Geo-gnome geography: a curriculum-making invitation to all

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Welcome to the #geognome geography workshop

1. Introductions
2. Why #geognome geography? Share our gnomifesto and explore the connection between gnomes and geography
3. Invite you to encounter gnomes for curriculum making through exemplar geographical activities
4. Experience the wonder of gnomes along the way
Why gnomes?

• A gnome has **world knowledge** - the word gnome originated in the 16th century from the Greek verb *gignōskein*, meaning "to know."

• Gnomes are magical, small **elemental** creatures **associated with earth**, who live underground.

• They are often defined as mythical, small creatures who inhabit inner parts of the earth and act as **guardians of the world’s treasures** /mineral resources.

• They are clever, resourceful and intelligent in their stewardship and care of the world.

• A gnome can, therefore, be a valuable companion to the primary teacher to **animate their geography lessons** and engage and motivate **spirited and lively geographical enquiries.**

*Geo-gnome geography is rigorous, but playful in its approach.*
Our Gnomifesto

We believe:

• Gnomes are much maligned and mistreated. Some people are unnecessarily suspicious of gnomes and they have the potential to enhance and enrich geography lessons.

• Geo-gnomes have significant Earth wisdom

• Geo-gnomes:
  • engage children’s imagination
  • nurture fascination with the world
  • encourage an open mind
  • open possibilities to travel with a different view
  • Help us to see the world from diverse perspectives
  • animate places and spaces

• Children are well placed to work with geo-gnomes as stewards of the Earth

• Everyone should give gnomes a chance.
What have Gnomes got to do with inclusive geographies?

Opportunities for all to:

- Engage in **curiosity**
- Pursue geographical **enquiries**
- Access **core knowledge**
- Deepen **conceptual geographical understanding**
- Practice and develop **skills**
- Share and use geographical **language**

Consider geographical themes in the light of:

- Identity
- Relationships
- Perspectives

**Gnome Geography** is about valuing *more than the cognitive* – it’s about engaging with *emotional, linguistic, artistic, imaginative* dimensions of the subject too
Essence of #Geognome curriculum making

**Purpose of study:** Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. (DfE, 2013)

### National Curriculum (DfE, 2013)

- **Locational & Place knowledge** – locate places, consider their position and significance and consider similarities and differences human and physical features of a region.

- **Human and physical geography** – describe and understand key aspects of human and physical geography

- **Geographical skills** - including the use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- **Fieldwork** - to observe, measure, record, present human and physical features in the local area

### Geo-gnome curriculum

- **Place Wisdom** – knowing a place deeply and building a relationship with a place

  *Wisdom is more than the product of accumulated knowledge, it is ‘an activity of knowing’* (Hart, 2001:7)

- **Interconnected patterns and processes** – consider connections, links and relationships

- **Enquire, attend, curate and respond** – ask questions, notice details, attend to different features within a site, to gather and collect materials of interest and share

- **Encounter, experience, immerse** - feel – see-listen-imagine-explore signs and possibilities, look for traces, consider other beings...(animals, rocks, trees, soil etc.)
Geo-gnome Wordsmiths

Features of high quality geography practice

• Emphasis on core knowledge

• Sharpen knowledge and use of geographical vocabulary
Activity 1a  Gnomic wisdom

*It is used to describe something spoken or written that is short, mysterious... but often seems wise*

http://dictionary.cambridge.org/dictionary/english/gnomic

An opportunity to explore subject knowledge and understanding and geographical vocabulary

Looking carefully, sorting and classifying according to geographical features
Activity 1b Gnomic wisdom

Write your own definitions on the gnomic wisdom cards
Personalise to your context

Go out for a walk with a gnome and take photographs of human and physical features in your local area or an area you are hoping to study.

Can they name these features?
Can the children locate these features on different maps?
Can they write their own definitions and create a gnomic dictionary?
Can they go for a local walk and take their own photographs?
What features in the locality are significant to your children?
Can they find other examples of these features to create their own sorting game?
Activity 1c - Gnomish

This activity explores ‘the power of language ... to shape our sense of place’ (Macfarlane 2015:1).

Children’s language is ... ‘rich with the magical thinking of early childhood’ (Macfarlane 2015:326).
Geo-gnome: way-finders, route-finders and trackers
Activity 2a: Take your gnome for a walk around the maps

Use your gnome puppet to explore the aerial photographs and local Guildford maps – make journeys, find routes, use geographical terminology, describe your journeys, name human and physical features.

Think about the possibilities for geography curriculum making

Promotes place knowledge

Takes a cognitive, imagined, embodied perspective to developing locational knowledge
Activity 2b: Place-making
create a landscape and take a gnome for a walk across it

Personalise to your context

• The activity can be adapted to meet the age and context for your class.
• The activity can be varied in scale and resources e.g. play mats, floor maps, maps on playgrounds, aerial photographs, street maps and Ordnance Survey maps.
• Teacher’s role to model and guide the children
Geology Gnome helps us to -

- Use geological maps
- Deepen our understanding of the interaction between physical and human processes
- Think about the formation and use of landscapes and environments.
- Help to explain how the earth’s features are shaped, interconnected and change over time

Gnomes as geological guardians of earth’s treasures
Geology Gnome Resources

**Geology Gnome packs contain:**

A rock sample
I geology map – UK and Region - superficial and bedrock
Gnome Photos including bedrock outcrop, unworked rock in situ, worked rock used for construction in local area
Magnifying glasses
Various mirrors

• Image removed for copyright reasons

I geology app from the British Geological Survey
Activity 3: Geology Gnome packs

Explore the resources within your pack - look at the maps and the information sources
Hold the rock sample
Explore, examine, research, match, identify...

**On the luggage labels within your pack, respond to the rock.**

You may:
- describe it e.g. colour, texture, grain size, strength e.g. hardness, brittle
- share personal experiences when you have encountered landscapes with this geology
- How do you feel about this rock?
- Why is this rock special?

**Venture into the imaginary dimension**
- What has this rock seen? Felt?
- Who has this rock seen?
- Imagine your rock as living...

**Create a geology museum**

Present your labels, the rock sample and information in museum
Personalise to your context

- Start making your own collections of geological curiosities.
- Collect local leaflets and information about the geology in your local area.
- Create rock top trumps cards, context cards and local leaflets.
Activity: Urban explorers

Application of Stephen Scoffham’s Streetwork idea
Activity: Urban gnome explorers

- Nurtures new ways of seeing
- Uses streets and buildings in the vicinity of the school
- Encourages children to travel in a different way and appreciate new perspectives in their local area
- Values the children’s local area- builds a sense of place and belonging
- Fosters children's interactions with their dynamic communities
- Develops observation with purpose
Activity: Urban gnome explorers

Texture
The quality of a surface

Focal point
A statue or column which attracts attention

Framing
A gap which traps a distant view

Mystery
A partly hidden view

High point
Looks out over other places
Activity: Urban gnome explorers

- Look at the Guildford Gnomes Streetwork Prompt
- Use the post it notes to think about how many of these townscape features you may find in your local town?

Linking

Devices which link places
Gnomework!

• Take a gnome for a walk around your local area

• Look for features which match the Streetwork sheet

• Tweet your photographs to #Geognome
Gnome time – geographical timekeepers

A **gnomon**, literally "one that knows or examines" is the part of a sundial that casts a shadow
Curious enquirers
What time do things happen here...?
EYFS curious explorers and talkers
Who shares this place with me?
EYFS curious explorers and talkers
What’s as red as a gnome’s hat?
EYFS curious explorers and talkers
What’s the same shape as a gnome’s hat?
EYFS curious explorers and talkers
What patterns and textures can I find?
EYFS curious explorers and talkers

How can I travel around this town?
Thank you for your participation

@attention2place
Bibliography and further gnome links


• Gnomes in Antarctica-http://gnomeexperiment.com/


• [https://antarcticarctic.wordpress.com/2012/02/11/gnomes/](https://antarcticarctic.wordpress.com/2012/02/11/gnomes/)

• http://www.gnomereserve.co.uk/

• [http://mygnomeontheroam.com/](http://mygnomeontheroam.com/)