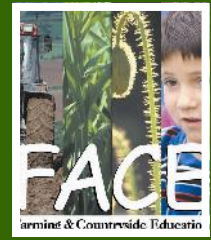


# Geography Skills Sharing



Farming & Countryside Education  
Stoneleigh Park, Warwickshire, CV8 2LG  
[www.face-online.org.uk](http://www.face-online.org.uk)

# Geography Skills Sharing



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# Geography Skills Sharing



## Introduction

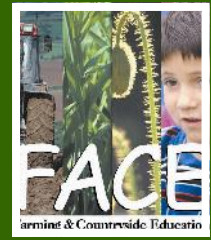
**On a cold snowy day in March, we ventured to the beautiful Peak District to meet educators from a wide variety of environmental and countryside services. The idea of the day was to share experiences and, particularly, to demonstrate geography activities which could be more widely used or adapted for use in different outdoor settings.**

**Many of those activities are reproduced here for you to try with groups of children. Some do require educators to have some geographical knowledge but others are based on simple principles.**

**Just have a go and see what works with your particular groups! They are all excellent ways to explore ideas, to extend children's geographical language and to make this subject interactive.**



# Geography Skills Sharing



## Landscape Poetry Warm Ups!

Resources required	Preferred recording method e.g. large sheets of paper or individual sheets, pens, pencils (You may also like to see Poetry of Place for ideas about display and presentation)
Space required	Any outdoor space
Instructions	Think of 3 different one word titles for a poem about this place. Choose three verbs that best describe something happening in this place. Find three adverbs to match three of your verbs that describe how you might do these things. Describe in three words something small scale. Describe in three words the larger vista or feeling about this place. Write at least one phrase of alliteration to describe this place.
Comments	Good way to start thinking about poetry in the outdoors!
Suggested by	Paula Owens, Geography Association

# Geography Skills Sharing

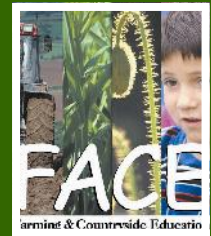


## Getting Started with Landscape Poetry

Ideas to develop geographical vocabulary and observation

Resources required	<p>Large scale map of the area e.g. OS Digimap for Schools Master Level topography for using outside</p> <p>Maps of the area at different scales e.g. 1:5000, 1:10000, 1:25000 maps from OS Digimap for Schools</p> <p>Compass</p> <p>Camera</p> <p>Pencils and coloured felts</p>
Space required	<p>Any landscape</p>
Instructions	<p>Getting started:</p> <p>Choose a spot in the landscape and orient yourself with North using a compass and a map.</p> <p>Use the direction sheet to write observations about the landscape. This might start with named features and descriptions and develop into alliterations, Haiku, phrases etc.</p> <p>It could include made-up names that come from personal geography experience.</p> <p>Words might focus on particular sensory impressions e.g. sounds.</p> <p>Rotate through 360 degrees and collect words to represent and summarise your observations for views North, East, South and West.</p> <p>Look at the landscape close up and far away to vary the scale.</p>

# Geography Skills Sharing



## Getting Started with Landscape Poetry continued

### Developing

Take photographs, create annotated sketches, gather items on a journey string, use double sided tape to gather colour swatches.

Photograph and create colour swatches in the landscape using Apps such as e.g. 'FreezePaint'.

Create a 360 degree panorama using Apps such as e.g. Photosynth.

Use gathered words to create Landscape poetry that gives a sense of place.

Use large scale maps of the location and use coloured felt pens to annotate with words and phrases.

Compare and explain how the landscape varies when viewed in different directions.

Compare your words with someone else / another group.

### Comments

For a class display, either draw a large scale map of one area and overlay with everyone's words / images / poems etc.

Or

Give groups of children different adjoining map sections to investigate and then stitch together into one larger map.

Start by looking at OS maps and writing words suggested by symbols and contours then go outside and compare with first – hand impressions.

# Geography Skills Sharing



## Getting Started with Landscape Poetry continued

Or

Go outside first then relate findings to maps of the area at different scales.

Use an outline sketch of a particular view eg looking North, and fill in shapes with words that describe that landscape.

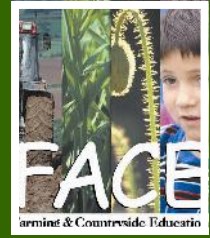
Annotate a large scale map with key questions

Suggested by

Paula Owens, Geographical Association

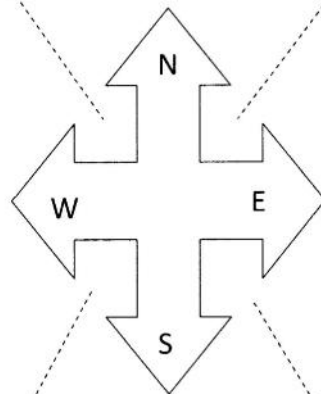


# Geography Skills Sharing

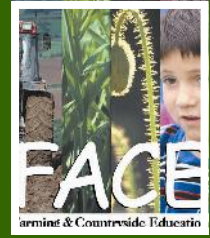


Study the landscape and record your impressions

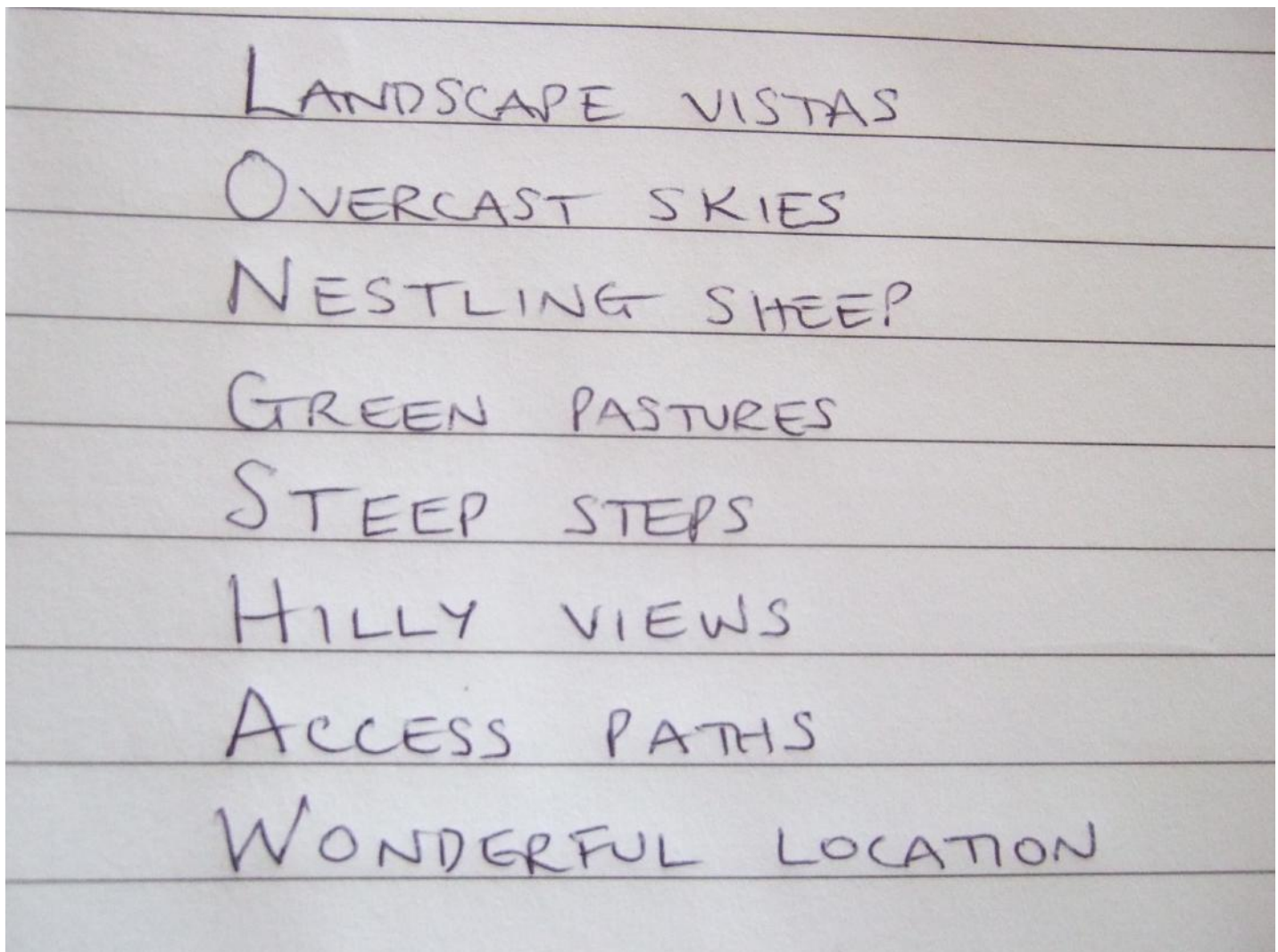
PLACE \_\_\_\_\_



# Geography Skills Sharing



An acrostic poem written at Longshaw



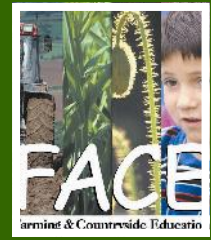
# Geography Skills Sharing



## Poetry of Place

Resources required	Various – see individual suggestions below
Space required	Any
Instructions	<p><b><u>Speaking the landscape</u></b></p> <p>Performance poetry:</p> <p>Use individual or group responses to a place and have performance pieces, ideally set in the landscape but could be repeated back in school with chosen ‘props’ e.g. artefacts, images, artwork etc.</p> <p>Use video or audio devices to capture initial phrases or finished pieces. If just audio, this could be set to a background of music, photographs or art. Photostory, Ppt or Flipcam videos can help with this.</p> <p><b><u>Writing the landscape</u></b></p> <p>Use chalk to write on available surfaces e.g. paths, pebbles (making sure it is appropriate to do so – but chalk will wash off anyway). Take photographs of finished work to capture it.</p> <p>For example, you might work in groups with each member writing separate words on large pebbles then arrange them to create phrases.</p>

# Geography Skills Sharing



## Poetry of Place continued

Use signs and posters to decorate trees and other features with created text. Laminate these to help them last (appropriate for school grounds).

Choose appropriate places to decorate buildings and paint poetry phrases on. For example the exterior walls of the school, the corridor, the playground walls, plant tubs and floors. Or work with local crafts people to create carved phrases on wooden surfaces such as sheds and benches or wooden display boards.

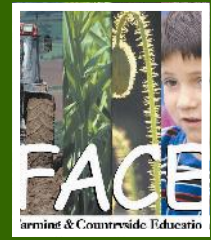
Create books illustrated with photos and drawings.

Design and paint T shirts with chosen phrases and sell them at a school fete.

Use glass paint to decorate windows with poetry phrases or put this onto Perspex sheets cut to fit window spaces and tack them in place to create stained glass work effects. You could add drawn images.

Illustrate paper maps at different scales with chosen words and phrases or use digital to add markers to specific places and upload your poetry to these.

# Geography Skills Sharing



## Poetry of Place continued

### Comments

Hold outdoor or indoor exhibitions to celebrate and share the poetry with parents. Upload poetry and images to the school web site in written and spoken forms. Use different colour themes to illustrate poetry inspired by the same place experienced at different times of the year or day.

Remember - ensure a spatial dimension to your sense of place to make it geography and not just literacy.

### Suggested by

Paula Owens, Geographical Association

# Geography Skills Sharing



## Mapping Treasure Hunt

Resources required	<p>Laminated hand drawn maps for the area being used.</p> <p>Laminated discs with individual letters and a string attached.</p> <p>Select the area where you are going to carry out the activity. Hand draw a map of the area with key features drawn as symbols– the number of symbols depends on number of children. Photocopy the map for the number of children (or pairs of children). Number the symbol points on the map making sure that the numbers start at a different point for each map. Laminate the maps for repeated use.</p> <p>Think of a phrase/word the letters of which add up to the number of symbols – e.g. “geography” would require 9 symbol points. (Try and make the word relevant to the day’s programme.) Print circles with one letter of the word in each circle. Laminate circles, and add string to hang them. Hang the laminated letters at the symbol points. (Hide them so the children have to search for them: don’t make it obvious!)</p>
Space required	<p>50m x 50m or larger – school grounds/wild areas/local park.</p>

# Geography Skills Sharing



## Mapping Treasure Hunt continued

### Instructions

Introduce the session – talk about maps – what is a map, what is a symbol – guess what symbols on the map might be....

Explain to the children they have to follow the numbers on their map in numerical order and find hidden clues (as all the maps are numbered differently this prevents children from following each other or copying each other too much).

Teach them how to set the map and remind them that they need to set the map as they move around – they may need reminding about this throughout the course of the exercise.

The children carry a pencil and paper and as they follow the numbers on the map they can write down the letters they find. When they have visited all the points they should have collected all the letters and they have to put the letters together to make the word!

### Comments

Children think this is a treasure hunt – make sure that they know there is no real treasure at the end if you don't want them to be disappointed!

They run around at top speed hunting for clues, some really struggle with this and will need help with setting the map.

# Geography Skills Sharing



## Mapping Treasure Hunt continued

If children are working in pairs make sure that those who are good at it don't take over and rush ahead with excitement, letting their partner just follow behind. If possible give the children a map each to prevent this happening.

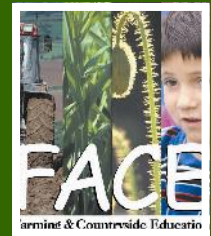
The activity can be set in the wider countryside or school grounds but bear in mind health and safety and set clear limitations – define the area shown on the map to children by showing them on the ground how far it covers, or else the children may disappear over the horizon!

Suggested by

Lynn Burrow, Peak District National Park Ranger Service



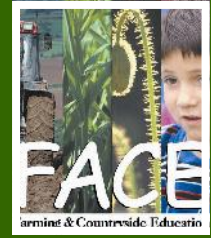
# Geography Skills Sharing



## Panorama Drawings using natural materials

Resources required	Drawing boards, artist's canvas (or any heavy weight cotton fabric) charcoal and natural materials.
Space required	A site with a good view of the horizon.
Instructions	<p>Cut your fabric into long strips and attach to the drawing board using elastic bands.</p> <p>Starting with the view at one side, draw the horizon and pull the fabric through as you move around the panorama. (If you start to the left and work around to the right you will need the spare fabric by your right hand).</p> <p>Use charcoal for the outlines, colour is provided by rubbing mud, grass, petals etc. onto the canvas.</p> <p>If you don't want to do long drawings of the horizon, the same process works well whatever the shape of fabric. You may need to use some "spray mount" to hold lighter weight fabrics onto drawing boards.</p>
Comments	Panorama drawings can be used to discuss land use, why we value certain landscapes, form the start of map making activities etc.

# Geography Skills Sharing



## Panorama Drawings using natural materials continued

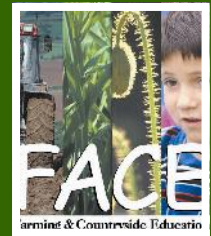
Not using traditional drawing materials reduces the pressure to make a representational image and allows the children to make a picture about a place using materials from the same location.

Suggested by

Bobbie Harvey, FACE



# Geography Skills Sharing



## Photo Orienteering Trail

### Resources required

Compass

Map with 6 different location points marked on

Set of photo cards for each location

Answer/recording sheet

This activity needs to be set up in advance, but when the resources are made they can be used with little preparation time required.

First decide where the trail is to take place.

Next choose 6 (approx.) distinct locations, a circular route would be best, and mark them on a map, location A, B etc.

At each location take a couple of photos, in different directions clearly showing distinctive views.

Print out a photo card for each location showing the different views.

Provide a recording sheet to be completed at each location.

### Space required

This can be set up in school grounds, or most public spaces, rural or urban.

# Geography Skills Sharing



## Photo Orienteering Trail example

### Photo Orienteering at Holmebrook Valley Park.

Go to position B on your map.  
Work out the grid reference for this point and record it on the answer sheet.  
Use your compass to find which way is north.  
Which direction do you have to look in to see each view?  
Record your answer on the answer sheet.

1



2



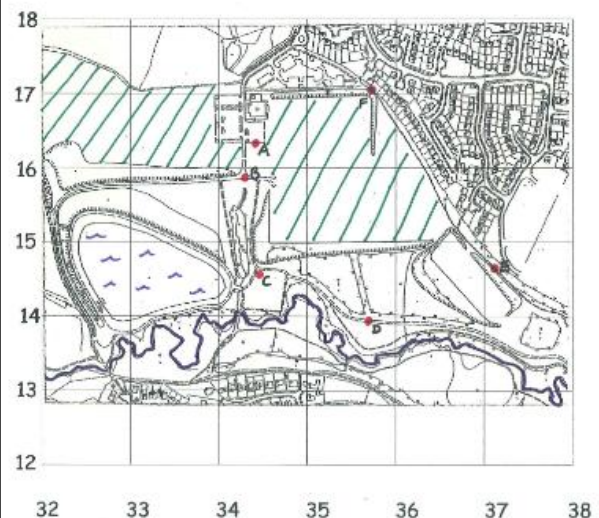
3



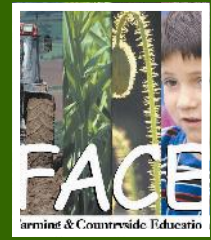
### Photo Orienteering at Holmebrook Valley Park



- ~ Lake
- ~ River
- /// Sports Fields
- Photo Locations



# Geography Skills Sharing



## Photo Orienteering Trail continued

### Instructions

In groups, children use the map in order to find their first location and plan their journey.

At the first location children use the photos to identify the view. Ask the children to use a compass to find in which direction they must look to see each view.

Repeat this for each location on the map.

If the map has a grid on it they can also record the grid reference for each location they visit.

### Comments

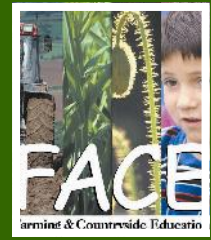
This example was set up in a place unfamiliar to the children, where they had to read the map to get to the different locations and due to the topography the different locations were not visible from one to another. However depending on age group and ability it could be done on a smaller scale in a familiar area.

The compass work required them to record using points on the compass. However, it could easily be adapted to involve bearings work.

### Suggested by

Derbyshire Environmental Studies Service

# Geography Skills Sharing

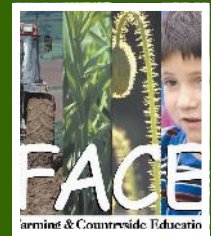


## 8 Way Thinking

Using multiple intelligence theory to develop thinking, questioning and learning

Resources required	8 Way Thinking recording sheet
Space required	Can be done indoors or outside
Instructions	<p>8 way thinking provides a model for asking questions, being curious, thinking deeply and seeing with new eyes. It is based on Gardner's eight intelligences but simplified as follows:</p> <ol style="list-style-type: none"><li><b>1. Numbers</b></li><li><b>2. Words</b></li><li><b>3. People</b></li><li><b>4. Feelings</b></li><li><b>5. Nature</b></li><li><b>6. Actions</b></li><li><b>7. Sounds</b></li><li><b>8. Sights</b></li></ol> <p>Place the subject you want to explore in the middle of the octagon (see diagram) and then simply work around each area asking questions.</p>

# Geography Skills Sharing



## Example – Grimsby dock

1. Numbers – how many workers are employed at the docks today?
2. Words – what kind of accents can you hear?
3. People – what would be a day in the life of one of the workers?
4. Feelings – what does it feel like to see this place now knowing what it was like in the past?
5. Nature – what wild plants and animals live here?
6. Actions – how do trawlers catch fish?
7. Sounds – how do the sounds differ between now and 100 years ago?
8. Sights – what makes it beautiful today?

Simply by going through this process you immediately start to think more deeply and look more closely at a particular subject, whatever that subject may be. The questions might not all have answers, but does that matter, or make them any less powerful?

Comments

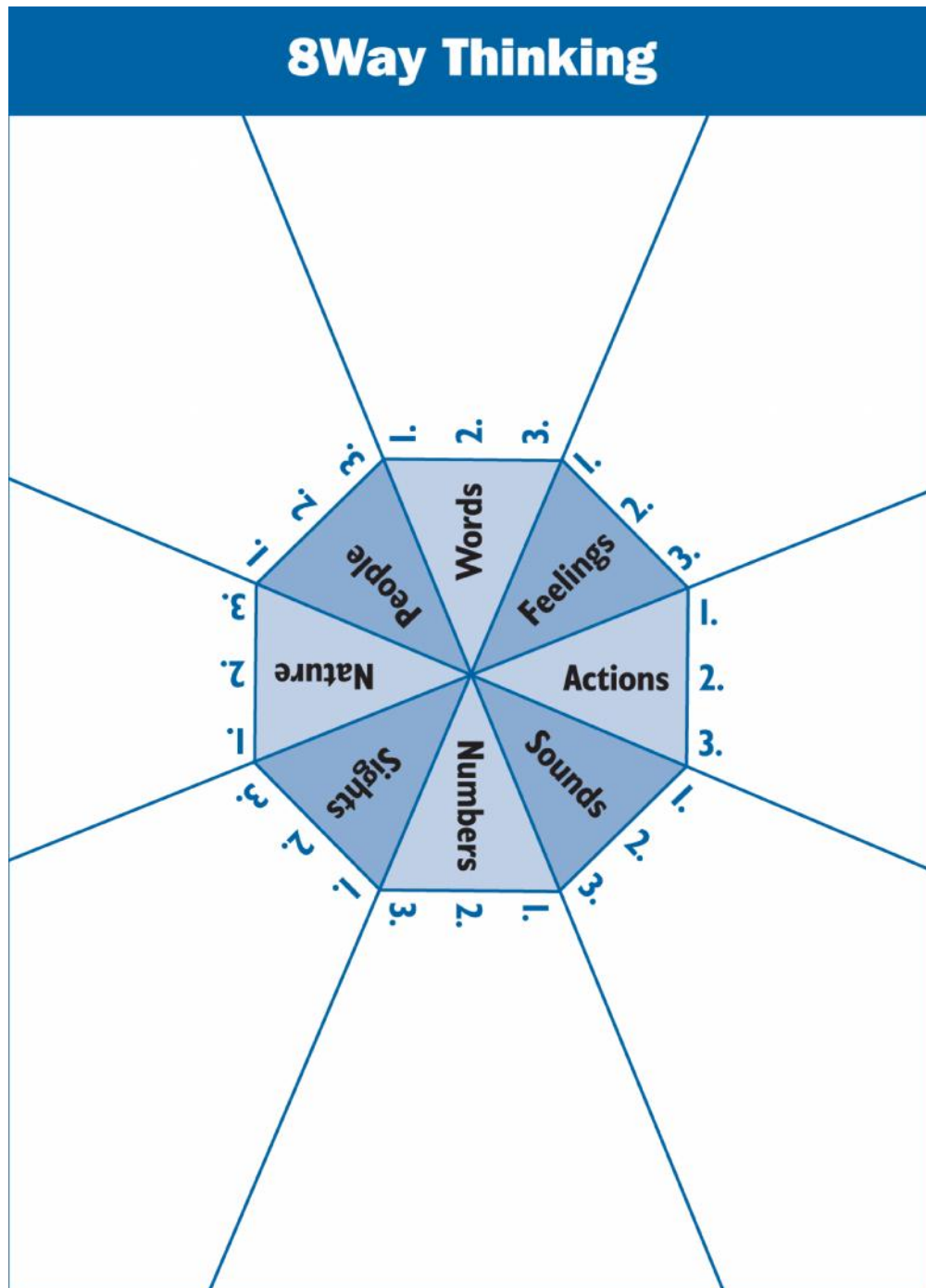
See these web links for more details:

[www.geography.org.uk/download/GA\\_Conf08Rawlinson.ppt](http://www.geography.org.uk/download/GA_Conf08Rawlinson.ppt)  
[www.tes.co.uk/.../8-Way-Thinking-Multiple-Intelligences-6156205/](http://www.tes.co.uk/.../8-Way-Thinking-Multiple-Intelligences-6156205/)  
[www.independentthinking.co.uk/Cool.../8Way+Thinking/default.aspx](http://www.independentthinking.co.uk/Cool.../8Way+Thinking/default.aspx)  
<http://www.independentthinking.co.uk/Cool+Stuff/Articles/314.aspx?PrintView=True>

Suggested by

Sarah Wilks, Peak District National Park Authority

# Geography Skills Sharing



Source: [www.independentthinking.co.uk](http://www.independentthinking.co.uk)

# Geography Skills Sharing



## Ropey Rivers

Resources required	River word cards for example: meander, confluence, estuary, tributary Selection of ropes/string Any random art / natural resources – pebbles, coloured paper
Space required	Indoor – table Outdoor – 5m squared
Instructions	Design a river course incorporating various features using a range of resources available. Encourage discussion of terminology on word cards.
Comments	Highlights river and wetland terminology Can be adapted for all key stages, for example using pictures instead of words (lower level), more detailed processes/features (higher level)
Suggested by	Jenna Holford and Karen Stratford (Staffordshire Wildlife Trust)



# Geography Skills Sharing



## River Dominoes

**Resources required** Set of river dominoes –ideally printed on card, cut out and laminated

**Space required** Any

**Instructions** River dominoes can be played in a small group. Adult supervision will be needed to help discuss terminology.

Deal out the cards to all participants.

The player who has the domino with START on it places that domino on the table, face up. This domino also bears the word Tributary. Discussion takes place about what is a tributary and one card will show the definition. The person who thinks they have the definition places this next to the first domino.

The game continues until either one person has used up all their cards (the winner!) or until all cards have been used.

**Comments** This game is aimed at KS4 students but could be adapted to use simpler geographical terms for younger pupils.

**Suggested by** Jenna Holford  
Stepping Stones to Nature Education Officer

# Geography Skills Sharing



<b>START</b>	A large fan-shaped area of deposits found at the mouth of a river	The point where two rivers join	The process which occurs on the outside of a meander	The area drained by a river and its tributaries
<b>Tributary</b>	<b>Floodplain</b>	<b>Watershed</b>	<b>Load</b>	<b>Deposition</b>
A stream or small river which flows into a larger one	Flat land across which a river flows – usually in its middle or lower course	The boundary between two river basins	All the material carried by a river	The process which occurs on the inside of a meander
<b>Interlocking spurs</b>	<b>Potholes</b>	<b>Oxbow</b>	<b>Estuary</b>	<b>V shaped</b>
Projecting areas of high ground around which a river flows	Holes in river bedrock, eroded by swirling stones	A lake formed when a river bend is cut off	A wide river mouth – called a firth in Scotland	The profile of a valley eroded by a river
<b>Braiding</b>	<b>Meander</b>	<b>Levéés</b>	<b>Source</b>	<b>Alluvium</b>
Where a river divides into two or more interconnecting channels	Pronounced bend on a river	Natural embankments on river banks deposited when the river floods	The point at which a river begins	Another name for silt – spread by the river over its floodplain
<b>Delta</b>	<b>Confluence</b>	<b>Erosion</b>	<b>Drainage Basin</b>	<b>FINISH</b>

# Geography Skills Sharing

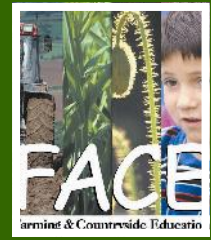


## Spokes of a Wheel

### A collecting and map making activity

Resources required	Natural materials, collected on site
Space required	Any area with reasonable amount of collectable natural materials.
Instructions	<p>Send the group off to collect sticks within an agreed area. Make a circle with the sticks 1-2m in diameter. Split up the circle into segments, enough for each individual or pair to “own” a segment. The structure should look like a spoked wheel.</p> <p>Now turn your backs to the wheel and send the group out from their segment to collect ‘useful’ resources. They must search only in the area defined by the extended segment. These resources are then laid out in the segment in the order and distance they were found. Useful things are resources for fire-lighting, fruits etc. The wheel starts to take on the form of a natural sculpture when all the materials are laid out but is also a useful map of the area.</p>
Comments	This activity was designed for group camping trips but there is scope to adapt it for group site visits.
Suggested by	Pete Bush, Peak District National Park Authority.

# Geography Skills Sharing



## Interview with Nature

Resources required      None. Just a river or boulders or a tree in the outdoors .

Space required      As above

Instructions      Choose a natural feature such as a tree or stream. For example, if you choose a tree, you could:ask it a few questions; try to see the world from the tree's point of view; try to feel what it's like to be a tree. The following are just a few examples of questions to ask. Can you think of your own?

How old are you?

Have you always been the size you are now?

Will you get any bigger?

What are you growing in or on?

What is it like living in this particular place?

What are the neighbours like?

Who comes to visit you?

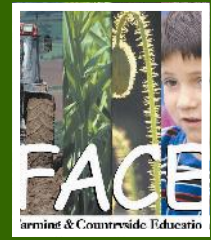
What events have you seen in your life?

Is there something special you would like to tell me?

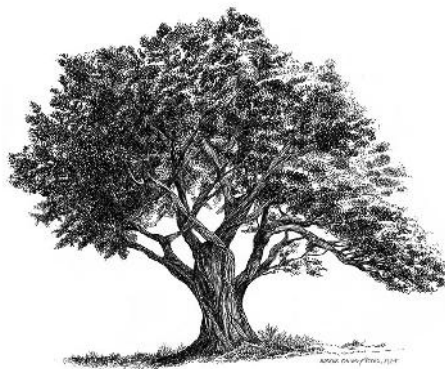
Having finished your interview, you can now present your findings in lots of different ways. For example, you can produce an estate agent's description of the tree! (See example)

Suggested by      Andrew Battye, Peak District National Park Authority

# Geography Skills Sharing



## **Example: Arbor, Leaf and Root Land Agents**



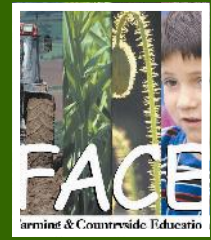
Tree for rent. Mature and elegant. 10 metres tall. Extensive basement. Trunk with substantial 1½ metre circumference and beautifully smooth external finish. Upper floors equipped with solar panels of fine green leaves, turning golden-orange in the autumn.

Set in extensive grounds with brambles, bracken and numerous wildflowers. In an historic neighbourhood with friendly neighbours including an established oak and up and coming saplings. Close to water and abundant supplies of sunlight.

Would suit a couple of great or blue tits or family with young aphids. Also fungi looking for a place to retire. Woodpeckers and caterpillars welcome. Seasonal rents available.

For further details apply to the Learning and Discovery Team, a branch of the Peak District National Park Authority.

# Geography Skills Sharing



## Geography Taboo

Resources required	Set of Geography Taboo cards ideally printed on card, cut out and laminated.
Space required	Any
Instructions	<p>Share out the cards between the participants.</p> <p>In turn, each person looks at one of their cards and has to describe the geographical term to others in the group. However, the card shows them words they cannot use during their description!</p> <p>Whoever guesses the geographical term is next at describing using one of their own cards.</p>
Comments	A useful exercise to make students more aware of the language they are using and to provoke deeper thinking about geographical terms.
Suggested by	Jenna Holford Stepping Stones to Nature Education Officer

# Geography Skills Sharing



## Estuary

An area at the end of a river made up of fresh and salt water

Without saying:

- End
- Mouth

## Catchment

The area that contains all tributaries for one river

Without saying:

- Area
- River

## Confluence

Where two rivers meet

Without saying:

- Join
- Tributary

## Water shed

The boundary of catchment which encloses all the tributaries for one river

Without saying:

- Catchment
- Boundary

## Source

The start of a river

Without saying:

- Start
- River

## Mouth

The end of a river where it meets the sea

Without saying:

- End
- Sea
- Estuary

# Geography Skills Sharing



## Tributary

*A small river which flows into a larger one*

Without saying:

- Small
- River

## Erosion

*The wearing away of the land*

Without saying:

- Wearing
- Land

## Deposition

*When slow moving water loses energy and drops its load*

Without saying:

- Slow
- Energy
- Drop

