. Either tie objects to a string or to a stick.  
Core knowledge |
| Colour Bars Use sticky card to gather a small selection of colours and textures from the area. Or use an App such as Freeze Paint to do this digitally.  
(Core knowledge) |
| Sound Maps Stand still and listen very carefully and try to identify different sounds and the direction they are coming from. Use lines of different length from a centre point to describe distance and direction of the sounds you hear. Sounds like Close your eyes and listen – can you hear a sound that is the result of human activity and one that comes from nature? Explain what they are and where they are from. Code different sounds.  
(personal, sensory & emotive knowledge) |
| Senses around me Tune in quietly to your surroundings and using your senses, focus on what you can see, smell, hear and feel around you. Either describe this to others or write brief responses.  
(personal, sensory & emotive knowledge) |
| Words! Create a group Haiku - use the words you have collected to describe your feelings about the place you are in. Write a haiku poem – it is only 3 lines long. The first line has 5 syllables, the second line has 7 syllables and the third line has 5 syllables. OR - just choose five words which describe a locality.  
(personal, sensory & emotive knowledge) |
| Score it! Devise a set of criteria to evaluate a place using a scaled score for attributes. Or, just evaluate using 'smiley', 'not sure' and 'sad faces'. Get the response on a post-it note and in a photograph of that place. And Feel it! How does this place make you feel? Safe? Scary? Relaxed? What emotions will you select? How will you measure them and record them? Where will you measure them?  
(personal, sensory & emotive knowledge) |
| Another View Visit a place in role, e.g. pretend you are looking through the eyes of a toddler, a senior citizen or a disabled person and imagine how they would feel about that place and what they could do there. You could use some cardboard 'empathy' glasses to help get into role!  
(empathic knowledge) |
| Community Quotes Canvass the local community about their views using pupil-written questionnaires. Invite parents and locals to view an exhibition of collated views. Or just gather quick responses from people out and about and record using digital recorders or post its. Link to map.  
(empathic knowledge) |
| An Ideal Spot Imagine you are one of the living non-human beings in this place and evaluate the positives and negatives of your location. How ideal is it and why? What do you think would make it better for that living thing and why?  
(empathic knowledge) |
| What happens here? Take an objective approach and record what happens here in terms of land use and people/bio-activity at different scales. E.g. people's actions - what are people doing here? What do other living things do here? Try and record objectively  
(empathic knowledge) |

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Resources

- OS Digimap for Schools [www.digimapforschools.Edina.ac.uk](http://www.digimapforschools.Edina.ac.uk)
- Trip Geo [www.tripgeo.com](http://www.tripgeo.com)
- Arc GIS [www.arcgis.com](http://www.arcgis.com)
- Ordnance Survey Teaching Resources [https://www.ordnancesurvey.co.uk/education-research/teaching-resources/index.html](https://www.ordnancesurvey.co.uk/education-research/teaching-resources/index.html)

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