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GEOGRAPHY

Focus on global learning

Number 87 | Summer 2015



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Guest Editor: Paula Owens

Senior Production Editor: Anna Grandfield

Design: Ledgard Jepson Ltd

Copy Editing: Diane Wright

ISSN 2046-0082 (print)

ISSN 2046-0090 (online)

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Primary Geography is published three times a year.

2014/15 subscription rate:

£47.00 (group membership); £47.00 (full personal membership); £34.00 (concessionary membership).

You can join or renew online at www.geography.org.uk or you can download a membership form and send your subscription to: The Geographical Association (Primary membership), 160 Solly Street, Sheffield S1 4BF. Tel: 0114 296 0088 Fax: 0114 296 7176 E-mail: info@geography.org.uk

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EDITORIAL

PAULA OWENS



Paula Owens.

Interdependence

As I settled down to write this editorial, with a mug of tea and some chocolate from Christmas to keep me company, I pondered how to begin about global learning and its complex concepts. I idly checked my Twitter feed, briefly acknowledging the instant access it affords me to a world of ideas, and with spooky coincidence saw a post from Simon Reeve (this issue's interviewee). 'Tea time in Kenya #TeaTrail' it said, with a photo of two Maasai drinking tea. I curiously followed the link to the BBC's 'The Tea Trail with Simon Reeve' (see web panel): 'While we drink millions of cups of the stuff each day, how many of us know where our tea actually comes from? The surprising answer is that most of the leaves that go into our everyday teabags do not come from India or China but are bought from an auction in the coastal city of Mombasa in Kenya'.

I appreciatively sipped my tea and pondered the myriad links I can make with the wider world through communication and commerce without even leaving my desk. People I will probably never meet in person contribute to my lifestyle, views and opinions; as I do to theirs. Although the global exchange of resources and ideas – and their use – is unequal, the concept of interdependence is writ large in our everyday lives.

Globalisation

I took a bite of my fair trade chocolate, rich in the much-revered cocoa that has such a rapidly growing, global, consumer fan club that it appears we might 'run out' of chocolate in a few years' time (see web panel). As western palettes demand a wider and more innovative use of chocolate, converts to the taste from newly affluent markets, for example in China, are also driving up demand. Couple this increased consumerism with pressures on production, such those arising from climate change, and it is easy to see how this particular commodity might be under threat.

Globalised forces drive commerce and trade: like tea, there are stories within stories that need to be better understood: What is the relationship between the global brand and the small farmer? How fair is fair trade? Why is a laboratory in Reading nurturing a pest-free species of cocoa and is this a good or a bad thing? We need to ask more critical and complex questions about the world and how it works.

Geographical imaginations

Asked recently how living on Mull inspires his writing and recording, Idlewild's lead singer, Rod Woomble, passionately recalled interactions with people and place. Listening, I saw the place in my mind's eye – not just through his words, but because I have been there and that first-hand experience has stayed with me: the powerful topography, the intangible quality of the light and what I can only describe as the smell of rainbows. I felt suddenly connected through our shared first-hand experiences, though I recognise why our perceptions are not comparable: he lives there and I don't.

We all have geographical imaginations about the world and, for the most part, if we haven't been to a place, we rely on what we hear, read or see in the media to form our views. Even if we do go there, we do not see a place in the same way as someone who lives there. Adichie (2009) has warned of the dangers of giving just a single story when learning about the world. This highlights one of the challenges we face when teaching about the wider world: to help pupils make meaningful connections by engaging them not just with a set of static facts, but with dynamic interpretations, different stories and a critical stance.

Global learning in practice

The government-funded Global Learning Programme (GLP) is about children and young people understanding more about difficult concepts such as interdependence, globalisation, inequality and sustainability; thinking critically about such knowledge and its application and moving thinking away from a charity mentality to a social justice mentality; but what does global learning mean in practice and what might it look like in the classroom?

The articles in this issue give a flavour of some different approaches to global learning and consider how we make progress. Putting the learner at the heart of global learning is vital if we are to develop informed and critical thinking in our pupils, so they realise it is not just learning about 'others', it is learning about us. We are all in this together.

Reference

Chimamanda Ngozi Adichie (2009) *The Danger of the Single Story*. Available at: www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story (last accessed 23/02/2015).

WEB RESOURCES

Download ideas for using the cover of this issue:

www.geography.org.uk/pg

Newsround chocolate shortage resources:

www.bbc.co.uk/

newsround/30803704

The Tea Trail with Simon Reeve:

www.bbc.co.uk/programmes/b03q9r9n

Global learning poster

Accompanying this issue is a free poster with online resources. It includes quotes from pupils who were asked for their views on global learning.

PROGRESSION IN GLOBAL LEARNING

PAULA OWENS AND JOHN HOPKIN

Paula and John reiterate why progression matters and what it looks like in geography. They also explore the implications for a coherent integration of appropriately-pitched global learning experiences across the school.

Progression in an educational setting concerns the mapping of routes and rates of progress and the setting of expected levels of attainment. It is a process that combines elements of professional expertise with practice within a wider context of contemporary values and aims for education. Inextricably linked to planning and assessment, progression is also a fundamental aspect of being able to gauge that learning is taking place and how well a pupil is making progress.

As both Liz Taylor and Richard Daugherty argue, ensuring pupils make progress is at the heart of teaching: 'A teacher's main task is to create opportunities for their students to progress' (Taylor, 2013); and 'if we did not hope that students would progress we would have no foundation on which to construct a curriculum or embark on the act of teaching' (Daugherty, 1996). Thinking about progression has implications for curriculum and lesson planning, the choice of content and activities, interactions and feedback to pupils and the assessment and reporting of their learning, and evaluation of teaching programmes (Bennetts, 2005). Owens (2008) also reminds us how progression statements both benchmark and signpost the way forward, but that we cannot assume that progression just 'happens' – we have to plan for it. And to do this, we need a framework or model.

Models of progression

Models of progression in geography (and other parts of the curriculum) should take account of two related key questions: 'What do we think good geography is?' and 'What does it mean to get better at geography?' Particularly in UK schools, where accountability to parents and external bodies is vital, we probably need to add: 'How can we ensure and communicate the rigour of our practice?'

Many of the models of progression

in geography devised in the last 25 years tend not to be founded in research on how pupils learn or what they are capable of in geography. This includes models centred on the National Curriculum and versions of its attainment targets. Rather, they are mostly based on professional knowledge and wisdom that has been sourced and developed within the discipline. The Geographical Association (GA)'s recent guidance on assessment (see web panel) is firmly entrenched in this tradition in that it draws together recent thinking about progression and achievement. The guidance sets out three aspects of achievement (Figure 1) with five dimensions of progress, and establishes benchmark expectations for ages 7, 9, 11 and 14. Together, these help map out progression, promote a shared understanding and common language about achievement and standards, and provide a basis for making professional judgements when planning and assessing.

Understanding progression in global learning

Understanding how pupils make progress in global learning is just as important as in other areas of geographical enquiry and study. It helps guide teachers' planning to develop pupils' understanding, establish expectations about what pupils can do at different ages, and support formative and summative assessment (Figure 2). To this end, the GA has been working with the Global Learning Programme (GLP) to apply the GA's model of progression and assessment to global learning.

Although learning about the world is intrinsic to many aspects of geography, in some ways this task is particularly challenging because of the complexity of some of the ideas involved. Nevertheless, having a clear route-map to help guide the introduction and development of challenging concepts such as interdependence and globalisation surely supports improvements in pupils' understanding.

Fortunately, the GLP curriculum frameworks for schools in England (GLP-E) and in Wales (GLP-W) both identify the key concepts and skills that are important to global learning. These provide a structure to identify routes for progression, and are knowledge and understanding of:

- developing countries, their economies, histories and human geography
- the basic elements of globalisation
- different ways to achieve global poverty reduction and development, and the arguments around the merits of different approaches
- the concepts of interdependence and sustainability together with supporting enquiry and critical thinking about development and development issues.

Quality Mark: progression into practice

The Primary Geography Quality Mark (PGQM) provides a diagnostic and reflective mechanism for professional conversations about the health of the subject and can help raise standards across the school (Owens, 2013). One of the PGQM's key criteria concerns how well pupils are achieving and making appropriate progress. In this respect, the geography progression framework can be used to guide planning across the school and support the gathering of appropriate evidence for whole-school portfolios. Reciprocally, the PGQM leadership criteria will enable subject leaders to identify, target and tweak those aspects of progression that require intervention.

Planning for progress

A series of questions will help you consider just how effective progression is in your school. How well does your planning in geography relate to assessment of what

- Build contextual world knowledge of locations, places and geographical features.
- Deepen understanding of the conditions, processes and interactions that explain geographical features, distribution patterns and changes over time and space.
- Develop competence in geographical enquiry and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

Figure 1: The three aspects of pupils' achievements in geography.





Whole-school expectations in global learning (by key stage)	Age-appropriate contexts (by year group)	Links to geographical expectations
<p>Key stage 1: Pupils begin to make connections between different parts of their life experience and develop a sense of their own and others' worth, becoming aware of their relationships to others and of the different communities that they are part of. They extend their horizons and develop a sense of themselves as part of a wider world, gaining awareness and simple knowledge of a range of places, environments, cultures and religions, and making simple comparisons. They begin to understand the need to care for other people and the environment, and to be sensitive to the needs and views of others, learning that people share the same basic needs, but that there are differences in how these needs are met.</p>	<p>Year 2: Where is Mexico? What continent is it on? What kind of food do they eat there? Do the children go to school like me?</p> 	<p>Knowledge of locations and places in the wider world</p>
<p>Key stage 2: Pupils develop understanding beyond their own experience, building up their knowledge of the wider world and of diverse places, societies and cultures, and becoming more adept at making comparisons between people and places. They begin to explore reasons for these disparities, and different types of connections between people, places and environments. They express and explain their opinions and learn to consider others' views, develop their sense of fairness/justice and begin to understand that people's choices can affect local and global issues such as sustainability.</p>	<p>Year 4: Where is this place? What is a tsunami? Why are they more likely to have tsunamis than us? What has it got to do with me? How do natural disasters affect quality of life?</p>  <p>Year 6: What places have which stories? Why is there no news about South America? What about Russia? Which places do we not hear much about and why? Which of them are we connected with and why?</p> 	<p>Understanding human and physical features and patterns, how places change, links between people and environments</p>
<p>Key stage 3: Pupils extend the breadth and depth of their knowledge of the wider world and develop their understanding of concepts such as development, globalisation and interdependence. Through investigating issues such as patterns of global poverty, uneven development and sustainability, they develop their understanding of change in the world. They develop their capacity to investigate and think critically, e.g. assessing information, reasoning and making judgements about global issues, and expressing and engaging with different points of view.</p>	<p>Year 7: What do we mean by development? Who is involved? What kinds of development are successful? How is development uneven, and why? Are there different points of view – if so, why? Who produced this evidence?</p> 	<p>Enquiry approach using a range of geographical skills, engaging with different points of view</p>

Figure 2: Progression in global learning from key stage 1 to key stage 3.

your pupils already know and what they might be able to achieve? How rigorous is your global learning? Is it underpinned by planning that heeds how pupils begin to make sense of difficult concepts as well as how they develop and deepen their knowledge? This article has identified the tools and frameworks that will help you plan for progress, now it's over to you!

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WEB RESOURCES

GA's Global Learning page:
www.geography.org.uk/projects/globallearningprogramme
 GA assessment and progression guidance: www.geography.org.uk/news/2014nationalcurriculum/assessment
 GA global learning benchmarks: www.geography.org.uk/news/2014nationalcurriculum/assessment/benchmarkexpectations/
 GLP England: www.glp-e.org.uk
 GLP Wales: <http://globaldimension.org.uk/glpwales>

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MAKING WAVES!

JASON CANNONS

Jason reports on how he used a creative approach to help year 4 pupils explore tsunamis and their impacts on Chile.

Teaching and understanding global processes can be challenging for both teachers and pupils, particularly where the topic is of little or no personal interest to the pupils. As teachers, it is possible to design exciting, engaging units of work that enthral and inspire our pupils if we take ownership of planning and curriculum making.

When faced with the task of creating a medium-term plan that met the new locality requirements of the National Curriculum 2014, i.e. to include the study of North or South America (DfE, 2013) for a year 4 distant place study, I was keen to employ a creative teaching approach. The aim was to encourage the pupils to become excited about geography, and to retain an interest in our geography-rich world.

The pupils take control

The geography curriculum (DfE, 2013) offers flexibility in selecting geographical areas to be studied. It also made me indecisive: 'Which region has the most potential for developing geographical understanding?', 'Which region will I enjoy teaching?', and 'Which region will the pupils find exciting?'. I considered each question carefully because the concepts within them underpin all my geography teaching and planning, regardless of lesson objectives. Consequently, I decided to build upon pupils' own interests and fascinations in order to pose questions and pursue geographical themes. Although this approach involves a certain level of risk on behalf of the teacher, allowing pupils to take ownership of the learning can vastly increase their engagement with, and attainment in, it. The pupils had all expressed an interest in the coastal areas of South America, and were keen to explore the potential implications of living in such a location. One boy revealed that he thought 'earthquakes took place there all the time [which caused] big waves to destroy everything in the country'. We decided to study Chile, with the promise of exploring potential natural hazards in more detail.

Resources

Creativity was a core value in planning the topic because it can elicit powerful emotional responses from pupils (Scoffham, 2013). The inclusion of a variety of resources and activities were designed to present the pupils not only with a realistic, balanced view of Chile, but also to allow them to connect with associated processes (such as tsunamis) in practical ways. A variety of home-made videos were used – ranging from animations of how earthquakes caused tsunamis to real-time footage of earthquake and tsunami events. The latter provided real-life contexts for pupils' learning. As the videos were shown on an iPad, pupils were allowed to access them throughout the sessions.

As today's children are growing up in a technologically developing society (Donahue, 2009), e-devices and videos can provide them with the means to access real-life situations in an engaging, familiar way. Although the pupils were keen to take notes, it was made clear that they should watch the videos at least once without taking notes. This allows pupils to engage fully with the information and thus enables a more in-depth comprehension of the processes behind tsunami formation. It helps to avoid the superficial understanding that can result from copying down information. The pupils engaged in high-quality discussion, questioning themselves and each other in order to solidify their own understanding. Of course, before real earthquake and tsunami footage was shown, we discussed the content and established a need for sensitivity towards the subject. The pupils were keen to view the footage, and, although only specific parts of videos were shown, the immediacy enabled them to fully comprehend the relevance of the hazard. This approach neatly avoids the misconception that natural hazards are solely a theoretical topic for classroom study.

Interestingly, the use of hand actions – often a subconscious 'side effect' of teaching – worked well in simplifying the explanation of tectonic plate processes. It was satisfying to see the pupils adopt the same approach when recalling the processes involved: throughout subsequent lessons, it was not uncommon to see a pupil simulating tectonic plate tension and movement with their hands. This method enabled pupils to improve their understanding without the use of extra resources or e-devices

Making waves

The most successful part of the topic involved building a working diorama, which was used to demonstrate how tsunamis are created (Figure 1).

The diorama shown in Figure 1 was constructed as part of an enquiry process, whereby the pupils were asked to predict potential impacts on the landscape, taking into account factors such as building size and distance from the coast. The pupils were required to plan an investigation into how they could test their predictions and draw conclusions. Using their knowledge of Chilean landscapes gleaned from preceding sessions, the pupils chose materials to represent those landscapes. For example, an upturned flowerpot topped with miniature houses was used to indicate buildings on higher land, while small building blocks were used to represent skyscrapers – all placed on a 'coast' of gravel and sand (Figure 1a). Allowing the pupils to construct the diorama themselves opened up opportunities for discussion and justification of ideas, and provided an excellent way to assess their knowledge and understanding, use of geographical thinking and vocabulary.

The diorama enabled a demonstration of the movement of tectonic plates, and how this results in drawback and tsunamis. Pupils took it in turns to operate the 'tectonic plate' whilst others observed the water movement and impacts on the landscape (Figures 1b and 1c). To allow full immersion in the activity, pupils were not required to carry out any concurrent written-work; instead photos of the process were taken. Later, as they labelled and sorted the photos into 'before' and 'after' sets, the pupils were able to discuss and justify their observations on changes to the landscape. The combination of both hands-on (using the tangible diorama) and child-centred approaches (to the enquiry) helped develop the pupils' geographical understanding.

Unfortunately, the tectonic movement and tsunami formation occurred quickly upon operation of the diorama. However, to address this, a similar diorama was constructed and filmed prior to the session (see web panel for link). To complement their work on the diorama itself, slow footage was shown to the pupils to enable them to view the processes occurring in more detail and comprehend exactly what happens and why. Moreover, the small waves generated by the diorama were insufficient to showcase the full force of



'Making a tsunami was so cool.
I know all about drawback now!'

'Building tsunamis outside was fun.
I got to make an earthquake with
the tectonic plate!'

'I was surprised at how much the
little houses got destroyed. It was
fun making the waves too!'

Figure 2: pupils' responses to the tsunami activities.

a tsunami, so pupils were delighted to be given the opportunity to pour water over the 'Chilean' landscape themselves. Their responses (shown in Figure 2) demonstrate the effectiveness of such an activity in engaging and inspiring pupils whilst increasing their geographical understanding.

Conclusion

Although the creative activities described here require additional planning and preparation, it is clear from the year 4 work that real excitement and engagement can develop. None of the six lessons required pupils to sit at a desk throughout; instead we favoured hands-on activities – several of which took place outdoors. The end-of-unit assessment highlighted the benefits of this approach on geographical attainment. I enjoyed teaching the unit, and the pupils enjoyed participating – they were audibly excited about passing on their new knowledge. This, along with the clear geographical progression, suggests a topic that successfully fostered passion and enthusiasm.

Acknowledgement

With thanks to Sharon Witt for feedback and advice.

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WEB RESOURCES

View the tsunami diorama at:
www.youtube.com/watch?v=hk79E-eE7LA



Figure 1: The tsunami diorama: (a) fully constructed, (b) post-tsunami, i.e. demonstrating the impacts on the landscape, and (c) at the end of the enquiry (here pupils create a wave to demonstrate the full force of tsunamis). Photos: © Jason Cannons.

A WINDOW TO THE GLOBAL DIMENSION

EMMA GRANTHAM, MELISSA NEWBERRY, AMY PULHAM, RACHEL SALMON
AND LOUISE WILLIAMS

Taking a picture book as their focus, Emma, Melissa, Amy, Rachel and Louise worked together as student teachers to put aspects of their learning about the global dimension into practice in the classroom.

Introduction

The Think Global organisation defines Global learning as:

'Education that puts learning in a global context, fostering: critical and creative thinking; self-awareness and open-mindedness towards difference; understanding of global issues and power relationships; and optimism and action for a better world' (2013).

As part of our final year 'Learning in the Global Context' module we were asked to explore the planning, teaching, learning and assessing of global themes within the primary classroom. We chose to focus on 'environmental changes, an element of sustainable development', one of the eight key principles of Global Education outlined by the DfES (2005). We had the opportunity to teach this with foundation stage and key stages 1 and 2 classes, through the EYFS area of learning 'Understanding the World' (Early Education, 2012) and the (then) National Curriculum for Geography (DfEE, 1999) respectively.

Our 'hook' for learning

The picture book, *Window* (Baker, 2002), shows how small changes to the environment outside a young boy's window add up to a big change over time. It concludes with the boy becoming a father himself and moving to a house with a view similar to that shown at the beginning of the story.

We chose to focus on *Window* for several reasons. First, 'reading fiction books about global issues is a good starting point' to introduce global themes to pupils (Oxfam Education, 2012). Second, a children's picture book is an adaptable resource that can be used in any school. Some of the schools we were working in had interactive whiteboards and some did not; therefore, using a book allowed us to

teach the lesson regardless of the school's resources. Third, pupils of all ages find *Window* very accessible because it allows them to compare what is depicted in the book to what they see in their own lives. Providing this kind of context for learning is vital in motivating pupils to find connections between newly-acquired knowledge and its application within their lives (University of Southern California, 2013).

Planning

We began with a basic outline. The teaching input was designed to allow the pupils to work through the book and discuss what they can see – as Corden (2000) explains, 'Vygotsky made the point that thought is not merely expressed in words – it comes into existence through [the pupils]'. In this way, we hoped the pupils would explore changes in the environment, discuss whether these changes were positive or negative and think about the impact the changes may have had on the environment and the people living there.

For the main activity pupils were asked to draw a familiar view, then show how it would have looked in the past and how it might look in the future.

Teaching

To allow for differentiation across the age ranges, the lessons needed to be adapted for each class and year group, but the focus remained: to be able to recognise changes to the environment.

Foundation stage

The reception pupils began the activity with a whole-class discussion of selected pages from the book. In the pictures displayed on the interactive whiteboard the changes to the environment were evident. We then showed a photograph of the view of the school field outside the classroom window, but here the class discussed what they would like the area to look like in the future. The pupils then drew three pictures: the current view of the field, what they would like the area to look like in the future and how the area might look if it was urbanised.

Key stage 1

The year 1 pupils used both the book, *Window*, and a version displayed on the

interactive whiteboard as their starting point, but discussed the whole book. For the main activity, pupils talked about a familiar view, what they thought it may have looked like in the past and what that view might look like in the future, and drew these three views. This activity was extended for use with year 2 pupils, who also wrote about their drawings.

Key stage 2

For a homework activity, the year 4 pupils were asked to consider the positives and negatives of the view from their window. In class, after discussing their homework, pupils looked at the book. Next, they were introduced to the concept of quality of life and how it is affected by environmental changes. The pupils then drew and labelled a view of their choice, highlighting the positive and negative changes that could occur to it in the future.

Learning and assessment

Every pupil was able to identify changes in the environment based on the pictures in *Window*. Reception pupils used this knowledge to discuss their immediate environment and draw 'before' and 'after' pictures. The year 1 pupils progressed onto thinking about the effect of changes on the environment. For instance, the pupils recognised that building more houses and roads, an increase in litter and the impact on wildlife as a result of a growth in urbanisation are negative environmental changes.

The reception and key stage 1 pupils' learning can be related to Piaget's 'pre operational' stage of development, i.e. that pupils aged two to seven generally have thoughts that are typically related to themselves (cited in McLeod, 2010a). The pupils in year 2 could be positioned at the beginning of Piaget's 'concrete operational stage', whereby children develop the ability to relate their learning to outside factors and influences (cited in McLeod, 2010b). Similarly, we conclude that the key stage 2 pupils are also in the concrete operational stage, but more securely than their younger peers. Although their knowledge was similar to that gained by the younger pupils, key stage 2 pupils are able to extend their thinking about the environmental changes – for instance the impact behind the changes



Reading fiction books about global issues is a good starting point to introduce global themes to pupils. Photo © Paula Owens.

– in both obvious and more precise detail. One illustration of this occurred when the pupils raised points about population increase, damage to our quality of life and the waste of electricity. These are all impacts which Davies *et al.* (2005) have suggested reflect pupils' views of the world and, therefore, show an engagement in global education.

Evaluation

Overall, we feel that that using the *Window* picture book for both a starter and as inspiration for the main activity acted as an effective approach to introduce pupils to global issues. The pupils understood that, over time, small changes to an environment can result in bigger ones. They understood the concept relative to their ages, and began to think about environmental change not always being good, but which can affect us and the world around us.

The National Curriculum (1999 and 2014) for geography states that pupils should be able to 'recognise how places have become the way they are and how they are changing'. Therefore, in future lessons we would show the pupils the ways in which their view or local area really has changed over time. This would take the form of an ordering game, whereby pupils were asked to identify how the area has changed.

Conclusion

Global learning that draws upon picture books can provide opportunities to bring real-world people and places into the

classroom, making learning real and increasing interest and engagement (Oxfam Education, 2012). Our experience is that global education appears to be a new and uncertain idea in some schools. Although there is huge complexity to global education, not least because of the wide variety of experiences that it encompasses (Pigozzi, 2006), it is possible to teach global lessons throughout a child's education. As Whitebread and Bingham (2011) have observed, every child is ready to learn, it is just a question of what they are ready to learn.

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GLOBAL LEARNING AND CREATIVE BLOGGING

EMMA ESLEY

As part of a key stage 2 to 3 transition project, blogs were used to enable pupils to develop their critical thinking skills and knowledge about core global learning concepts. In this article, Emma explains how she facilitated and ran the GLP-funded project.

Introduction

At our initial planning meeting, the Head teachers and teachers involved in the Global Learning Programme (GLP)-funded project shared ideas. The plan was to deliver the key stage 2 to 3 transition project as a one-day workshop, so we outlined the structure and content too. We decided to base the workshop on activities linked to different aspects of global learning and have a mixed-ability year 5 class (9–10 year olds) from Hempsted CE Primary School working alongside 15 gifted and talented year 8 and 9 (13–15 year olds) geographers from The Crypt School in Gloucester.

Getting started

At the workshop, the teachers, students and pupils began by exploring two questions together: 'What is global learning exactly?' and 'Why is it important?'. The key stage 3 students were directed to write down all of the words or phrases mentioned (including repetitions). They were then shown how to use online text manipulation software (such as Tagxedo or Wordle) to generate a word cloud of the terms mentioned (Figure 1).

Working in small mixed-age groups, the pupils focused on the questions and prompts shown in Figure 2, which relate to global poverty and development. The pupils interacted extremely well from the outset, and the high-level whole-class discussion that followed the group activity was engaging for both teachers and pupils alike.

Next, we introduced the idea of writing a blog (an online diary) about global poverty and development and used an enquiry approach to encourage pupils to think about the purpose of blogging. We emphasised the importance of good spelling, punctuation and grammar, and a suitable layout and provided tips on how to be 'safe and effective bloggers'. The key stage 2 pupils worked alongside key stage

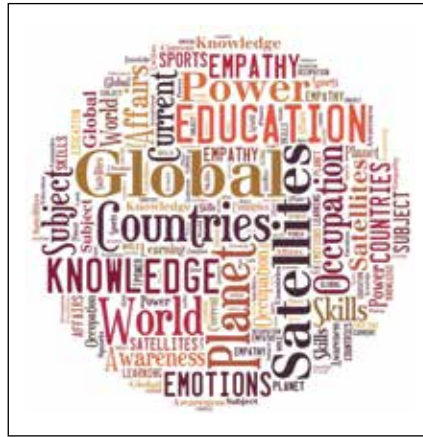


Figure 1: The key stage 3 students' word cloud of terms related to global learning and why it is important.

3 students to complete the global learning activities outlined below and blog about each one (see web panel for link).

Activity 1: 100 places

This activity was based around the '100 Places to Remember Before they Disappear' project developed by Co+ in 2009 in order to raise awareness of global climate change. Pupils had to identify three further locations to add to the current list.

Activity 2: sustainability buzz

Focusing on sustainability – something of a ‘buzz word’ of our times – we asked pupils to consider how sustainable the rainforest ecosystem is. Extending across much of Brazil, the Amazon Basin is the largest river system of its kind in the world. We chose the Amazon Basin to help pupils develop ‘locational and place knowledge’ and to address the regional emphasis on South America within the new National Curriculum for geography (DfE, 2013). It was also topical to ‘zoom in’ on Brazil, because at that time the FIFA 2014 World Cup was taking place there.

Pupils were encouraged to contemplate whether farming and logging should be banned in the Amazon, or if these activities could coincide with sustaining the natural environment. While this might be considered something of a high level concept for year 5; with the key stage 3 students' support, they produced some super comments.

Activity 3: my global footprint

Using the question, 'How big is your global footprint?', this activity encouraged pupils to consider the impact of their actions on themselves, their friends, their community and our planet. After completing two quizzes, individuals were asked to blog their answers to a number of questions as a 'comment'. The pupils enjoyed discovering the size of their global footprint and came up with novel ideas on how they might reduce it, many of which have since been raised at School Council meetings.

Teachers were given three further activities to explore with pupils later. The first related to the '7 billion Others' project launched in 2003, asking pupils to identify their fears, dreams, ordeals and hopes and then compare these with other people's across the world. The second tied in with the 'Send my friend to school' campaign, providing an opportunity for pupils to investigate global education facts and explain to others how to help achieve 'education for all'. The final activity 'What will cities look like in the future?' asked individuals to state whether they agreed or disagreed with a variety of other people's predictions, before blogging their own. (The last two activities complimented a whole-school spotlight on 'Earth Hour'.)

Why choose a blog?

The significant shift in attainment and progress that blogging can have has been well-documented – see, for example, the AskSir website: ‘Writing results of Deputy Mitchell’s pupils soared from 9% Level 5 to 60% Level 5 in 12 months after the implementation of new technologies and blogging’ (see web panel). Furthermore, the new National Curriculum’s programme of study for computing for key stages 1 and 2 aims to ‘ensure that all pupils... are responsible, competent, confident and creative users of ICT’. It also proposes that at key stage 2 pupils should be taught to: ‘understand computer networks including the internet... and the opportunities they offer for communication and collaboration... select, use and combine a variety of software on a range of digital devices to... create a range of... content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information [and] use technology safely,

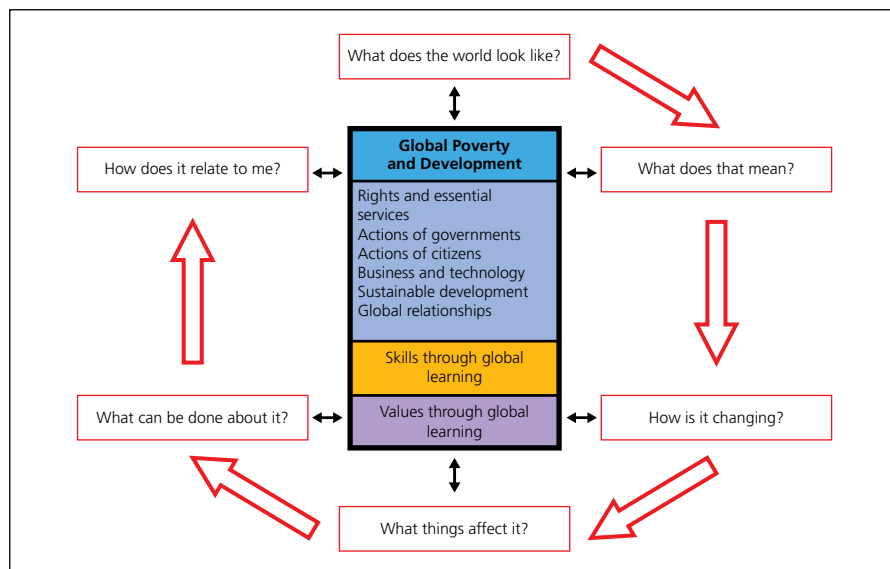


Figure 2: Questions and issues on global poverty and development.

respectfully and responsibly' (Computing at School – see web panel).

The content chosen for the blogs was pertinent to many aspects of the geography National Curriculum at key stages 2 and 3, because it developed pupils' skills in enquiry and critical thinking while deepening their knowledge of concepts such as interdependence and globalisation.

The practicalities

The key stage 3 students supported younger pupils by explaining concepts and vocabulary. The teachers moderated and replied to 'comments' as they were posted online, encouraging the pupils to re-visit their blogs. The teachers also questioned pupils about related aspects in order to stimulate critical thinking; this helped the pupils to explore their own values, and broadened their awareness and understanding of global issues.

Impact

The success of the one-day workshop is, perhaps, best summed up by the teachers and pupils who took part:

Teachers

'The children learned so much. They discussed what global learning was and learned about safe blogging. Blogging allowed the children to communicate directly and instantaneously with others, putting forward their opinions and reading those of others' (year 5 teacher, Hempsted CE School's newsletter).

'Pupils gained a greater understanding of interdependence and the issues surrounding demand and exploitation of natural resources. Citizenship, literacy and ICT links were covered too. The gifted and talented students enjoyed working with the key stage 2 pupils, and felt their own leadership skills and understanding of the

views of younger pupils were enhanced' (year 8 teacher, The Crypt School's final report).

Year 5 pupils

'It has been a great day! I liked the variety of the things we learned about. I learnt what sustainability means.'

'It was really interesting learning how to blog, about the Amazon rainforest, including what animals live there, about places and countries around the world.'

'I really enjoyed the day spent blogging and learning of my global footprint from the quizzes. I have learnt what sustainability means... about the Amazon rainforest too, and how different options affect the people around you.'

Year 8 and 9 students

'Today, I learned how to help people who are younger than me, being able to ask them questions to challenge their current knowledge, and to generally help out with their work. I also think that I was able to use my skills and knowledge to help them.'

'I thought the day was very good. I learnt a few new skills, such as how to use Tagxedo and how to attach a picture to a comment. I enjoyed helping the year 5s with their work and teaching them how to blog. I was astonished at how much they already knew about the geography we were looking at. I also enjoyed helping the year 5s to consider what they could do to improve their carbon footprint, what it meant to have a better carbon footprint for them and the world.'

Note

GLP Transition funding – schools can apply for a grant of £500 to develop and carry out a transition project (see web panel).

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WEB RESOURCES

Activity blog: <http://pslglpbloggers.primaryblogger.co.uk>
 Ask Sir: <http://asksir.co.uk/>
 Computing at School: www.computingatschool.org.uk/data/uploads/primary_national_curriculum_-_computing.pdf
 GA Transition funding: www.geography.org.uk/projects/globallearningprogramme/opportunities/
 Tagxedo: www.tagxedo.com
 Wordle: www.wordle.net



Pupils and students worked together to create blogs based on global learning-themed challenges. Photo © Kate Subryan.

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KNOWN BUT UNKNOWN

VANESSA RICHARDS

Following a trip to the Falkland Islands, Vanessa reflects on the importance of having access to accurate information and the value of first-hand experience when teaching about distant places.

I am of the age to remember the war over the Falkland Islands in 1982. The chance to visit the Islands in October half term 2014, to see places that had only ever been names and pictures in the media, was something I could not pass up, if I was to deepen my understanding of why geography matters (de Blij, 2012).

Time to research

When I mentioned to family and friends where I was going, the most frequent question was, 'Why?' Initially, it was one that I struggled to answer, even to myself: 'Why was I going?' and 'What did I think I would see there?' (Weldon, 2010). I knew about the Falklands War of course, but that knowledge was driven by media reports and formed entirely from secondary sources. To even begin to answer the most fundamental question: 'What are the islands, and the islanders, like now?' required some serious personal research.

Challenging assumptions

One of the photos I remember clearly from 1982 was of a group of soldiers 'yomping' through a bleak snow-covered field with a Union Jack flying. With hindsight this image had a great deal to answer for, because the majority of people (myself included) immediately assumed that the Falklands were swathed in snow. This proved to be a major misconception about the place: despite advice from almost everyone I know (none of whom had been there) to take polar exploration gear, I did not need it: the average yearly temperatures in the Falkland Islands range from -5 to +24°C. Living in north Northumberland, where winter temperatures often drop below zero for weeks at a time, and heavy snowfall is common, this came as something of a shock.

Time and place

Another shock was the sheer distance involved in the journey to the Islands from the UK: a total of 26,129km. I must

admit this is partly due to my lack of geographical learning – having given up geography in year 8 in favour of music. I was perfectly aware, however, that a journey of this distance was going to create some interesting dichotomies. The flight to the Falkland Islands takes approximately 17 hours, and is split into two legs with a refuelling stop at Ascension Island in the mid-Atlantic. This meant that I would leave the UK in autumn with temperatures of around 10°C, stopping off in Ascension (just south of the Equator), where the temperature would be around 24°C, and landing in The Falklands where the spring temperatures would be remarkably close to those at home.

The Falklands landscape is described as 'Polar tundra'. Once part of the African continent the Islands' landscape has unusual features, including 'rivers' of rocks that appear to flow from the mountain tops. Little flora is able to survive the harsh winds and poor soil, and the main natural vegetation is grassland. The Islands have no indigenous trees, although cultivated ones do grow with varying success. Uncannily, the trees and shrubs available at the local garden centre in Port Stanley are grown less than 16km from my home and shipped out to the Falklands. Such a long distance yet such a small world!

There are no native reptiles or amphibian species on the Islands, and the only native land mammal, the Falkland Islands wolf (known as the Warrah), was hunted to extinction in the 1870s. While a number of birds and marine mammals thrive in and around the Islands, the limited amount of flora and fauna was a surprise.

Personal travel and the curriculum

In September the visit and my personal contact (a serviceman on the Islands) were organised. The opportunity to speak to someone on the Islands proved a turning point in the study of distant places at my school. All the staff threw themselves into planning a study of the Falklands Islands, which, for the very youngest Early Years children, involved an extended study of penguins.

Knowledge and misconceptions

Early work offered interesting insights into pupils' misconceptions about the Falklands, which were not unlike those of adults

(Halocha, 2012). Having regular contact with the serviceman in the Falklands provided pupils with the opportunity to ask questions and receive timely and interesting replies. For the pupils, just receiving an answer within 24 hours from such a distant place was exciting, but, what did they know about the place? Below is a selection of the (often very revealing), questions from year 1 and 2 pupils.

'Is the sea ice or water?'

'What is the temperature?'

'How many penguins have you seen?'

'What can you see from your window?' (This resulted in the wonderful tree picture in Figure 1.)

'What can you eat?' (This child assumed that as it was an island the answer would be 'mainly fish'!)

'How many miles is it from your house to the town?'

'Have you made a snowman?'

'Have you had a snowstorm and is it snow or ice?'

The answers received often excited, and in some cases disappointed, the pupils. For instance, they were surprised to learn that although it snows regularly in the Falklands, the snow rarely settles because it is too windy. Our serviceman did not manage to build a single snowman in all the time he was posted on the Islands; but, as he is usually based in northern Scotland, he has built many snowmen at home!

His response to the question 'What can you see from your window?', was to send a picture of the tree (Figure 1). This resulted in an interesting whole-class discussion about why the tree looked as it did. The winds, though variable in speed in the Falklands, always blow in a westerly direction – hence the tree's direction of growth.

Geographical concepts

The subject of penguins raised the most excitement, with the pupils' discussion drawing on a range of geographical concepts. These included: why they were



Figure 1: Our contact's response to the question 'What can you see from your window?' was to send this image of a tree.

not all there yet (the reason: it was spring, and early season for the penguins); and why some species thrived in the dunes and not in the snow (Gentoo penguins remain all year round and nest in dry and dusty soil beds rather than in the snow or on the beach).

The biggest disappointment revolved around food. The fact that the Falkland Islanders' diet is the same as ours was, for the pupils, not very interesting; especially when they discovered that the Islanders shop for groceries from two major UK-based supermarket chains. But then, I never expected to buy Waitrose coffee in the Falklands, and was equally surprised at the 'Costa Coffee' outlet on Ascension Island, a volcanic outcrop approximately 1600km from the nearest landmass!

Reflections

Assuming that I knew a great deal about the Falkland Islands was a dangerous starting point: I actually knew little about its landscape or history. Overestimating our knowledge is something that we as teachers need to be aware of when we use secondary sources to study distant places.

The names of the places I visited – Goose Green, Fitzroy and Bluff Cove – were familiar, but the reality was very different. A first question then should be 'Do we actually know facts about this place or are these just our perceptions?'

What I found out about the Falklands surprised me. The implications of this are that we need to expose our pupils to accurate information in order to dispel any misconceptions. For example, knowing that the Islands are a British Overseas Territory one should not automatically assume the population is primarily British. The Islands are home to a significantly diverse population, with a large number of Chileans and other South Americans (Picton, 2008).

The 2014 curriculum for key stage 1 and 2 requires teachers to help pupils 'develop contextual knowledge of a location of globally significant places' (DfE, 2013). The impact of what we say and do in the classroom and the resources we provide for pupils to do this are fundamental to the accurate portrayal of a distant place. A follow-up article will explore the collection and use of artefacts from distant places.

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WEB RESOURCES

Download the pupils' Falkland Islands Q&A session and other resources:
www.geography.org.uk/pg

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THROUGH OTHER EYES

GEMMA KENT AND MARGARET MACKINTOSH

Using carefully-chosen works of art as starting points can be a powerful approach to global learning. To illustrate this approach, Gemma and Margaret draw on their experience of working with children and other teachers.

Ways of seeing the world

The idea that works of art encourage pupils to see the world through an artist's eyes was explored in the 'Art, Geography and the Americas' workshop at the 2014 GA Conference in Derby. Using works of art in preference to photographs takes on board David Hockney's view that western culture has become too dependent on the latter (quoted in Livingstone, 2012).

When we look at an urban or rural landscape we each see it differently. Our individual 'way of seeing' means we rarely look beyond the point of recognition; beyond those familiar components of the landscape or environment that we can name. Paintings, sculptures, drawings, collages, land art and designs encourage us to see the world differently and, perhaps, with more curiosity.

Rural Ecuadorian life

A painting by an indigenous Quechuan artist from Tigua, Ecuador, can help us gain a deeper insight or perception of rural life within sight of the Cotopaxi volcano, in the High Andes (Figure 1). This colourful painting brings the landscape to life and provides an opportunity to explore the local people's view of, or 'way of seeing', their life and world.

This painting of an unfamiliar scene in an unusual style requires careful observation and interpretation. It offers potential for a study of life in the village of Tigua, its agriculture and festivities as well as housing, clothing and landscape. A question about the topography, 'What landscape features has the artist conveyed?', (the snow-capped Cotopaxi volcano is visible in the background) can invite a study of mountain ranges, volcanoes and earthquakes (exemplified by the Andes).

The village of Tigua is 'nested' in the country of Ecuador and the continent of South America, allowing you to introduce pupils to the southern hemisphere, latitude, longitude and time zones. In an evaluation

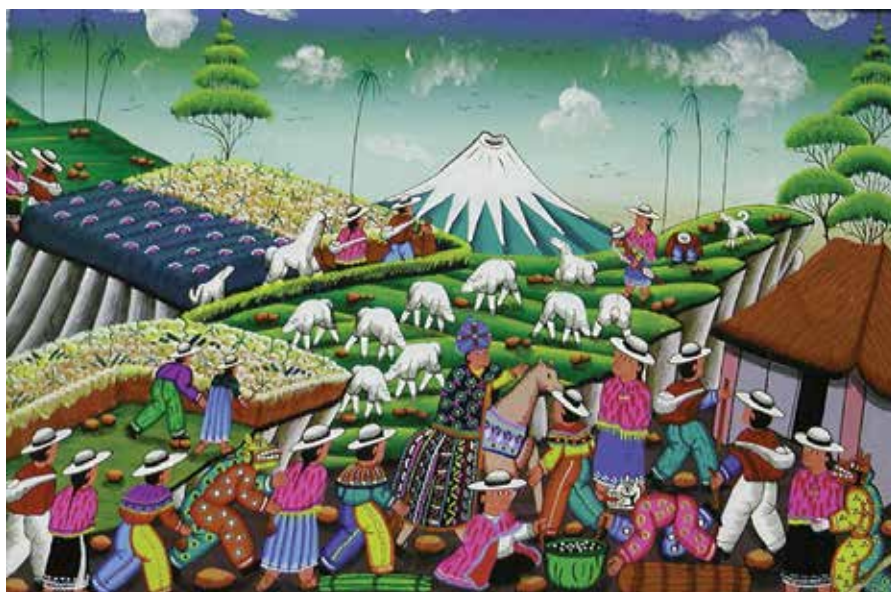


Figure 1: Cotopaxi, Ecuador. With permission from the volcanism blog <http://volcanism.wordpress.com/category/saturday-volcano-art>.

of work initiated by this painting, several pupils commented on the fact that they enjoyed learning about the globe, lines of latitude and longitude and the lives of indigenous people. The painting also challenged their geographical thinking: 'Why is there snow on Cotopaxi?'; and, believing volcanoes to be hot, 'does the snow ever melt?'

Rainforests in art

Painted by Henri Rousseau in 1891, *Tiger in a Tropical Storm (Surprised!)* serves as a stimulus for the study of rainforests, biodiversity, habitat and climate. It can lead to questions about environmental despoliation by mining, deforestation for agriculture and the related road-building for access. With younger pupils the painting invites questions about the environment in which tigers and other animals live. For instance, as one pupil asked, 'Do people live in jungles, or only animals?' Focusing on the Americas, others asked 'are there tigers in the Amazonian rainforest?' When Rousseau painted *Tiger in a Tropical Storm*, he had never been to a rainforest; in fact he had not left France. Therefore, in using this work as a stimulus, pupils are learning from one Westerner's way of seeing the rainforest and, in comparing it with their own geographical imaginings, they can then carry out a geographical study of rainforest environments with increased curiosity.

Monochrome images

In our techni-coloured world, how well can children interpret monochrome images? In 2004, Sebastiao Salgado captured a series of stunning photos of the Nenets people of Northern Siberia. Pupils enthusiastically drew on one of Salgado's images as inspiration for their own artwork (Figure 2). As one pupil commented:

'It was brilliant because I liked the artwork and I didn't know that there are people living in the Arctic Circle.'

Pupils can employ Salgado's photo-journalist perspective as a way of seeing the Arctic environment. Having lived with the Nenets for several months, although Salgado was an 'outsider', he was much more than a tourist. His photos can be used to introduce pupils to how people live in the Polar regions. The study can be extended to the Sami people of Finland, the Inuit, or the indigenous Cree of North America, and lead into a comparison of the Arctic and Antarctic environments.

Different ways of seeing

Different people's ways of seeing using Salgado's photo of the Nenets people was dramatically illustrated at the Conference workshop, which involved more than 50 teachers. The attendees included a group of teachers from Moscow. These teachers were excited and interested to see a photo of Siberia being used; and, when asked



'It's good to have a change from colour as we always have colour.'

'Nenets might be related to Eskimos' (Inuits) because they also live in a cold country and hunt for fish.'

'What is it like to live in a very cold place?'

Figure 2: Pupils artwork inspired by Salgado's monochrome images of the Nenets people of northern Siberia.

'What is it like to live in a very cold place?', contributed a very valuable and informed perspective.

Using less familiar works of art, including monochrome photos, is, we believe, more interesting and challenging than looking at colour photos. Such resources offer new ways for pupils to learn about the way other people live and the environments they inhabit. Each image illustrates one person's perspective: be they indigenous or a visitor, or using just their imagination.

See the world differently

Whether or not we believe that the camera never lies, it does beg the question: 'Why did the photographer choose this particular view?' In producing a work of art, an artist records how they see, feel and perceive their subject. A group of artists painting the same view are likely to create very different works of art. Each painting would represent a different 'way of seeing', thus emphasising the fact that we all see the world differently.

As an example, one of the teachers from Moscow, with a very personal perception of cold, offered a series of comments and questions that invite further geographical investigation:

- 'What is cold? – How cold is cold?'
- 'I don't associate America with cold.'
- 'Is America cold?'
- '[Salgado's] photo represents different cold from the Americas.'

Go on, we urge you to look at different works of art and work out how each one challenges your way of seeing and perceiving the world around you.

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WEB RESOURCES

Quechuan painting of Tigua: www.treasureofgalapagos.com/magic-tigua/

Salgado's photos: www.theguardian.com/artanddesign/gallery/2012/dec/07/photography-sebastiao-salgado-genesis

Dolgan tribe, Siberia video: www.bbc.co.uk/programmes/p00mbqz0

Inupiat festival video: www.bbc.co.uk/programmes/p00mffxw

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GLOBAL NEWS AND VIEWS

SUSAN PIKE AND MÍCHEÁL KILCRANN

Susan and Mícheál describe a series of lessons designed to get a group of gifted pupils to think about the world through the news.

The Global Learning Programme (2014), like many geography curricula, asks that pupils:

- acquire knowledge that enables them to understand the causes and effects of global poverty, uneven development (including globalisation, social, economic and political processes), and recent progress and challenges as well as to consider what possible solutions exist
- use this knowledge to develop skills in exploring issues critically and examining the actions that individuals and communities can take to overcome global poverty (and including the pupil's own responses)
- explore their own values when looking at key global issues, and consider issues such as fairness, human rights and tolerance.

This is not to say pupils are incapable of this type of thinking (Ruane *et al.*, 2010), but rather that it can be difficult for us as teachers to know where to start. One way 'in' to global learning is through something pupils encounter every day: the news. Giving the pupils opportunities to read, question and interpret one-off and ongoing stories and to critique the news itself can be exciting and informative for them.

Thinking about news reports

Some years ago, when I (Mícheál) was off ill, I wrapped myself in a duvet and settled down in front of the television. With just three channels to choose from, I watched a programme about the news and how it is reported. The fact that channels were selective in what they showed in the news, as well as the places they reported on was a revelation.

Nothing has changed: even though there have been huge advances in technology, we still tend to see only selected places and stories in the news. Thus, it is important that we help pupils to understand and negotiate news from around the world (see web panel).

Making time to simply watch the pupils go through a newspaper can be fascinating, because they often pick up on material that we adults tend to overlook. Figure 1 outlines the approach we took. Enabling pupils to engage with the news is nothing new. Teachers often use video or audio extracts from news reports. Similarly, encouraging pupils to bring in news articles on the topic being covered in class is especially helpful when looking at geographical events. But it is important to leave 'space' in long-term planning to allow for news to be shared and considered more widely.

Why learning about the news matters

By exploring events that happen elsewhere in the world we can help even the youngest pupils understand why these events occur. Some of this may involve reassuring pupils that, when disaster strikes in another part of the world, there are a number of reasons why such an event is unlikely to occur in their local area.

Taking an enquiry approach

As geographers know, it is important to consider the causes, effects and responses to one-off or ongoing events wherever they occur in the world. Any investigation of an event reported in the news should start from a series of general questions:

- Event: What is happening? What is going on?
- Causes: Why is it happening? What is this all about?
- Effects: What has happened because of the event? What will people do immediately?
- Responses: What will or is happening next? What will people do next?

Event-specific questions

We can then encourage pupils to devise enquiry questions specific to an event in the news, but we should also encourage them to frame their questions as geographers.

Investigating reports

Pupils can look at a range of different newspapers to consider how one event is reported. Which reports are factual? Which reports appear sensationalist?

Which reports are the most helpful? Which reports are harder/easier to read? Consider, also, why people buy different types of newspapers. (In Ireland, a country of only 4 million people, we have six different daily papers!)

Presenting the findings

Pupils can create a display of their findings on an event, but before doing so, encourage them to make decisions about what to display and what not as a whole class. This activity can be ongoing, with pupils gradually adding to the display over a half or full term. Encourage pupils to bring in newspaper articles to pin on or around a world map.

In our global world, we can ensure pupils are constantly aware of the news and help them become more knowledgeable about those places and events that tend not to appear in the headlines. An important part of encouraging critical thinking is for us to help our pupils make sense of what is going on and why it is happening, but whose views count too.

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- Global Learning Programme (2014) *Pupil outcomes and achievements*. Available at: <http://globaldimension.org.uk/glp/page/10724> (last accessed 26/01/2015).



WEB RESOURCES

BBC Newsround: www.bbc.co.uk/newsround
Geography in the News: www.geographyinthenews.rgs.org
The Paper Boy: www.thepaperboy.com
Storyful: <http://storyful.com/>

Susan Pike is a Lecturer in Geography Education at St Patrick's College, Dublin City University. Mícheál Kilcrann is a Learning Support Teacher in St Patrick's Boys' National School, Drumcondra.

What's in our news[papers]?

This process required pupils to sort a lot of information from a newspaper, including adverts, opinion pieces and news reports. Some pupils needed support from teachers in accessing newspapers, but others worked autonomously. Pupils carried out the task at their own level: some read articles, while others focused on the headlines.

Recording what and where

Pupils recorded events on sticky notes, which they placed in the correct location on a globe or map (we had both available). With little prompting, individual pupils began to notice features and patterns in the news.

'There's a lot going on in Europe.'

'Ebola is only in a few countries.'

'There's 'nothing' in South America!'

The pupils were particularly interested in what was going on in such places as America and North Korea, as well as their home country: Ireland.

Filling in the gaps

Pupils noticed that most of the features in the newspapers were from Europe, the Middle East and the USA. They identified huge areas of the world that were not mentioned, and wanted to find out what was happening in:

- South America – no news reports in their papers
- Russia – one news report
- Africa – one reference to Ebola in three countries and one report on rugby in South Africa.

Many schools in Ireland, including St Patrick's, use social media (and particularly Twitter) to share their own news and find other news stories. To help them fill in the gaps in our news map, pupils accessed Storyful (which uses social media to develop news stories for a global audience) and The Paper Boy (see web panel).

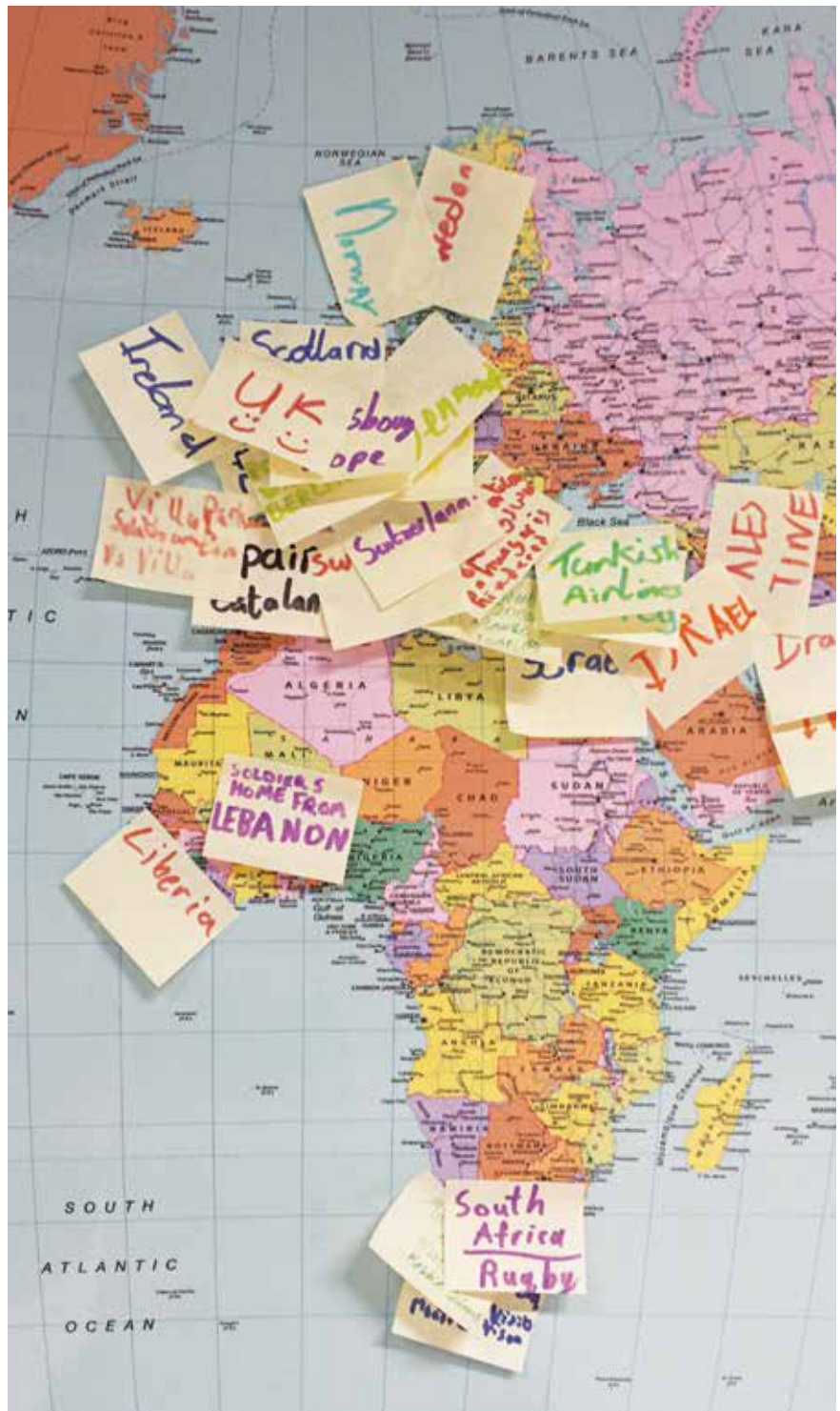
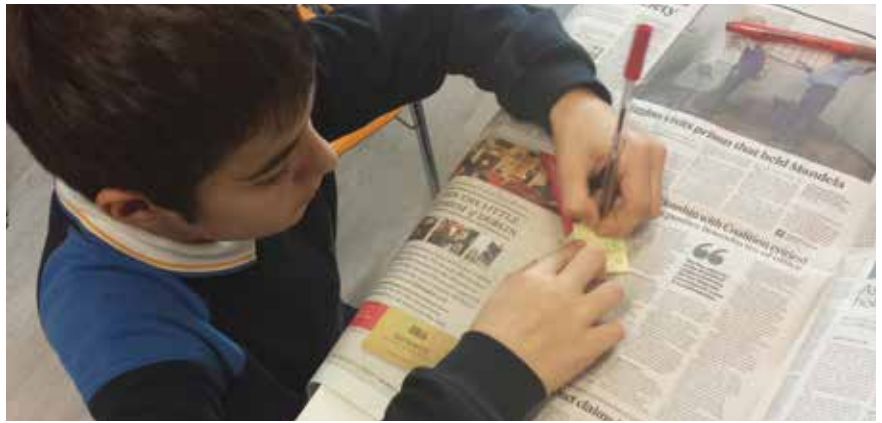


Figure 1: News-related activities carried out by pupils at St Patrick's Boys' National School. Photos © Susan Pike.

WE SHARE WHO WE ARE BEFORE WHAT WE OWN

DAVID PYLE

David explains why a paternalistic approach to school linking was challenged and how it has been replaced with a drive for equal participation and shared curriculum development.

Wrestling with a donor mentality

'Shades of Geldof and Madonna,' I whispered to myself, 'should we really be trying to save the world?' We had just reached our destination – Kanthenga School in Malawi – after a one-and-a-half hour journey from our luxury hotel in Kasungu. Any potential hardship from the searing heat and rough terrain had been mitigated by our air-conditioned, four-wheel-drive Land Cruiser. I had been involved in African development projects for 20 years, yet nothing in my experiences seemed as inappropriate as the scene that greeted us: 500 pupils surrounded the vehicle and heralded our arrival with outstretched hands and mellifluous, deferential chanting.

By the time of our visit in October 2010, Weald Community Primary School, Kent, had enjoyed three years' association with Kanthenga School. The two schools had been introduced by 'Starfish Malawi' (a Christian charity and non-governmental organisation), a funding stream had been established through a British Council school twinning grant (see web panel), and single teacher reciprocal visits had taken place between 2009 and 2010. However, while the forming of relationships had set the foundations for successful partnership work, very little had been achieved in the shape of shared learning and curriculum development. The attitudinal stance of pupils, staff and parents at Weald CPS was, essentially, paternalistic. School fundraising events were based on the premise that there was a quality of life gap between the schools that needed to be bridged. Funds had been raised for the construction of two teachers' houses, and container loads of clothing and educational resources had been shipped regularly to Malawi to address issues of perceived poverty. Through its various communications, the Kanthenga community subtly pointed out areas of material need (new classrooms, a church roof, classroom furniture and books) and



Working together to plant sustainable seeds. Photo © David Pyle.

appeared content for Weald CPS to dictate the agenda for the visits.

It was clear that, if our partnership were to be sustainable in the long term, this sense of dependency would need to be challenged before it became further entrenched. A critical element was to steer priorities away from material assistance and cultural exchange towards equal participation in joint curriculum work. Integral to this process would be the abandonment of the donor-recipient mentality, and, as a corollary, the adoption of attitudes surrounding equity, cultural appreciation and social justice.

Sustainability through equity

The Weald-Kanthenga Partnership developed a three Cs policy to effect a fundamental shift in thinking and action: 'Common vision', 'Cultural appreciation' and 'Collaboration and sharing experiences'. The first step towards building capacity and longevity into our school link project was the re-negotiation of the Partnership Agreement and its reframing around three central pillars:

1. friendship and communication based on an equitable relationship
2. development of joint collaborative work within the curriculum of the UK and Malawi, impacting on learning within the school communities, and

3. material assistance (where deemed appropriate) in contributing to equity and sustainability (equality of person/inequality of resources).

Between 2011 and 2014, we embedded a global outlook into the vision, values, branding and development plans of Weald and Kanthenga Schools. We continually challenge assumptions and stereotypical viewpoints in relation to school linking through assemblies, parent information evenings and informal conversations. We developed a 3-year curriculum-based programme, which focused on the British Council principle that 'generational improvement in rural life is best achieved through both knowledge-based and experiential learning' (see web panel). In order to maintain equity between Weald and Kanthenga, the Partnership alternated leadership on curricular topics covering a range of environmental themes (2011–12: Land Use; 2012–13: Water; 2013–14: Energy). These foci for study were promoted under the acronym KISS (Keep It Simple Scheme), which involved both school communities in undertaking practical conservation activities within their school and surrounding environments.

Specific projects included the development of a water-harvesting system and the manufacture of eco-energy bricks. Sustainability was viewed as the key educational message, and the curriculum project was designed to foster frequent exchange of ideas on the projects piloted in both schools.

Reaping the benefits

Formalised curricular planning across the two schools has ensured the highest levels of peer learning and assessment, and the opportunity for accelerated progress and raised attainment has been manifest. Of equal (or, perhaps, greater) value has been the impact on pupils' development of critical and creative thinking, communication skills and participation in decision-making. Detailed evaluations indicate significant positive change in pupils' outlook – especially with respect to common humanity and engendering a belief that people can make a difference in working towards a sustainable world. Our recently-launched 2014–15 Joint Curriculum Project is focused on the global issue of 'Inequality', through which pupils will examine the complexities of the concept across broad areas of study.

The major linchpin for the success of the Partnership is easily-accessible, regular and reliable communication between pupils, staff and members of the wider Weald and Kanthenga communities. In this regard, government grants and school/community fundraising initiatives have been, and will continue to be, directed heavily towards enhancing communication channels. The installation of solar panels, computer hardware and booster aerials at Kanthenga School have provided the means for regular direct dialogue via Skype.

Join together: all our hearts as one

We believe that the current Weald Kanthenga Schools Partnership provides a useful template for equitable and meaningful schools linking. (Our ten tips for a sustainable Partnership are listed in Figure 1.) The focus is, unequivocally, on shared learning within a framework of equality and mutual respect. The emphasis on making technological improvements to communications media means that interaction between the sister schools can take place frequently and in line with the demands of the curriculum. More recent reciprocal visits have cast aside the former paternalistic model of bestowing Western teaching and learning methods on a 'less developed' society. However, face-to-face contact is still hugely important for teachers and pupils in planning and evaluating shared learning experiences and in ensuring that the aims and methodology of the Partnership's work are understood and disseminated throughout the schools' respective communities. Enabling parents to take part in visits has also proved a powerful tool in raising awareness, shifting attitudes and harnessing commitment to the Partnership's vision. For everyone concerned in the Partnership there is a growing recognition that equity can only be truly reflected in reciprocal visits when



Learning about water harvesting. Photo © David Pyle.

indigenous conventions and hospitality are embraced fully. This has involved visitors being accommodated within each school's community, thus immersing them, as much as possible, in all aspects of the local culture.

Challenges still exist in the 'risks of paternalism and perpetuating a colonial mentality' (Bourn, 2014), but it is a moral imperative in education to prepare pupils for life in a globalised world and to

demonstrate why and how we are able to learn from other cultures. In the words of the American writer and social activist, Robert Alan: 'Inter-cultural dialogue is the best guarantee of a more peaceful, just and sustainable world'. The pupils we are teaching today will be engaging in this dialogue, and effective school twinning provides them with an appropriate platform to develop their capacity for global learning and cultural appreciation.

1. Leadership priority: get the Head teacher on board
2. Vision and values: embed global learning in the school's ethos/moral purpose
3. Relationships: establish professional rapport with partner school
4. Attitudinal change: seek to eliminate paternalism
5. Equity: promote equality in the Partnership and foster a spirit of cultural appreciation
6. Fundraising: explore alternative funding streams and focus on the project's aims
7. Communication: open up channels for regular dialogue
8. Shared learning: create a joint curriculum programme of learning that serves both school communities
9. Global dimension: ensure global issues feature across the curriculum
10. Awareness: spread knowledge of project to parents and wider communities.

Figure 1: Ten top tips for a sustainable school link project.

Note

In 2014 Weald County Primary School was accredited with 'Expert Centre' status by DfID. The School is now responsible for a programme of support to enhance teaching and whole-school approaches to global learning in a network of 25 schools (see web panel).

Reference

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WEB RESOURCES

British Council: www.britishcouncil.org
Starfish Malawi: www.starfishmalawi.com/
Weald CPS: www.weald.kent.sch.uk/curriculum/weald-kanthenga/

David Pyle is Head teacher of Weald County Primary School.

WORKING AT GLOBAL RELATIONSHIPS

EMILY DA SILVA

The success and longevity of international school partnerships involve constant care and attention, and, as Emily explains, they also encourage a focus on global learning.

In 2010, I was offered the chance to visit Tenerife to investigate the 'Intercultural Dimensions of Learning'. The fully-funded trip, which took place during October half term, involved visiting Spanish schools and taking Spanish lessons. Stay in rainy London or travel to sunny Tenerife to find out more about global learning? The choice was easy.

The week changed my perspective on the importance of global learning for everyone. The world is a big place, and giving pupils and teachers the opportunity to see it from someone else's perspective really opens up the classroom to the world.

I work at Brindishe Schools (a three-school federation in Lewisham in south-east London), and the opening statement of the curriculum document neatly sums up the idea of looking beyond our own perspectives: 'In order that we learn what we need to learn we must look beyond the classroom and our own school and take responsibility not only for ourselves but for the progress and well-being of others' (see web panel). To look past our own front door and see what is out there is global learning in a nutshell.

Make meaningful links

The easiest way to make global learning come alive is to give it real purpose and meaning. As wonderful as it would be to whisk a class off to a far-flung locale, it is rarely an option. However, global learning is tangible when it involves communication with real people. This, the most common option, is usually achieved by setting up an international partnership through a service (e.g. eTwinning), or an organisation (e.g. the British Council), but there are other options.

Community connections

Rebecca Morris, a year 4 teacher at Brindishe Schools, made a connection with a Parisian school through a parent in the local community. Rebecca's inter-



Pupils from Kabitaka School in Solwezi, Zambia, send greetings to Brindishe Schools, London, UK. Photo © Kabitaka School.

schools relationship is a model of how such partnerships should develop. Over the past three years, she and her 'partner teacher' have executed several projects together. These have included a visit to the school in London, during which the year 6 French pupils took part in a picnic in Greenwich Park; and an ambitious literacy project focusing on a bilingual Shakespeare production – although this proved difficult to fit around the timetable, their solution was to find mutual topics.

This year, Rebecca and her partner teacher in Paris are planning a unit around 'Contrasting localities and landmarks' – as she explains:

'This year the project will fit into our topic for the term, giving us the time needed to prepare and plan properly. The idea is for the French pupils to do work on Paris landmarks and our pupils to do the same on London landmarks and then compare. It will be great to get first-hand information on a contrasting locality from children who actually live there. I'm hoping to set up a Skype link or e-mails so the pupils can ask questions directly about the different localities'.

Personal connections

School partnerships can fail when a teacher moves on, or loses interest, which can be terribly disheartening for the pupils involved. Personal experience of this led me to work on partner projects with friends who teach overseas – you know everyone has a vested interest in making the project a success.

Last year, a dear friend and colleague left the UK to work at a school in a mining community in northern Zambia. Though devastated to lose an inspirational colleague, my 'global learning' heart fluttered at the possibilities for our respective pupils as a result of her big move. A partnership with Kabitaka School in Solwezi, Zambia, was born.

Seeds by snail mail

My year 4 pupils were thrilled to learn that Kabitaka School had, literally, just been built. As they studied the pictures my friend regularly sent us, showing the new school and the changing landscape of Africa, the pupils noted that, as it was effectively a construction site, there were no plants or flowers. We had been learning about plants, and a child in my class suggested we send the pupils in Kabitaka



Pupils from Kabitaka School in Solwezi, Zambia, prepare to plant seeds in the new school garden.
Photo © Kabitaka School.

School seeds, to see if an English garden would grow in the Zambian habitat. We packaged up a class instruction manual on growing the seeds, which the pupils created in literacy (instructional writing using time connectives) and posted it together with the seeds to our friends.

Patience is a virtue with any kind of international schools project. The 'snail's pace' of the mailed seed package to Zambia tested the 'instant-gratification' mindset of the pupils and required explanation. However, it lent itself to a bit of global learning centred on the question 'why might mail take longer to get to northern Zambia?' Responses ranged from 'because it's so hot people have to move slower' to 'there might not be any roads'. The journey of the mail was also an opportunity to address misconceptions (and indeed truths) about the rough and rugged Zambian environment and the weather.

A few weeks later the class was delighted to receive an email containing photos showing Zambian pupils raking the soil and planting the seeds we had sent. We are still unsure whether the garden sprouted successfully, but that was hardly the point; the pupils had engaged with children on the other side of the world. A few weeks later we received a beautiful book produced by Kabitaka School pupils about their 'Chongololo Club' (environmental club) and how the new garden was one of their responsibilities.

Quick lunch connections

A class conversation about lunches led to another pupil asking 'What do the kids in Zambia eat for lunch? Do they have packed lunch or school dinners?' We fired off the questions using 'Whatsapp' and an email response provided us with answers and photos 40 minutes later. It only took that long because the Zambian pupils had 'staged' the pictures because they had already eaten their lunch – a factor that offered an impromptu opportunity to discuss time zones.

My pupils were able to see that their Zambian friends sat outside at picnic tables to eat lunch. We learnt that fruit is a rarity in the Zambian diet (unless you are sick); it is expensive because most fruit is grown for the export market. How's that for global learning? A meaningful question about how children live on the other side of the world is answered, complete with photos, before the end of the lesson... It cannot get much better than that.

Global learning in early years

What I have described this far relates to work with key stage 2 pupils, but I wanted to consider how this work would translate into key stage 1. The new National Curriculum for England has given teachers an opportunity to re-think what they do in the classroom and, more importantly, beyond! Now key stage 1 pupils are expected not only to examine their local environment, but also to 'be aware of

places beyond the immediate local area and understand geographical similarities and differences through studying the human and physical geography in a small area of a non-European country' (DfE, 2013).

While unsure about the quality of work my year 1 class would produce, and any misconceptions they might have about Africa, I embraced it as a challenge. Using a video clip made by children living in an orphanage in Solwezi, Zambia (see web panel for link), I explained that the class were not to look for differences but for things that were the same as in England. Immediately, the pupils noticed the house was made of bricks, a clock on the wall, the Zambian children wore a school uniform, the boys rushed to play football at play time, and a white plastic fan plugged in to the wall caused one pupil to comment: 'I think I have the same one!'. These five-year-olds could see the things they had in common with the young orphans in Zambia as well as the differences. Of course they asked the difficult questions, but they were able to develop an understanding of the human geography of a particular part of Zambia.

Global learning gains

These experiences show that there is little to lose in trying out an international partner school link and so much to gain. In communicating with other children around the world we are cultivating 'global learners'. Children who will have a much better understanding not just of physical geography, but also of how humans shape the places they live in too.

References

DfE (2013) *The National Curriculum in England: Framework document*. London: DfE.

WEB RESOURCES

Brindishe Schools: www.brindisheschools.org
British Council: www.britishcouncil.org/partner/international-collaboration/track-record/connecting-classrooms
e-Twinning: www.etwinning.net/en/pub/index.htm
Our Africa video clips: ourafrika.org

Emily Da Silva came to the UK from Toronto, Canada, in 2005 and is the Humanities co-ordinator and a year 1 teacher at Brindishe Manor Primary School, Lewisham, London.

DRAWING ON FUNDS OF KNOWLEDGE

CYNTHIA SCHULTZ

During an undergraduate initial teacher education course, Cynthia used culturally-responsive methods in tutorial sessions with a year 9 pupil. Here she describes how their work came to focus on maps.

Introduction

I live and work in Saskatchewan, a province of Canada that has a high percentage of marginalised communities and where many teachers have diverse groups of pupils. These include Canadians who are of First Nations, European and Métis (a person of mixed blood, usually First Nation and European, often French) descent, as well as immigrants from many parts of the world. A challenge is, therefore, how to provide each of these pupils with relevant and meaningful learning experiences.

During the final semester of my initial teacher education course in 2012, I completed a 'Culturally Responsive Literacy Education' class with Dr Fatima Pirbhai-Illich. This covered several topics including literacy, instruction, reading difficulties and various forms of assessment; and for part of the semester I was partnered with an elementary school pupil (who, for the purpose of this article, I will call Thomas) who was struggling with literacy. For seven weeks, I met with Thomas at the university for hour-long tutoring sessions; together, we worked on building various literacy skills and I was able to put into practice the strategies covered in the education course. Once the sessions were complete, Thomas and I put together a short presentation showcasing our joint learning experience.

Funds of knowledge

In terms of instruction, Dr Pirbhai-Illich focused on teaching in culturally-responsive ways (Pirbhai-Illich, 2013); one of which is to incorporate pupils' funds of knowledge into your lessons. Moll *et al.* (1992) describe funds of knowledge as: 'historically-accumulated and culturally-developed bodies of knowledge and skills essential for household or individual functioning and well-being'. This is not the same as drawing on your pupils' interests, which can change as they mature. Funds

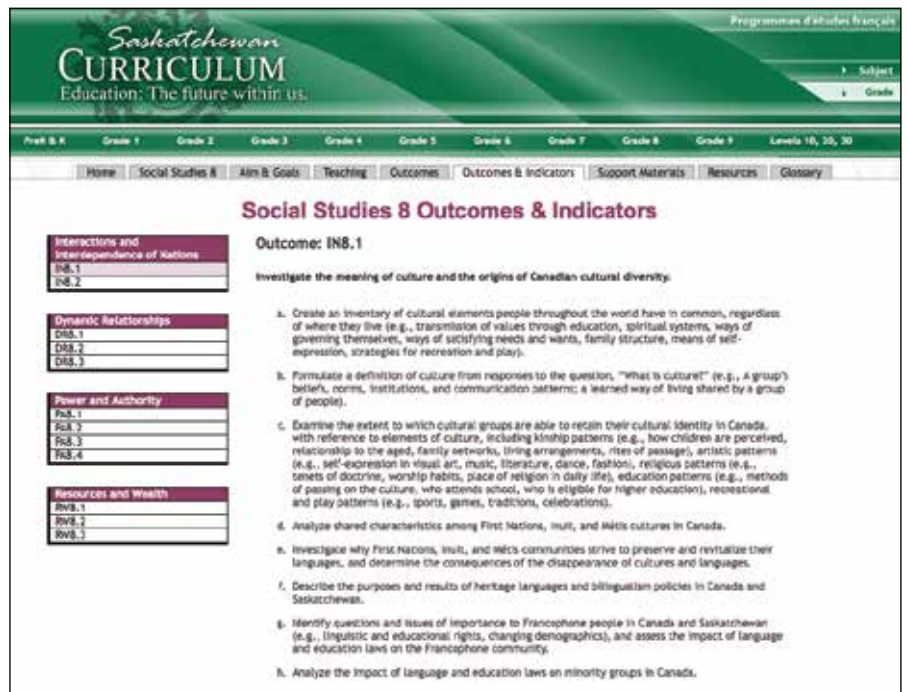


Figure 1: Outcome: DR8.1 of the Saskatchewan Social Studies curriculum. Saskatchewan Curriculum, 2009.

of knowledge are the types of knowledge that stem from a culture, be it home, ethnic, religious, or from other experiences; and is similar to Fran Martin's (2006) work on everyday geographies.

Teachers can elicit home cultural knowledge from pupils and draw it into lessons. Initially, the pupil acts as an expert and our role is to learn from them. For example, during my practicum, I learned that Thomas is passionate about the small town he comes from in Saskatchewan. Thomas shared with me his vast knowledge of where places in the province were in relation to each other, how to get from one to another, and so on. This represents cultural knowledge passed down through the pupil's community as part of linking identity to place. Incorporating funds of knowledge in my instruction allowed me to expand Thomas' knowledge while teaching him new skills and providing a meaningful learning opportunity. How we achieved this is described below.

Teacher and pupil profiles

Teacher (Cynthia): 21-year-old, middle-class, white female.

Pupil (Thomas – a pseudonym): 16-year-old, eighth grade (year 9) pupil from a minority community, independent reading level third grade (year 4).

In our first meeting, Thomas and I shared information about ourselves with one another through conversation. Thomas was comfortable in verbally expressing his thoughts in English and in teaching me some words of his first language. During our conversation Thomas took out a piece of paper and began drawing detailed outlines of maps from memory, which included the layout of his home town and a map of Saskatchewan. Thomas added routes he has travelled with his family.

The curriculum

Thomas' funds of knowledge about routes, places and maps came from his home and community. These served as links to the Saskatchewan Social Studies curriculum (Figure 1), as did his skills in drawing maps and knowledge of the province.

Knowing that he would not be able to learn all of the concepts in the selected indicators from the curriculum during our short time together, I chose those that connected with Thomas' own funds of



Figure 2: Thomas had visited a number of national parks in Saskatchewan. This shows Waskesiu Lake in Prince Albert National Park. Photo © Kyla Duhamel.



Figure 3: Thomas had experienced various crop-growing areas of Saskatchewan. Photo © Cynthia Schultz.

province showing the different types of designated lands.

End results: geography and literacy combined

By the end of our tutoring sessions, Thomas had created two detailed maps and two written texts. The first, large, map and accompanying informational text, showed and described designated land locations within Saskatchewan province. It showcased what Thomas had learned throughout our time together. When the time came for Thomas to make his presentation to teachers and other pupils, he handed out copies of a second map he had produced. This showed how to travel to the place Thomas comes from. Accompanying this map was a brief description of the designated lands travellers would pass through and what they might see.

Thomas' funds of knowledge were worked into our lessons and related to the curriculum. They helped me engage him in reading and writing – two areas Thomas struggled with. Each time we met, Thomas was eager to begin working, and I think he began to regard himself as a capable learner, quickly realising that school can be fun. I hope it created as memorable a learning experience for Thomas as it was one for me. The experience has stayed with me and has made me reflect on my teaching practices and beliefs.

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knowledge. Lessons focused on learning about the places Thomas has lived in, wildlife refuges (his knowledge of animals), national and provincial parks (he had visited a number of them – see Figure 2), and agriculture and mining (he had seen various crops and minerals throughout the province – see Figure 3). I chose to focus on Saskatchewan rather than Canada as a whole, because this is the province Thomas has explored and experienced.

The literacy element

Thomas completed the first two parts of a KWL chart where he shared what he knows and what he wants to know about the topics mentioned above. The new information Thomas acquired, learnt throughout our time together, was added to the KWL chart as lessons progressed. A list of key terms served as a spelling reference sheet.

Thomas's independent reading level was equivalent to that of year 4, thus locating appropriate reading-level texts

relating to year 9 subject content was difficult. I resorted to rewriting texts to match Thomas' reading level, which enabled him to read independently.

When focusing on writing I used a scaffolding approach. Here we began by looking at the components of a sentence then progressed to paragraphs. Together we went through the process of thinking and recording writing ideas and creating an outline before producing a rough draft then a final version. Thomas' writing task was to compose a brief report that consisted of descriptions on each topic that shared key ideas.

Thomas was able to look at numerous maps (including digital and paper-based copies) and we discussed elements of the maps. He then highlighted and plotted the locations of reserves and parks, different types of grain fields, various mines and wildlife refuges throughout the province onto smaller, individual maps. This provided Thomas with information that he could combine into a single map of the

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RECIPROCAL LEARNING IN THE INDIAN SUNSHINE

HELEN MARTIN



Indian summer: drawing and sharing maps. Photo © Helen Martin.

During a study tour of India, teachers from different cultural backgrounds spent time together on shared geographical enquiry. Here Helen describes how, as well helping to deepen relationships, genuinely wanting to learn from each other is a vital part of global learning.

Starting out

On the outskirts of Bangalore a group of teachers from the UK waited in the cool morning sunshine for their Indian contemporaries to arrive. The teachers from England had travelled to Sangam Study Centre in rural Silvepura, to work with teachers from the other side of Bangalore. As the taxis pulled up, disgorging six teachers from Tumkur and Hosur, everyone's nervousness quickly gave way to enthusiastic and excited greetings of 'Namaste'.

Learning from each other

The teachers from the innovative 'TVS Academies' and my study tour group met

with one objective: to share and have fun learning about enquiry-based geography. TVS prides itself on running schools that focus on hands-on experiential learning for 3 to 17-year-olds who will grow up with an understanding of sustainability, recycling and independent learning.

Together with Imogen Sahi (who co-manages Sangam Study Centre) we ran a geographical enquiry for the teachers. The enquiry provided opportunities for the teachers to get to know each other by sharing cultures and talking to each other. It was fantastic to watch as the group, having agreed on a series of questions, walked off together to ask villagers about water in the village and the local environment. Our day was full of learning from each other: sharing skills of enquiry learning, knowledge about agriculture and development and their increasing impacts on water; and of water 'sharing' across the states of Karnataka and Tamil Nadu.

The group visited the dry reservoir at Hessarghatta where we created images on the ground to show the issues in the local area and their wider effects. Sounds of laughter drifted across the sandy lake bed as this group of geographers bonded and enjoyed each other's company.

Sharing experiences

A week later, the study group visited the TVS Academy at Hosur. We were delighted to discover a haven of flowering trees and beautiful outdoor murals. As it was a day to be outside, we introduced the Indian teachers to Forest School-based activities in an area of mixed woodland beside the school. This piece of land was usually used as a farm area and place of solace in what is a busy industrial area. As three of the teachers from the UK are Forest School leaders, we were soon making mobiles from eucalyptus leaves, sharing our skills and knowledge of trees, creating stories and uses for the woodland products, and talking about this special place of calm and quiet. The study group members left the site buzzing with new ideas, images and thoughts of what they could do back in their own schools.

Equal learning

The power of these shared moments came to the fore in the form of professional friendship and collaboration. The time to listen fully to each other, time to give the concept of global learning a new shift in emphasis (i.e. one that enables teachers to learn from each other, as equals) and time to expand our knowledge of each other. These two groups of teachers had breached 6000km and very diverse settings to support each other and create fun geographical memories together. If only all in-service training days could be this good...

Acknowledgement

Thanks to Imogen Sahi from Sangam, and Srividya Mouli, Principal of TVS Academy, Hosur; and to teachers from the study group and TVS Academies.



WEB RESOURCES

Forest School: www.forest.org.uk
Frameworks for Intercultural learning:
www.gpml.org.uk/index.php

Helen Martin is the Head teacher of Graffham CE Infant and Duncton CE Junior Schools, West Sussex.

TRANSITION THROUGH GEOGRAPHY

JOANNE DAVEY

Joanne describes how a carefully-planned key stage 1 to 2 transition unit helped pupils make links between their own lives and the wider world.

The transition from one year group or key stage to another can be a daunting experience for pupils. At Holy Trinity Primary School in Halifax, we have facilitated the transition of pupils from key stage 1 to key stage 2 through a geography unit based on the storybook *Flat Stanley* by Jeff Brown (2006). The aim of the unit is to:

- engage pupils with a topic that is relevant to them
- make links between their world and the wider world
- help pupils develop as young geographers
- act as a 'bridge' between key stages.

The work took place during the last two weeks of the summer term and the first two weeks of the autumn term.

Using *Flat Stanley* in year 2

The transition unit began with year 2 teachers introducing pupils to Brown's (2006) *Flat Stanley*. After reading the book, pupils discussed where they would like to go if they were flat. Pupils designed their own 'Flat Stanley' from the templates available (see web panel) plus a 'sleeping bag' to keep their character in when it was sleeping/travelling.

Finding locations

Once their Flat Stanley was complete, pupils were asked to think about sending their character to a relative in another part of the UK, or another country, or whether to take it home with them. The teachers and teaching assistants were also willing to take a pupil's Flat Stanley on their summer holidays.

The pupils discussed places their Flat Stanley could visit and then located each one in an atlas or on Google Earth. Links to literacy were made through letter writing and addressing envelopes correctly. Pupils were encouraged to think carefully about the information needed so the recipient of their letter would know what to do with the character.

Using *Flat Stanley* in year 3

During the first two weeks of the autumn term, year 3 teachers used the Flat Stanley unit to find out about their new class. Pupils shared the journeys undertaken by their character (Figure 1) and found the locations on maps/Google Earth. Some pupils had taken their character on summer visits and completed a journal or presentation, which they shared. Geographical opportunities included comparing the places visited by Flat Stanley with aspects of the local area (weather, features, etc.). Pupils created hyperlinks on a world map and uploaded their photos, drawings and sound clips with annotations as text boxes about each place.

What did the pupils think?

The pupils were enthusiastic about the work: the year 2 pupils keen to decide where their character would go; and excitedly finding and discussing the different locations. In year 3 pupils were keen to share their characters' summer experiences.

Where Flat Stanley characters were lost or had not returned from their visits; teachers gave pupils the opportunity to take a new Flat Stanley character to their favourite part of school.

Outcomes

The aims of this transition unit were met: year 2 pupils were positively engaged and the year 3 teachers found that the work started the previous year allowed them to get to know the class much faster, which helped with the settling-in process. Teachers also noticed that pupils were more confident in completing their work because they were very familiar with it.

Reference

Brown, J. (2006) *Flat Stanley*. London: Egmont UK.

WEB RESOURCES

Flat Stanley resources: www.flatstanley.com/resources

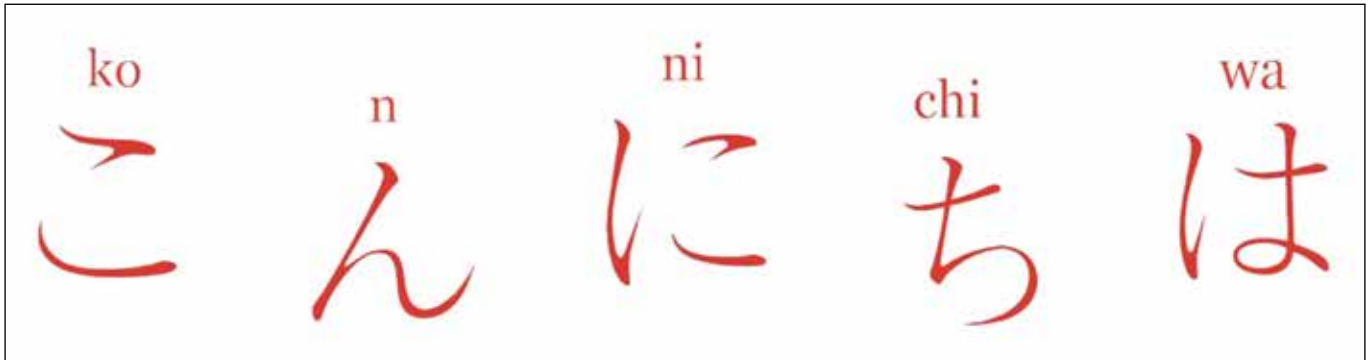
Joanne Davey is a Reception teacher at Holy Trinity CE Primary School, Halifax, West Yorkshire, and a member of the GA Physical Geography Special Interest Group.



Figure 1: Some pupils had completed a journal of their summer with Flat Stanley, which they shared.

KONNICHIWA! PERSONALISING ENQUIRY

JENNY FLACK



The link strengthened pupils' interest in learning basic Japanese vocabulary at the Japanese club.

Want to know how to enthuse pupils to ask questions about Japan? Jenny utilised a first-hand contact and a little bit of communications technology.

Getting connected

I am currently responsible for the teaching and learning of geography for the whole primary age range across three sites and involving 735 pupils. As part of the geographical development at South Farnham, I feel it is important for pupils to continually increase their understanding of cultures and customs throughout the world. Our existing link with a school in Japan (see web panel) seemed like a good starting point. In addition, my brother has lived in Japan for the past four years, so I decided to use this direct (personal) link. The aim was to offer the pupils an opportunity to enquire about what life is like in another part of the world and begin to understand it better. I was able to set up a Skype (online video) conversation between year 6 pupils in the UK and my brother in Japan.

Enthusing

The pupils responded positively to having a real contact in a distant country. They were fully engaged throughout the 10-minute discussion about similarities and differences between children's lives in Japan and England. One pupil, Florence, aged 10, said:

'We learnt about what it is like to live in Japan... the culture, how different it is to life in Britain. I enjoyed finding out about what people eat in Japan.'

Other pupils commented that they did not realise there were so many similarities. The pupils really enjoyed the experience. The personal link enabled them to develop a connection with a different culture, and the concept of global citizenship suddenly became more real.

Valuing

We followed up by contacting our link school. The Japanese pupils sent us examples of work to share. This link with Japan is strong, with the regular exchange of pupils' work between the two countries. For example, South Farnham pupils recently re-wrote a number of traditional fairy tales, creating a set of books to send to their friends in Japan. The work we received in return was shared in a whole-school assembly and included in our 'International Schools' display, which meant that more pupils were able to enjoy and appreciate the work.

Learning

Our school and Skype links with Japan enabled the pupils to learn about Japanese food, language, traditional stories and everyday life. We have a Japanese club where the pupils learn basic vocabulary (Figure 1), as Finley (aged 8) says:

'I never thought I would be able to speak Japanese, as the letters are so different. Now I can say "Hello" [Konnichiwa] and count to ten!'

The pupils' understanding of being a global citizen is an extremely important aspect of the school link. It is vital that our pupils understand that some children of the same age around the world have similar life experiences to their own, while others have very different ones. The use of personal links like those described here helps to bring distant places alive and thus seem less remote.

Personalising

In my experience pupils can relate better to a topic about a distant locality through personal links, so I would recommend drawing on the knowledge of friends, relatives and acquaintances in the far corners of the world. Your pupils will benefit hugely from speaking to people in a variety of countries – and communications technologies make this much easier to achieve.

WEB RESOURCES

British Council Connecting Classrooms Programme: www.britishcouncil.org/partner/international-collaboration/track-record/connecting-classrooms

Jenny Flack is the Geography Co-ordinator for South Farnham School in Surrey.

CONNECTING WITH ASIA THROUGH ENQUIRY

MAREE WHITELEY

A geography enquiry about aspects of life in Australia and Asia helped teachers to develop their expertise and to successfully implement aspects of the new Australian Curriculum. Maree Whiteley explains how.

This Australian Government Quality Teacher Programme (AGQTP) was set up to inspire teachers by learning from, with and about Asia. Drawing on the geography content of the new Australian Curriculum (AC) in particular, teachers were asked to create work that:

- supported the implementation of the AC
- connected groups of schools and teachers to develop professional practice to improve pupil learning and engagement in the learning process
- utilised the expertise within their own school by incorporating an interdisciplinary approach as a critical aspect of this project
- developed and implemented a sustainable professional learning process to address the implementation of new content within the AC for their project
- can be shared with other professionals in Western Australia and the wider community.

The Programme involved 13 primary teachers, who attended professional learning sessions and individually brought a range of skills and specialist knowledge to their school projects.

Professional development activity

The intention was that through the knowledge, understandings and skills of AC geography, this project would enable teachers and pupils to demonstrate enquiry-based teaching and learning. In particular it would:

- draw inspiration from the appropriate content descriptors found in each year level and integrate the cross-curriculum priority: Asia, and Australia's engagement with Asia
- provide opportunities for teachers to embed one or more of the core General Capabilities from the AC,



At St Marks, the integrated inquiry compared rice growing in Japan and Australia, including a tasting session. Photo © Maree Whiteley.

such as Literacy, ICT, Critical and creative thinking, Ethical understanding and Intercultural understanding.

Putting the Programme into action

Teachers participated in professional learning opportunities through a series of workshops which used an 'action learning' approach; a team-based professional development approach through which teachers reflect on their own experiences and areas of expertise and develop partnerships with others in order to take action on school-based issues or initiatives.

The 'Connecting with Asia through a geographical inquiry' project improved the participants' quality of teaching in a number of ways, some of which are outlined below.

First, it provided an opportunity for teachers to engage with the Melbourne Declaration, the Australian Curriculum, particularly in geography, and the draft version of the AC: Languages, and to plan and implement a cross-curricular unit of work.

Second, the project introduced teachers to the success of an action-based research model that they could use as a tool to reflect on and respond to current practice.

Third, it enabled teachers from disparate learning areas and year levels to connect with others in their own and other schools in professional discourse about project-based learning and collaborative projects. Teachers from two different schools reflected upon this approach:

'Working collegially means I was able to learn from my peers as together we developed a consistent pedagogical

approach to geography.' (Teacher, school A)

'It has been great to be given time to work with other teachers to explore and learn [in the new curriculum] together, sharing ideas, knowledge and different ways to tackle teaching particular content in meaningful ways.' (Teacher, school B)

In addition to this, analysis of the feedback comments showed considerable perceived improvement in teachers' pedagogy and skills and in their content knowledge and understanding.

Impacts

The Programme participants now feel they have a deeper understanding of the Australian Curriculum, in particular AC geography, the Asian cross-curriculum priority and several of the General Capabilities requirements. These teachers are keen to continue to develop cross-curricular units of work and to collaborate with teachers from other learning areas wherever possible.



WEB RESOURCES

Download the medium-term plan, year 5 enquiry and overview:

www.geography.org.uk/pg

Read Maree's full report:

www.geography.org.uk/pg

Maree Whiteley is Humanities Consultant: Association of Independent Schools, Western Australia.

THE PRIMARY GEOGRAPHY INTERVIEW

SIMON REEVE



Simon Reeve.

Simon Reeve is an author and TV presenter who has travelled to more than 120 countries making multiple-award-winning TV series for the BBC. His unique brand of documentary making, combining travel and adventure with global environmental, wildlife and conservation issues, has taken him across jungles, deserts, mountains and oceans, and to some of the most beautiful, dangerous and remote regions of the world. He's dodged bullets on frontlines, hunted with the Bushmen of the Kalahari, dived with manta rays, seals and sharks, survived malaria, walked through minefields, tracked lions on foot, been taught to fish by the President of Moldova, been adopted by former headhunters, and been detained for spying by the KGB. Simon has become an honorary Primary Geography Champion as he promotes geography so well and inspires many of us through his careful analysis and reporting on his travels.

You have done so much and been to so many places – what kind of research do you need to do before visiting places? Do you do it or do you have a team that does it for you?

I am part of a team that is involved in researching and we start months before we leave. We certainly wouldn't pitch up in a country without any sense of what's going on there. The research starts off on the internet, we use guide books, we talk to people – it's generally the people that are there that are the most effective and productive in telling us what we need to know, how we can travel across the

country, around the country etc. Obviously we live at a time when there is almost too much information out there and filtering it can become a bit of a challenge. In many cases it is a case of too much information rather than too little.

Do you think there are some really key important questions that teachers and children should be asking when they explore the world today from their classrooms?

I think the one that springs to mind is how is it different from the world that we know? I think the life of children nowadays

in Britain is astonishingly comfortable and secure compared to the lives of their ancestors, compared to the lives of most other people on this planet and perhaps quite possibly compared to their descendants in the future as well.

People are living in most extraordinary times as human beings in the so-called 'developed world' where fresh water comes out of the tap and food is readily available in supermarkets. It's quite useful perhaps, and it's not for me to tell people in a job like teaching what to do, but it strikes me that the rest of the planet has very, very different lives. Pointing out those differences can help youngsters to realise the diversity of the planet and how lucky and fortunate they are to be where they are.

What do you think are the most important issues facing us in the world today?

It's obviously always very hard to pin down in a short, snappy way what is fundamentally wrong but, arrogantly perhaps, I'm going to give it a go because I think that for me, the central problem is our lack of long-term thinking. Everything about our culture and our mentality is really about the now. We look for short-term fixes, we look for short-term excitement and pleasures and we're not considering the long-term impacts of what we're doing as a species. It can be helpful to remind people that we are just another species on this planet, we are the most





extraordinary species that has existed here in the 4.5 billion years of recorded history, but nevertheless, we are still just a species. And what we are doing to this planet is incredibly transformative and almost always destructive.

So I think the single biggest issue, or the single biggest problem, is our changing climate and what we're doing to the environment of our world, wiping out iconic species, transforming the geography of our world as well and generally with destructive consequences.

Obviously you've seen lots of different problems and solutions to those problems as you've travelled around the world. Does anything really stand out for you in the way people have coped with drastic changes in their environment?

We are an incredibly adaptable creature. One of the great surprises to me I suppose, since I started travelling widely, has been the fact that we are everywhere. We're in the hot room, the cold room, the low room, the high room – we're in every extreme geographical location on the planet and so our adaptability has amazed me and continues to boggle my mind. I think generally, our willingness to work together with other humans in the event of real crises is a fundamentally beautiful thing about us. But generally, it seems we do have to be pushed right to the brink to do that. So one of my great worries about climate change is that we are going to get right to the edge of the cliff before we realise there's nowhere else to go and by then, it could actually just be too late! But when I've been in places like Bangladesh when there's been terrible river erosions, sweeping away people's homes, sweeping away entire communities in fact, I've always been left with a sense – I suppose I've been humbled really by the willingness of the villages to work together, without anyone to co-ordinate them but just a desperate need to drive them on. And that, and our generally

plucky spirit, is very reassuring. When some people are suffering real hardships, they will often have a joke to tell, they never, in my experience ever lose their humanity. They've always got a sense of humour and love to share.

Does that give you a lot of hope for the future?

No. In all honesty, I can't say I do have a lot of hope for the future. I suppose it depends what we're talking about. I think that people in a wealthy country like Britain will be alright for a lot longer than in a much poorer part of the world where life is lived much closer to the edge. But I come back to this fundamental issue that I personally think is this lack of long term thinking. That there is nobody who is doing what the native Americans used to do for example, thinking on a seven generation cycle ahead. The very idea is ludicrous now when we're living from day to day and week to week and month to month. So I don't see the future for youngsters as being entirely positive. I think the comfortable life they live now will not probably be something they will be able to enjoy for many decades hence. I think the creeping pressures on the environment – there's going to be a consequence for that. We are using up the resources of our world, they are not infinite and when they start to run out life will become much harder.

How do you think geography can help children to better understand and connect to the world and think about ways that will enable them to take a long-term perspective?

I think in many ways, geography used to be a slightly unfashionable subject. My sense is that it is changing quite rapidly and dramatically and it is now really one of the absolutely key subjects which addresses some of the biggest problems facing us and our world.

I think geography is the absolute key to understanding us as a species and the

world in which we live, which you can't really separate us from. For too long, I think, people have tried to identify humans as being somehow so distinct from other life on this planet. It's absolutely not the case and we are at the whim and mercy of an incredibly complicated eco-system that we understand but only up to a point. Geography can help us to understand our world, understand our place in it. It helps us to identify and monitor the long-term changes that happen over vast spans of time. It's crucial if we are to identify the faster changes that are affecting our world, that we are starting to see playing out across the planet. The importance of it will only increase in the future.

The best questions of all come from children. First of all is Aoibhinn, aged 10, from Drumcondra National School in Dublin. She asks why did you pick your job?

I didn't really pick my job. I just said yes when I was given an opportunity. I volunteered and I worked hard. In life we're often faced with lots of choices and those choices are sometimes challenging and quite exciting. I think it is really important that when you are given an opportunity you take it, you grab it with both hands and you have a go!

Often as you get older one of the great emotions that whirls around inside you is the feeling of regret about the things you should have done, the things you didn't do, and that is a horrible feeling to have. Life is far too short to waste time doing things you don't enjoy.

I've probably been very lucky and I've strived to do things that I love and I've had the opportunity to pursue my dreams really! I've been blessed by a combination of pure luck and hard work.

Theo, aged 11, from the same school in Dublin, asks what is the most dangerous place you have been to?

Oh – in many ways it was probably being in war zones, flying around, so specifically it would probably be Mogadishu, Somalia, a couple of years ago when I was on the front line alongside soldiers who were battling an extremist group. There were snipers firing over our heads and there were heavy machine guns rattling away firing from both sides and it was a very scary place to be. I was only there briefly, I wasn't there as a soldier and I wasn't there for long, but it gave me an idea of the frightening nature of life in an extreme situation like that.

Although I was just a visitor popping in and popping out with my passport, there are people who live that reality, hour after hour, week after week. Sometimes year after year. And I can only begin to imagine the sheer terror it inspires in them, as being in a place where hot lead is flying around and you don't know if it's going to

hit you is a horrific place to be. I've been in very dangerous places like that, where I've known my life is in danger, but I've also driven on Indian roads which are a very, very scary place to be for someone who is more used to the rules and regulations of roads in the UK.

You have to get risk into perspective. The world is not a fundamentally dangerous place, it's an incredible welcoming place and a hospitable place and if you wear a seat belt you should be OK!

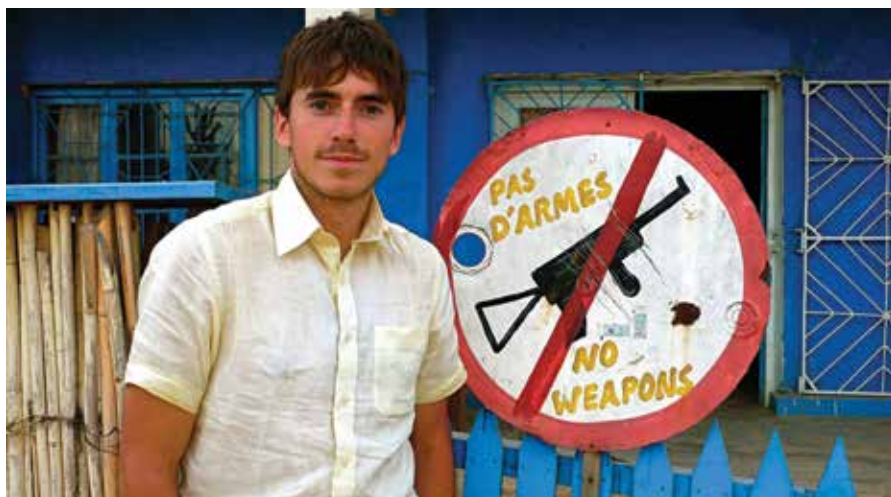
The last two questions are from Oliver, at St Clements Primary School in Kent. The first is which river did you most enjoy exploring and why? Nile, Ganges or Yangtze?

That's a lovely question, as they all are, thank you. I think in many ways I most enjoyed travelling along the Yangtze River in China because I hadn't travelled in China before and it's such an incredibly important part of our modern world. In many ways China holds the key to what the world will become in the future, so I was really fascinated to see how travelling along the river would introduce me to China but also the impact the river had had on shaping the beliefs and views of more than a billion Chinese people. And the river delivered that in absolute shed loads.

When you realise that China exists due to a quirk of geography really because the river is heading south out of China and it hits these high, hard limestone mountains but couldn't erode away the base of them and so it turned back on itself and then flows across the rest of China and flows out into the sea to the East and in doing so gives life to an extraordinary nature and culture and civilisation going back thousands of years, you see the geography of the place over a long period of time and the impact that that river has had in creating modern China. That's an incredible thing.

Oliver's other question is about whether you enjoy eating strange things – like the Xebu penis soup you tried in Madagascar? Did it spoil the taste of that soup?

I get the joy of eating strange food as part of my being; it's in my job description basically and I actually really enjoy it because it's a really great way of engaging with a different culture and you get a great story out of it as well. It's very unlikely to kill you and you get a memory that lasts a lot longer than your adventure or your holiday. So I am really keen on encouraging people to eat strange foreign foods. Madagascar, where I ate the soup, was a great place to travel and incredible place to eat as well because unlike here where we just eat the choice bits of meat that have been bought in the supermarket,



***'Global Learning is all about understanding us – humans – as we live, here and now, on this amazing planet. It's about the most important questions and issues affecting everyone, wherever they are. And it's about using knowledge and learning to build a better future.'* Simon Reeve.**

their poor are going to be desperate so they eat all of the animal; nothing is wasted. Which is as it should be quite frankly and they respect it and give a bit of thanks for it as well. Yes they eat even the bits we might be a bit squeamish about, including the penis.

[To be totally sustainable] I think you absolutely have to [eat all the animal if you are going to eat any of it]. Not just turning it all into glue either but using it with respect is an important step. That soup was not the tastiest I have ever had. I remember the penis was quite gristly and chewy and I remember thinking why on earth did our local guide admit that this was something she ate because of course then the rest of my team are going to say 'Oh come on then... Simon, on camera, it's going to be hilarious'. So it's part of the job, it wasn't a great soup but one of the key things you get and I love about travelling is these incredible memories that are really very intense and often quite extreme and they last. I expect the memory of eating that soup will last for the rest of my life quite frankly so although it was not a particularly delicious meal I got a lot out of it.

Obviously it will last with Oliver for a long time as it stuck in his memory as being something unusual in his own personal experience, so that jolts us out of the everyday doesn't it?

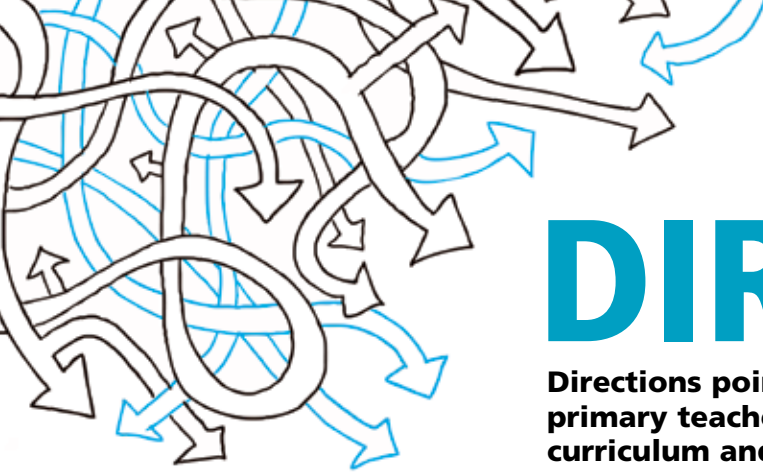
I think geography really can do that. Geography now is so much about our world and us in our many different forms

and we have now got the ability to find out and understand and experience what is going on on the other side of the planet; it often helps us to understand our place in the world, how the world is the way it is and why humans live the way they do.

So yes I think an example like that penis soup – you are certainly not going to get that down the high street – but it tells you a fair bit about life in Madagascar. I've eaten things like grilled squirrel and rat in Laos in SE Asia: again the very fact that is on the menu there is quite instructive. It tells you that it is poor, it's largely covered in forest, its people eat what lives and flies and slithers and crawls in the forest and the woods because that's all they have got. They don't have the luxuries that we have, so yes I think geography is more than ever about us and it's about our world.

Thank you very much indeed for the queries from youngsters. We do go out of our way to make our programmes accessible. The beauty and the challenge of making programmes for the BBC is that you will get six-year-olds sitting down and watching it with 96-year-olds. It never ceases to surprise me and fills me with a degree of wonder as well about how youngsters (and I mean really young – I have had six-year-olds turning up to talks that I have given) can take an interest, process the issues and understand them. I have got a three-and-a-half-year-old and I am just starting to realise what a mental and emotional sponge he is, picking up information and knowledge and then regurgitating it back at us when we least expect it.

Simon Reeve has travelled extensively in more than 120 countries. He is the presenter of multiple BBC TV series, including Sacred Rivers, Indian Ocean, Tropic of Cancer and Australia. His latest series is 'Caribbean'. Links to his programmes can be found at www.simonreeve.co.uk / twitter @simon_reeve.



DIRECTIONS

Directions points you to resources and events that support primary teachers in their planning and resourcing of the curriculum and in their CPD.

These links offer a whole host of ideas and sources of information to help you take your geography teaching further.

Millennium Development Goals (MDGs) for 2015

Find out about the eight goals for 2015 and how well we're doing.

www.undp.org/content/undp/en/home/mdgoverview/

Tide~ global learning

A teachers' network promoting the idea that young people have an entitlement to global learning through engaging with global perspectives.

www.tidec.org

Global Development News

Updates and current issues from the *Guardian*.

www.theguardian.com/global-development

Frameworks for Intercultural Learning

This site draws on the findings from the ESRC-funded Global Partnerships for Mutual Learning research by directly applying the findings from the project and by exploring themes and topics that have emerged from the research.

www.gpml.org.uk

Connecting Classrooms

A global education programme designed to help young people learn about global issues, become responsible global citizens and gain the skills to work in a global economy.

www.britishcouncil.org/partner-international-collaboration/track-record/connecting-classrooms

eTwinning

A free and safe platform for teachers to connect, develop collaborative projects and share ideas with schools in Europe.

www.etwinning.net/en/pub/index.htm

How well do you know the world?

Play the Global development game: identify the world's countries and territories and rank them according to GDP, followed by a picture round.
www.theguardian.com/global-development/interactive/2012/dec/20/geography-game-how-well-know-world

How well do you know: European Countries

Good for thinking about not just the location of European countries and their names but relative size.

http://stephanmendler.de/thinkmaps/puzzle/index_en.html

How well do you know the counties of England?

Practise and test yourself against the clock with this interactive map.

<http://lizardpoint.com/geography/england-quiz.php>

Images from Space

NASA is a good place to start for finding high resolution and amazing imagery of Earth as well as up-to-date news about changes seen on the planet's surface.

<http://www.nasa.gov/>

A Love Letter to the Planet

View and find out more about some of the stunning images from Sebastião Salgado (see pages 16-17).

<http://ideas.ted.com/2013/05/01/sebastiao-salgado-a-gallery-of-spectacular-photographs/>

Earth Day Pictures

Taken in 2011 by NASA, these images are great to print out and use in class to discuss, explore and challenge geographical thinking.

<http://news.nationalgeographic.com/news/2011/04/pictures/110422-earth-day-2011-earth-day-google-doodle-satellite-from-space-pictures-nasa-astronauts>

Every Person in England and Wales on a Map

Every person in England and Wales represented by a dot on the map.

www.theguardian.com/news/datablog/interactive/2013/aug/01/every-person-in-england-wales-dot-map?INTCMP=SRCH#7/52.093/-1.088

World Hunger Map

The map shows the prevalence of undernourishment in the total population as of 2010-2012.

<http://cdn.wfp.org/hungermap>

The Poverty Line

Poverty lines vary in time and place, and each country uses lines that are appropriate to its level of development, societal norms and values.

www.thepovertyline.net/

Carbon Map

Good opportunity to discuss and debate outsourcing of production of carbon-heavy processes and global trade.

www.theguardian.com/environment/ng-interactive/2014/sep/23/carbon-map-which-countries-are-responsible-for-climate-change

40 Maps that will help you make sense of the world

These maps will provoke lots of discussion.

<http://twistedifter.com/2013/08/maps-that-will-help-you-make-sense-of-the-world>

Earth Winds

This animated map of global winds is as beautiful as it is informative about the changing patterns of air that continually affect our lives.

<http://earth.nullschool.net/>

Climate Change

Background information about the processes of weather and climate and what climate change means.

www.metoffice.gov.uk/climate-guide/climate

Investigating Ancient and Modern Egypt and the River Nile at KS2

Birmingham Thursday 14 May 2015
London Wednesday 3 June 2015
Leeds Tuesday 30 June 2015

CPD
Training
Courses

For primary
geography and
history teachers
and subject
leaders

Supporting effective geography and history learning

Overview

Using the example of Egypt and the River Nile, this one-day course will explore how careful choice of content in one subject can extend what your pupils will achieve in another.

Presenters

Ben Ballin, Geographical Association Consultant and member of *Primary Geography* Editorial Board and
Alf Wilkinson, Historical Association Consultant and member of *Primary History* Editorial Board

Jointly organised by



www.geography.org.uk/egypt

Leading fieldwork in the new National Curriculum

London Tuesday 24 February 2015
Manchester Monday 9 March 2015
Birmingham Tuesday 16 June 2015

CPD
Training
Courses

For primary
geography
teachers and
subject leaders

Overview

Urban environments offer diverse, dynamic settings packed full of 'living geography' and stimulating contexts for purposeful geographical enquiry no matter what the weather or season. This practical, one-day course will explore the use of urban fieldwork for primary geography, update your geography know-how and demonstrate how to meet the fieldwork requirements in the new geography National Curriculum. It will also consider how outdoor learning can be used to support work in other subjects.

Presenter

Ben Ballin, Geographical Association consultant and member of GA *Primary Geography* Editorial Board



www.geography.org.uk/leadingfieldwork



Investigating the Maya and the Americas at KS2

Birmingham Wednesday 13 May 2015
London Tuesday 2 June 2015
Manchester Thursday 4 June 2015

CPD
Training
Courses

For primary
geography and
history teachers
and subject
leaders

Supporting effective geography and history learning

Overview

Using the example of the Maya and South/Central America, this one-day course will explore how careful choice of content in one subject can extend what your pupils will achieve in another.

Presenters

Ben Ballin, Geographical Association Consultant and member of *Primary Geography* Editorial Board and
Alf Wilkinson, Historical Association Consultant and member of *Primary History* Editorial Board

Jointly organised by



www.geography.org.uk/maya

Teaching and learning about South America at KS2

Birmingham Monday 8 June 2015
Leeds Monday 29 June 2015

CPD
Training
Courses

For primary
geography
teachers and
subject leaders

Overview

This course will support curriculum-making for a student enquiry into South America. In line with National Curriculum 2014, it will include an overview of the continent and a more detailed look at a region within it.

This will incorporate and contextualise both place and locational knowledge, and some of the key terminology outlined in the National Curriculum. Drawing on a range of recently-published sources, it will look at some of the key issues affecting this diverse and rapidly-developing part of the world and how they are influenced by the inter-related processes of human and physical geography.

The course will draw on a range of geographical skills, including map work and critical questioning. It will include time for reflection on some of the teaching issues presented when teaching about 'developing countries'.

Presenter

Ben Ballin, Tide~ global learning and Geographical Association consultant

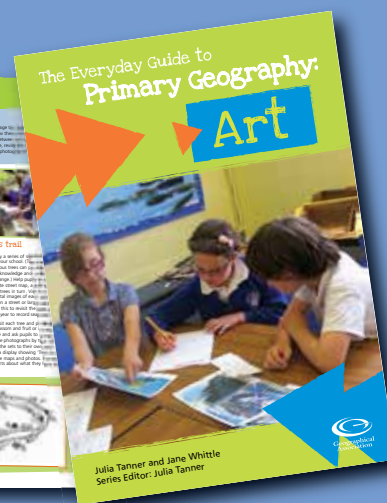


www.geography.org.uk/southamerica



This title illustrates how the use of works of art can stimulate, enliven and enrich geography teaching and learning at key stages 1 and 2. It presents a wide range of classroom strategies for using art to develop pupils' geographical thinking, knowledge and understanding, and extend their geographical skills.

The Everyday Guide to Primary Geography is a new series that aims to encourage active 'curriculum making' in geography by providing stimulating ideas that can be adapted, extended or modified to meet the needs and interests of individual classes and schools. All the activities are 'tried and tested' and demonstrate how everyday and easily accessible resources, used creatively, can enhance and enrich pupils' geographical learning.



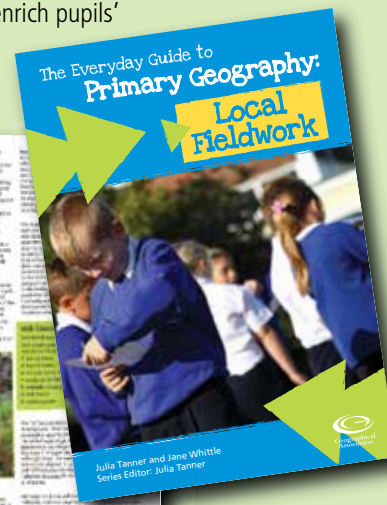
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The Everyday Guide to Primary Geography: Local Fieldwork

Fieldwork in the local area is an essential aspect of primary geography. This title provides inspiration for a wide range of stimulating fieldwork-based enquiries and demonstrates how familiar places such as streets, buildings and parks provide numerous rich opportunities for local investigations.

The Everyday Guide to Primary Geography is a new series that aims to encourage active 'curriculum making' in geography by providing stimulating ideas that can be adapted, extended or modified to meet the needs and interests of individual classes and schools. All the activities are 'tried and tested' and demonstrate how everyday and easily accessible resources, used creatively, can enhance and enrich pupils' geographical learning.



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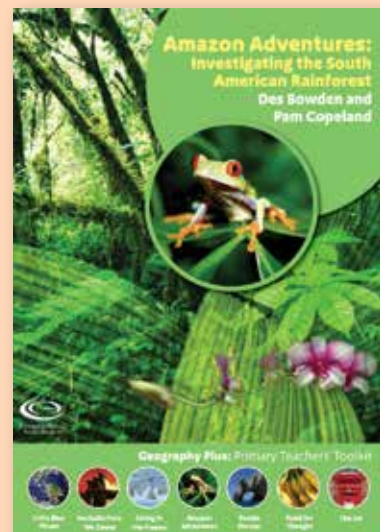
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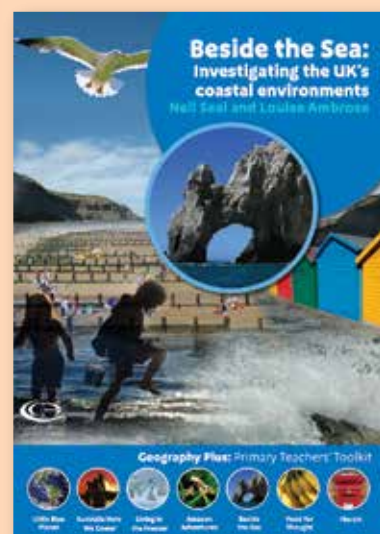
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