

MOVING GEOGRAPHY: THE GIANT'S CAUSEWAY

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Stephen offers ideas for exploring different meanings of the word 'moving' with your pupils.

A moving experience

The Giant's Causeway is a magical, mystical place, with towering, tessellated basalt columns, stretching into the sea towards Scotland, and there are plenty of stories about it (see pages 16–17). I chose this photograph of the Causeway for the cover of this issue of *Primary Geography* because it illustrates movement in many different ways. Consider the huge Earth movements that thrust these columns into the open. The columns developed from the slow movement of cooling magma deep under Earth's surface and now the movement of the waves and tides shift in constant, but varying, patterns to gradually shape and smooth the rock. The weather also adds different moods as the clouds shift and gather, break and build. Little wonder that storytellers, poets and musicians have been moved to compose and other visitors to simply wonder at the magnificence of geography in action here. As a starter ask pupils 'Which geographical features would you really like to visit?' and create a class bucket-list.

Human and physical movement

Movement is a wonderful vehicle for introducing patterns and processes in geography. Try using images from around the world to generate pupil observations based on the notion of movement. I chose the Giant's Causeway as a natural phenomenon, but your selection of photographs could be of people on a busy high street, or indicate the inter-relationship between people and place (for example, a mine, deforestation for farming, a traffic jam).



The Giant's Causeway, County Antrim, Northern Ireland. Photo © Nataliya Hora/Shutterstock.com.

Place large sheets of paper with one photo stuck in the centre on each table. Using a different coloured pen per group, ask pupils to make observational notes around the first photo and then move on to the next. Each group reads the previous group's observations and (before adding their own) devises questions on the theme of movement. At the third table, the same review process takes place, but this time the group must try to answer the questions too. When all the tables have been visited, discuss the groups' observations, questions and answers.

This activity can be undertaken as a Silent Debate (see Ellis and McCarthy, 2017) with a view to deepening the thinking processes and developing clarity in writing.

Moving from local to global

Finding wonder, movement or the inter-relationship between people and places can be based on things closer to home. Challenge your pupils (using either a camera or a cloth bag) to collect snapshots/artefacts from their local area to stimulate discussion about geography and movement around the world:

- An image of pupils leaving school at the end of the day may give rise to questions on how many journeys are about to be

made. Add up all the journeys made by the class in one day and calculate how far it stretches in distance travelled.

- An image of a leaf in autumn can engender debate on climate: Do trees behave differently in different global regions/at different altitudes?
- A photo of a pupil's packed lunch may lead to speculation on what inter-connections are necessary to produce the contents.

Pupils can discover movement and geographical patterns and processes in amazing places around the world as well as in their own wonderful local environment.

Reference

Ellis, S. and McCarthy, M (2017) 'Challenging geography through silent debate', *Primary Geography*, 94, pp. 7–9. (Winner of the GA Award for Excellence – PG article of the year.)

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