Findspots
Exploring children’s everyday responses to real world geography
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Twitter: #geofindspot  #ericfindspot
Welcome to the #geofindspot workshop

1. Introduction

2. Meet Eric! – our findspot champion

3. Invite you to explore ways teachers might help children/young people to pay attention to the detail of everyday place encounters

4. Experience a range of strategies to explore the local as sites of curiosity and wonder.

5. Get to know Eric along the way!
What is a findspot?

A geographical findspot is a place where a range of objects can be found. It invites the finder to build a picture of the place.

Beech and ash leaves  Grass  Feathers  Fog drip  Eric
Geo Findspots may include:
locational geography, human/physical features, site/situation, seasonality and environmental change, assemblage of materials and sense of place.

One Foggy Day
South Wonston
Hampshire
51.1° N, 1.34° W
Rooted in the local

• Everyday geographies
• Real world encounters
• Part of something bigger-nested, scale
• It is about the particular and the specific
• Being mindful and attentive to what is present in the moment
Introducing Eric
Eric’s personality profile

Enjoys travelling

Likes maps
Eric’s personality profile

Interested in finding out about places
Compton Verney

Readily embarks on new adventures...
Eric’s personality profile

Likes geographers

...very playful
What geographical themes did you spot in the book?

Focus on the everyday, attending to the minute detail of a place

Seeing differently

Valuing local expertise and the child as expert
Welcoming a newcomer / stranger to the area
Cultural geography

Working hard to gain local knowledge

Noticing pattern and detail

Eric as an exemplary geographer
Wonder
Awe
Engage
Collect
Curate
Real World Findspots

Find
- Where is this place? What do we recognise in this place? What’s here?
- What can we find? What do you notice at the moment? What are the invitations of this place?

You could attend, recall, question, explore, accept an invitation...

National Curriculum – opportunities for locational knowledge
- human and physical geography
- curiosity and fascination for the world

Focus on the everyday, use your local expertise

Enquire
- What can I do in this place?
- What can I see, hear, touch, smell, feel?
- What things assemble here?
- What do I wonder about?
- What is extraordinary about this place?

You could notice, take photographs, collect objects, talk to people, draw maps and field sketches, count, consider, record...

National Curriculum - opportunities for fieldwork
- thinking geographically
- curiosity and fascination for the world

Respond
- How might I respond?
- How might I make a record?
- How might I narrate this place?
- What stories does this place tell?
- What matters in this place?

You could respond through maps, story, artwork, poetry, movement, collage, cabinets of curiosity...

National Curriculum - opportunities for geographical skills
- geographical literacy
- geographical imagination

Question
- What did I choose to do in this place and why? What did I notice?
- What has this place taught me?
- What have I taken / given?
- How do I feel now?
- What might I find next?

You could see the world in a different way, be open to new perspectives and possibilities, value and wonder the real and extraordinary...

encounters, embodied, affective, and spiritual sensory experiences – in the literal and /or lyrical world

collations, curation and celebrations of the literal and /or lyrical world

deep knowledge, place wisdom

(Clarke and Witt, 2018)
Activity 1 - Discuss Sheffield Piccollages

Possible questions to consider:

- What does this collage tell us about this place?
- What happens here?
- What has Eric found?
- What did Eric see?
- What is it like here?
- Have I seen any of these things?
Activity 1 – Place Specific
Significant places and features

National Curriculum Requirements

• **Place knowledge**
  • location references
  • location relative to surroundings & other places includes accessibility, connections, proximity to materials, features around it

• **Human and Physical Geography**
  • human activity, settlements.
  • physical characteristics e.g. park, harbour, woodland, coast, garden including climate, vegetation, materials, soil.

• **Fieldwork skills**
  • observe, record, present
  • Promotion of geographical vocabulary and geographical conversations
  • Offers a way to look at specific biomes
Place as an assemblage

A collection or gathering of ...
- materials
- people
- knowledge
- skills
- emotions
- memories

Placing things in relation and making connections
Coastal Assemblage ...
a collection, gathering, a cluster, an arrangement of artefacts

Attending to the material elements of a place
Activity 2 -

Discuss what you see:
Where is this place?
What might you see, feel, hear, touch in this place?
What does this collage tell you about the place?
What materials are present in this place?
List the assemblage of place
Is this place similar to any others you know?
What do these images have in common?

Lions, Portland stone, water, pigeons, blue sky, arches, clouds, flag, windows, spires, statues, Nelsons’ Column etc....
Activity 3 — Using Eric to explore seasonality

• Look at the Piccollages again:

• Can you work out?:
  • Time of day
  • Time of year
  • The season
  • Seasonal change
Activity 3 - Environmental change over time

National Curriculum Requirements

*Human and Physical Geography*

- Seasonal and daily weather
- Promotion of geographical vocabulary

Concepts: patterns, change, time
Activity 4 – Local treasures

*Treasure – a valuable object you take care of*

Explore the contents of the context bags:

- What can be found in this place?
- What materials make this place?
- What do these items tell us about the place?
- Are any items similar to those found at a place you know?
- What questions do these things raise?
- Do any items not belong in this place?
- What do I find wondrous?
- You might use thinking frames:
  - I see I think I wonder or
  - Look, link, marvel
Place and materials-the matter of place

Thinking with materials
‘We treat materials as active and participatory. They set things in motion incite questions produce ideas’.

(Pacini-Ketchabaw, Kind and Kocher, 2017: 2)

National Curriculum Requirements
• Human and Physical Geography
  - natural resources
  - biomes
  - manufactured objects
  - sustainability
Activity 5- Geo-findspot boxes-
The complexity of places

• Consider assemblages as representing the complexity of places showing layers, perspectives, multiplicity and nuances of places.

• Artefacts, geographers and places come together to form assemblages through which things emerge sometimes in unexpected ways collection and curation.

Geo- findspot boxes:

• take their inspiration from Cornell boxes

• juxtapose the everyday and the extraordinary, found objects (literal) and imagined realms (lyrical)

• They suggest things we cannot see. These may include memories, ideas, traces of previous place connections.

Cornell box example
http://www.denisecerro.com/assemblage-portfolio
Activity 6
How would you represent Sheffield?

How could you share your:
• emotions,
• experiences
• memories,
• wonder
• Curiosity
• identity

Remember to think about both literal and lyrical

**literal** – features, materials, vocab, human activity, landmarks

**lyrical** – possible, imagined, metaphorical, mythical, emotive, memorable
Make a Sheffield assemblage

What’s this place saying to you?
What stories do the items tell?
What are the colours, textures of this place?
How might you narrate a story of this place?
Memory Stones
Making place memories with Eric

GA Conference – Sheffield
• Workshops
• Lectures
• Networking
• Exhibits
• Meeting people – old friends and new
Geo Findspot – Finding a little bit of magic in the everyday
Safe travels everyone...

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We would love to hear how you develop these workshop ideas.

@Attention2place

#geofindspot
#ericfindspot
Bibliography
