

Unit 24 Passport to the world

About the unit

This unit focuses on extending pupils' knowledge and understanding of places and identifying their geographical contexts.

The unit can be used throughout key stage 3. The activities can be used to broaden topics in other units, or as self-contained starting and finishing points for lessons. They can be used for the occasional lessons when the teacher does not want to embark on a long topic. They can also provide material for homework without the need for textbooks.

The unit builds on work done at key stage 2 and extends some of the ideas in other units.

Key aspects

Geographical enquiry and skills

Pupils will:

- collect/record/present evidence
- analyse evidence and draw conclusions
- draw maps, plans and graphs
- communicate, including using ICT

Knowledge and understanding of patterns and processes

Not focused on

Knowledge and understanding of environmental change and sustainable development

Not focused on

Knowledge and understanding of places

Pupils will:

- locate places and environments
- describe scale contexts
- describe and explain physical and human features
- explore independent and global citizenship

Expectations

Expectations of pupil outcomes for individual activities in this continuous unit will depend on the year in the key stage when they are used. Expectations below show what might be expected of pupils in relation to location of different places and environments, from all units of work covered by the end of year 9.

By the end of year 9

most pupils will: be familiar with a wide range of places and environments at various scales from local to global in different parts of the world; understand how physical and human processes interact to produce the distinctive characteristics of places and what leads to changes in places

some pupils will not have made so much progress and will: be familiar with a range of places at more than one scale and in different parts of the world; understand how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there

some pupils will have progressed further and will: be familiar with a wide range of places and environments at various scales, from local to global, and in different parts of the world; understand how interactions within and between physical and human processes create geographical patterns and help change places and environments

Prior learning

This unit builds on and extends knowledge that pupils already have about places. This will be different for each pupil and will depend on what experiences each pupil has been offered previously. It would be helpful if previous work has included experience of using reference books such as atlases and directories, as well as being able to abstract information from newspapers.

It will be important to awaken a pupil's curiosity about the world and to develop an understanding that places do matter and that people and places are connected to a high degree.

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- location, *eg local, regional, national, international, environment, temperature*
- economic interaction, *eg language, currency, brochure, sphere of influence, advertisement*

Speaking and listening – through the activities pupils could:

- follow an argument, demonstration, etc, making notes which are then used in another task

Reading – through the activities pupils could:

- evaluate how effectively information is presented, *eg in whole texts, web pages, databases*

Resources

Resources include:

- local/regional/national/world maps
- atlases
- local directories
- local and national newspapers
- travel brochures
- video of the news
- variety of literature in book form
- useful websites, *eg*
 - www.geophys.washington.edu
 - www.ncdc.noaa.gov (on hurricanes)
 - www.eqe.com/publications/disaster.html

Future learning

By extending pupils' place knowledge, this unit provides a foundation for studying all aspects of geography where it is important to be able to locate a specific place or country. Place knowledge is highly valued by prospective employers.

The information-seeking skills used here should form part of a continuous programme of geography throughout the key stage.

Links

The activities in this unit link with:

- other geography units – unit 1 'Making connections', unit 2 'The restless earth', unit 4 'Flood disaster – how do people cope?', unit 5 'Exploring England', unit 6 'World sport', unit 10 'Weather patterns over Europe', unit 18 'The global fashion industry', unit 19 'Tourism – good or bad?', unit 21 'Virtual volcanoes and internet earthquakes'
- mathematics – collecting, processing and representing data, drawing conclusions
- ICT – using databases, using internet search engines
- citizenship – global community
- spiritual development
- PSHE – moral and social dilemmas

How can we find out about places?

<ul style="list-style-type: none"> to use secondary sources for research and to use the information found to use the contents page and index of an atlas to draw maps to show location 	<p><i>Secret city</i></p> <ul style="list-style-type: none"> Using an overhead projector, reveal pictures/descriptions of places at intervals and ask pupils to guess/work out their location, <i>eg This city is on river A. It has a population of X inhabitants. In Roman times several ... were built here. It is famous for ...</i> Ask them to find out facts about a place and display them in a similar way for others to guess the location. Pictures from travel brochures, cut up into jigsaw pieces and mixed together, are another way to help younger pupils to identify places. Once the place has been identified, pupils can then research information about the city or place, <i>eg What was the average daily temperature?</i> Pupils could follow this by finding the place using an atlas. 	<ul style="list-style-type: none"> use a variety of information sources accurately locate places studied on maps extend their knowledge of where places are 	<ul style="list-style-type: none"> This activity helps pupils to make presentations to the class. Some of the exercises may be given as homework activities. Pupils can be grouped for various purposes, <i>eg to support lower-attaining pupils.</i> Language for learning: this activity provides pupils with an opportunity to follow an argument, demonstration, etc, making notes which are then used in another task.
<ul style="list-style-type: none"> to use appropriate techniques to record information that each country has individual features 	<p><i>Places linked to events</i></p> <ul style="list-style-type: none"> Use important events to widen pupils' knowledge about places, <i>eg sporting events such as the Football World Cup and the Commonwealth Games.</i> Ask pupils as a class to locate the countries taking part on a map. Individually, ask pupils to record countries, the relevant language, currency, flag, capital city and other information. Display these around a large, annotated wall map. 	<ul style="list-style-type: none"> record a variety of information on a world map understand that places can be identified and grouped together by a number of features describe/explain that places and people are interconnected in many ways and that this applies personally to each pupil 	<ul style="list-style-type: none"> These sporting events occur frequently and newspaper coverage becomes extensive. Take care not to give pupils too many opportunities to spend too much time colouring in items. This activity may be used in conjunction with unit 6 'World sport'.
<ul style="list-style-type: none"> that the world affects them in a variety of ways to make connections between places and themselves 	<p><i>The world in my life</i></p> <ul style="list-style-type: none"> Ask each pupil to list/map all the places/countries which have touched their own lives during a day/week. They can consider where their clothes are made, where letters/telephone calls are received from, where food eaten is grown, where people they've met live. This creates a personal world diary for each pupil which can be built up over a period as homework. 	<ul style="list-style-type: none"> extend their knowledge of places use everyday events to improve their knowledge 	<ul style="list-style-type: none"> This activity may be used in conjunction with unit 1 'Making connections'. Citizenship: this activity provides pupils with opportunities to reflect on the world as a global community and the political, economic, environmental and social implications of this.

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Pupils should learn:		Pupils:	
<ul style="list-style-type: none"> to recognise that knowledge about places can be limited to widen their knowledge about places to recognise the amount of knowledge potentially available about places 	<p><i>Ten-fact quiz</i></p> <ul style="list-style-type: none"> Ask pupils to write down 10 facts they know about a country, <i>eg the USA</i>. Discuss the findings, <i>eg How similar are the facts across the class? From where did you obtain this knowledge?</i> Discuss with pupils how we learn about places. <i>What is the impact of television on our learning? Is our knowledge biased or limited?</i> Repeat the exercise, asking pupils to research another country for homework using a variety of methods, <i>eg newspapers, atlases, the internet</i>. Discuss the enormous amount of information available, <i>eg How much could be accessible? How much do we really use?</i> 	<ul style="list-style-type: none"> access and widen their own knowledge of places in a variety of ways use a variety of resources link place knowledge to other topics and subjects being studied 	<ul style="list-style-type: none"> This activity may be used in conjunction with unit 11 'Investigating Brazil', unit 17 'The changing economic geography of France' and unit 20 'Comparing countries'.
<ul style="list-style-type: none"> to use a variety of sources to help them locate places to be able to use and relate this knowledge to other topics being studied 	<p><i>Sphere of influence</i></p> <ul style="list-style-type: none"> <i>How far away is the importance or influence of any one place felt?</i> Pupils can plot places covered using a variety of data, <i>eg pupils coming to school, where pupils go on holiday, local radio coverage, advertisements, telephone directories</i>. These can all be linked to topics already being studied, such as the local area or an urban environment. <i>What overlap occurs? Why do different activities have different spheres of influence?</i> 	<ul style="list-style-type: none"> identify how and why places change use information to compare a variety of places 	<ul style="list-style-type: none"> This activity may be used in conjunction with unit 5 'Exploring England' and unit 9 'Shopping – past, present and future'.
<ul style="list-style-type: none"> to make connections between places and related information to make comparisons between places over time 	<p><i>Using newspapers</i></p> <ul style="list-style-type: none"> Pupils 'adopt' a city in any country of the world for a chosen period of time and plot weather data found in daily newspapers. Information can be graphed and displayed with other information about this particular city. Pupils can keep a personal file on the city over a longer period of time. Logging weather data over time can show seasonal change and allow comparisons to be made with other cities. Pupils can display work as appropriate. 	<ul style="list-style-type: none"> make a study of a specific location over time using a range of researched information 	<ul style="list-style-type: none"> This 'personal file' on a place can develop over a term and can include news items and a variety of different types of information. This can form a continuous logging assignment over a longer period of time. This activity may be used in conjunction with unit 10 'Weather patterns over Europe'.
<ul style="list-style-type: none"> to recognise that places are characterised by different environments to explore their perceptions of these places to understand that places can and do have a commercial value 	<p><i>What's in an ad?</i></p> <ul style="list-style-type: none"> Using a variety of magazines and newspapers, ask pupils to identify a range of different environments used for advertising products. They can try to identify possible locations and map the range of places on a class map. Questions might include <i>What are these locations like? Why were they chosen? Do they have anything in common? Do they enhance the products sold?</i> 	<ul style="list-style-type: none"> explain the potential of the environment for commercial enterprise and marketing 	<ul style="list-style-type: none"> Pupils may build up a collage of all the advertisements to brighten up a dismal corner of the school and help to improve the quality of their own environment. This activity may be used in conjunction with unit 18 'The global fashion industry'.

Learning objectives

Pupils should learn:

- to make connections between the real world and other worlds found in the creative arts
- to recognise authors' perceptions of real places
- to look at different views about a place

Possible teaching activities*The geography of the arts*

- Using a range of places identified in fiction or by association with specific authors, ask pupils to create a location map, *eg of the places associated with the works of Charles Dickens, the Brontë sisters, Daphne du Maurier*. Ask pupils to research a chosen author and find descriptive passages in one of the books that describe the area or location. Ask pupils to display these with present-day pictures of the same place. Further tasks may involve looking at any tourist impact on the area today that has directly resulted from the author's use of the area, *eg the Brontë sisters and the area around Haworth (Yorkshire)*. This activity may be repeated with famous poets, painters and composers.
- Ask pupils to try to write a similar descriptive passage of their own area or a favourite place.
- This exercise may also be repeated using television location sites. Ask pupils to watch a programme and identify the features of the environment in which the programme is set, such as the Yorkshire Dales, the East End of London, the North-West. *How is the area portrayed? Is there any evidence of regional accents? What are the characteristic features of the place? Is the real place similar to the fictional place?*
- If a book or novel (in English lessons) is located outside England, there may be an opportunity to explore the characteristics of another culture evident in the book. Ask pupils then to try to find any evidence of this culture in Britain, *eg Indian, Caribbean*.

Learning outcomes

Pupils:

- identify and explain the links between locations and the creative arts
- identify how authors draw on real places as inspiration and as a backdrop to their work
- identify the differences between real and fictional places
- distinguish between the features of objective geographical description and how features are described in literature

Points to note

- This activity may be used in conjunction with unit 19 'Tourism – good or bad?'
- English: pupils could investigate the geography of the books being studied within the English curriculum.
- Pupils' personal development: spiritual aspect – the appreciation of landscapes through description/ painting/poetry; cultural aspect – the diversity of places where people live and the lives they lead.
- Language for learning: this activity provides an opportunity for pupils to evaluate how effectively information is presented.
- Links can be extended to art, music, food, technology, etc.

- to select and use secondary sources of evidence
- to classify information
- that places are affected by a wide range of events over time

What's in the news?

- Video the early evening news and watch it together as a class. Ask pupils to list the places mentioned and the reasons for their inclusion. Pupils can then group them – political, environmental, home news, war zones.
- Ask pupils to keep a record for a week of all the places mentioned in the news, noting the names of the places and the reasons for them being in the news. Back in school ask pupils, in groups, to analyse and categorise the reasons. *Is there a pattern? Is there a balance of local, national and international places mentioned? What reference is made to Europe? Is the size of a place important for a mention or is it the event or something else? Are places mentioned in a positive light or is it mainly 'disaster' news?* Some pupils will benefit from being given prompt questions.

- clarify news items according to criteria provided
- describe and explain different points of view about what is newsworthy
- identify how places are constantly changing and give appropriate examples

- Citizenship: this activity provides pupils with an opportunity to think about topical political, spiritual, moral, social and cultural issues, problems and events, by analysing information and its sources, including ICT-based sources.
- PSHE: pupils are able to consider the social and moral dilemmas facing certain places and cultures.
- Language for learning: this activity provides pupils with an opportunity to follow an argument, demonstration, etc, making notes which are then used in another task.

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Pupils should learn:</p> <ul style="list-style-type: none"> to collect, record and present evidence to analyse and evaluate evidence and draw and justify conclusions 	<p><i>Holiday choices</i></p> <ul style="list-style-type: none"> Discuss with the class what makes a helpful and informative questionnaire. Ask them to develop a questionnaire to find out about people's holiday choices. <i>Where did you go for your last holiday? Where was your best holiday? Where would you most like to go if you could choose? What are the influences on your choice of holiday?</i> (Pupils can offer a menu or use a number of prompts, eg <i>impact of weather, costs, people, family.</i>) Ask pupils to enter their findings on a database of class results and analyse the data. <i>Are trends emerging? What are the main influences on holiday choices? What sort of conclusions can be drawn, if any? Are there differences between age groups?</i> 	<p>Pupils:</p> <ul style="list-style-type: none"> devise and carry out a useful and informative survey recognise and understand the influences which underpin holiday choices identify and begin to analyse the patterns of choice which emerge from the surveys conducted 	<ul style="list-style-type: none"> ICT: this activity provides pupils with an opportunity to develop a database using a wide sample of evidence and to analyse the results. This activity may be used in conjunction with unit 1 'Making connections' or unit 19 'Tourism – good or bad?' Mathematics: pupils collect, process and represent data, interpret data and draw conclusions.
<ul style="list-style-type: none"> to select and use secondary sources of evidence, including ICT to summarise information for a variety of audiences 	<p><i>World disasters</i></p> <ul style="list-style-type: none"> Arrange for pupils to use the internet to extract information about recent world disasters, eg <i>a hurricane in the USA, an earthquake in Europe</i>. Then ask them to prepare a summary of the information to a given word limit and produce a class poster or a booklet for a younger class to use. This information may also be placed in the school reference library to give other pupils digests of world events. 	<ul style="list-style-type: none"> investigate a wide number of world issues through the internet provide summaries from a mass of material accumulated 	<ul style="list-style-type: none"> ICT: this activity provides pupils with an opportunity to access the internet. Language for learning: this activity provides pupils with an opportunity to select relevant information and link to other information from a range of sources. This activity may be used in conjunction with unit 2 'The restless earth', unit 4 'Flood disaster – how do people cope?' or unit 21 'Virtual volcanoes and internet earthquakes'.