

IN THIS CHAPTER YOU WILL FIND KEY IDEAS ON
CITIZENSHIP • DISTANT PLACES • ENQUIRIES • FIELDWORK • GOOD PRACTICE •
ISSUES • NATIONAL CURRICULUM • PROGRESSION

Citizenship, PSHE and primary geography

Many primary schools have citizenship and PSHE at the core of what they do. Preparing pupils for their lives now and in the future, developing their self-knowledge and their ability to understand and manage their feelings and relationship with others are all accorded high priority. Similarly, responsible behaviour, the importance of ethos, codes of conduct and the individual's role as an effective member of the school community are also emphasised.

There is a strong connection between primary geography, its content, teaching and learning strategies, and all aspects of children's lives and experiences. Not only is it difficult to separate them, it is also undesirable, as real life does not come in compartmentalised boxes. Our lives intertwine with those of others, both through space (locally, nationally, globally) and through time (past, present and future). As they plan their curriculum, schools need to take account of this link.

Primary geography investigates real contexts and real-life issues and situations. The primary geography curriculum encourages pupils to study places at a range of scales from local to global and to explore the interdependence of society, economy and the natural environment. Pupils study how people are influenced by and affect their environments and they are encouraged to develop a sense of responsibility for personal and group actions. As they explore 'live' issues pupils are encouraged to listen carefully to arguments from different viewpoints and to reflect on these points of view. Primary geography questions the values on which decisions are based and explores alternative ways of providing for human needs and wants.

Education for citizenship and PSHE also starts from the pupils and draws on their backgrounds, beliefs and concerns. It seeks to explore different values and attitudes, promote self-respect and tolerance of others, encourage respect for democracy, justice, law and human rights and develop social and moral responsibility. Pupils have the opportunity to compare values and beliefs, to examine evidence and opinions critically, to form conclusions, discuss differences and resolve conflicts. Real life and relevance helps to motivate the pupils, thereby creating more effective learning that involves communication, collaboration, self-directed learning, problem solving, researching and publishing findings. Pupils feel their work has purpose and a goal. Education for citizenship and PSHE involves not only pupils, but the whole school, their families and the communities in which they live, so strong links between home, school and community are essential.

Active learning

It is widely accepted that children learn in different ways (Gardner, 1993; 1999) so it makes sense to employ a wide range of methodologies in classroom teaching. Engaging pupils' interest through exciting, active learning is a very effective way of making the learning experience more memorable and effective. Government strategy emphasises this point:

- Local Issues**
- Transport – development of by-pass, cycle routes, bridleways, pedestrian walks, safe routes to school
 - Development & redevelopment: Brown field/green field issues
 - Housing/industrial development
 - Siting of new supermarket
 - Waste – litter, vandalism etc., waste disposal, landfill sites, incineration, siting of collection points etc.
 - School grounds development
 - Children's playground issues

- Global Issues**
- Fair trade (bananas, clothes, coffee etc.)
 - Global warming, destruction of rainforests
 - Energy resources
 - Poverty, hunger, homelessness, refugees
 - Human-rights, racism
 - Water resources
 - Waste

Figure 1 | Exploring local and global issues.

“Primary education is a critical stage in children's development – it shapes them for life. As well as giving them the tools for learning, primary education is about children experiencing the joy of discovery, solving problems, being creative, developing their self-confidence as learners and maturing socially and emotionally (DfES, 2003, p. 4).

If you want to promote active learning in geography, citizenship and PSHE there are a number of factors to take into account. In particular you need to:

- Plan activities which help pupils to develop the knowledge, skills and understanding to enable them to act as responsible citizens
- Investigate issues at a range of scales from the local to the global
- Employ a wide variety of organisational strategies, from teacher-led, whole-class activities and discussion, to children working as individuals, in pairs and in groups
- Use a number of different teaching and learning methods including role play, creative problem solving, critical thinking, communication, geographical enquiry including mapwork, fieldwork, analysis of photographs and links with the local community

Investigating issues

There are numerous issues which might be explored in a combined primary geography, citizenship and PSHE topic. Figure 1 indicates some of the possibilities.

Whether the issue is local, national or global, pupils will need to develop strategies to find out who the stakeholders are, who has the power to make the changes and who can influence the decision-makers (Figure 2). Pupils also need to think about who they feel they need to inform about the issue. The people will vary according to the issue.

Teaching activities

The following teaching activities illustrate how the principles outlined above can be applied in practice. They cover a range of topics, involve studies at different scales and are aimed at specific key stages (Figure 3). All the activities can be adapted and applied to other issues, not just the ones identified in this chapter.

Caring for the environment

Aim: To help the pupils investigate the impact of people's actions on the environment both locally and globally and on the lives of others as well as their own.

As a stimulus, read the story *The World that Jack Built* (Brown, 1991) which takes the format of the rhyme 'This is the house that Jack built' and focuses on industrial pollution.

Figure 2 | How investigating an issue can lead to change and action.

What is the issue?	Who has the power?	Who can influence the decision (stakeholders)?	What actions can the children take?
<i>School grounds development</i>	■ Governors of the school ■ Head teacher	■ Children, both teaching & non teaching staff, parents, local community	■ Research – collect evidence ■ Undertake an audit (e.g. green audit of school) ■ Collect information ■ Analysis and present data from evidence collected ■ Find out the opinions of others – questionnaires, debates ■ Inform interested parties (those whose will be affected) ■ Put forward the case in a rational, informed manner
<i>Siting of factory, supermarket etc.</i>	■ Board of Directors of a company ■ Managing director ■ Local councillors ■ Parish councillors ■ Planning Dept	■ Local people – individually, collectively ■ Voters, local constituents ■ Customers ■ Staff of a company ■ Shareholders of a company ■ Local action groups ■ Local media	■ Write letters in the persuasive or in the discussion genre to people who have the power to make changes ■ Draw up petitions ■ Make posters ■ Display their work in libraries/town halls/information centres etc. ■ Inform people who need to know the opinions of those people who will be/are affected
<i>Siting of new houses, new roads etc. – anything that impacts on the local community</i>	■ Local Councillors ■ Parish councillors ■ Planning Dept ■ Highways Dept	■ Local people – individually, collectively ■ Voters, local constituents ■ Local action groups ■ Local media	■ Contact media – local press ■ Invite an MP/local councillor into school ■ Hold sponsored events ■ Create and sell a fair trade directory for their area
<i>Issues that impact on the whole country</i>	■ Nationally – Government politicians	■ Voters ■ Action groups ■ Media – local/national	
<i>Issues that impact on the whole of European life</i>	■ Europe – European Parliament and European politicians	■ Voters ■ Action groups ■ Media – local/national/European	
<i>Issues that impact on the world</i>	■ Global/World leaders and politicians	■ Voters ■ Action groups ■ Media – local/national/world	

Activities:

- Whole class: Select one of the pupils to take Jack's role. The rest of the class ask questions about his home, factory, attitude to the environment, the future, and so on. Is there anything Jack could do about the pollution? This activity helps to develop questioning skills and puts a pupil 'in role' in someone else's shoes to imagine the responses.
- Use *Window* (Baker, 1991). This text-free picture book tells the story of the relentless encroachment of a town into the surrounding countryside. Through the window we see the changes in the boy's immediate environment, as a result of his own actions as well as the actions of his family and others.

KS1	Caring for the environment	KS2	Change in the local area
KS1	The world of work	KS2	New developments
KS1	Settlements	KS2	Waste management
KS1	An island development	KS2	Tourism and travel
KS1/2	Safe routes to school	KS2	A hotel in the rainforest
KS1/2	Fieldwork visits	KS2	Wants and needs
KS1&2	Visualisation and relaxation	KS2	Children's rights
KS1&2	Assemblies	KS2	Cultural diversity
		KS2	Going to secondary school

Figure 3 | Topics for key stages 1 and 2.



The world of work

Aim: To introduce pupils to the world of work

Activities:

- Using the class role-play area, ask pupils to act out the different jobs done by adults (e.g. travel agent, post office counter clerk, shopkeeper, lorry driver). As they play encourage them to talk about their work, the clothes they have to wear and what they like and dislike about their job. Provide a dressing-up box, or simply hats, which the pupils wear when they are in role, to help bring the activity to life.
- Give pupils a job with a geographical context to perform (e.g. booking a holiday, packing the suitcases and travelling to a certain destination). Ask them to choose a destination and to find out something about the place they want to visit, the type of clothes they will need and how they are going to get there.
- Instruct each pupil in the group to take on a role and to behave in a certain way all the time (e.g. sulky, bossy, lazy, bad tempered, nasty, and so on). The pupils then explore, through role play, what would happen if they set about their given task as a group, but behaved in their allotted manner.

Settlements

Aim: To introduce pupils to the concepts of settlements and routeways.

Activities:

- Introduce pupils to road playmats, construction kits and other similar resources.
- Build a model village or town with certain buildings and features using a variety of materials (junk modelling as well as commercially produced equipment). How do you get from A to B? What is this building? What is it used for? Who works there?

An island development

Aim: To help pupils to investigate the impact of change on people's lives using *Katie Morag and the New Pier* (Hedderwick, 1994). As the new pier is built on the Isle of Struay, Katie Morag feels both excited at the prospect of seeing Granny Mainland more often and sad when she realises that her friend the ferryman will lose his job.



Activities:

- After reading the book, ask pupils to discuss (in groups) who lives on the island and what work they do.
- Compare the pictures on the first and the last two pages of the story. What things are changing on the island? Why? How do you feel about the changes? How do you think the islanders feel about the changes? Encourage pupils to express views about these changes.

Photo | Greg Walker.

- Using a writing frame put forward the case for and against building the new pier.
- In role (e.g. Struay parish councillor, islanders, ferryman, travel agent, Katie Morag, fisherman, conservationist) debate the issue of the new pier and the changes it will bring. Who is in favour of the changes and who is against?
- Discuss how the pier will change the lives of the islanders. Compare the jobs people did before and after its construction. Who is now better or worse off?
- Make a tourist map and brochures advertising a visit to the island covering a range of topics such as weather, landscape, buildings, jobs, wildlife and environmental issues.
- List the types of foods that are produced by the farmers and fishermen on the island. The pupils then write a menu for the ferryman's café using local produce from the farms and the sea, giving the dishes appropriate names. Discuss how you think visitors will respond to them.

Safe routes to school

Aims: To consider the impact of traffic on our lives, whether at a local, regional, national or global scale; to investigate issues of safety, pollution, health, management of scarce resources and sustainability from a survey on traffic; to find out how places are connected and how people move between those places.

Activities:

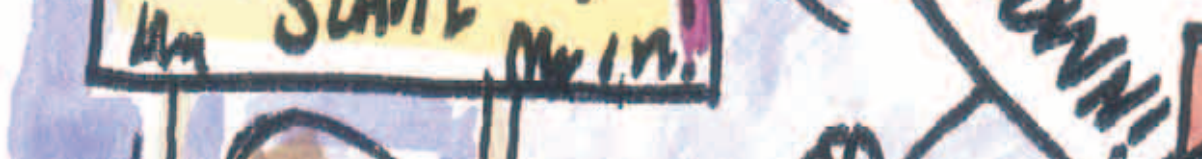
- Group work: Devise a questionnaire to find out how most pupils travel to school. Ask them to carry out a survey and then analyse the data (use ICT if appropriate).
- Individual work: Using a local map (use Local Studies software or pictorial maps with younger children), ask each pupil to mark his/her route to and from school showing the places where they cross a road with an 'X'. Now get them to conduct a safety audit (risk assessment) of the route they take and means of travel that they use. Can they identify danger spots (e.g. junctions, corners, parked cars), or hazards (cracked pavements, potholes, bad parking, speeding)? Are there any hazards that affect a particular group of people (disabled, elderly, people with pushchairs)?
- Group work: Ask pupils to look at each other's routes to school and the danger points. Discuss how the danger could be reduced.
- Group work: Ask the pupils to plan a safe walking route with safer crossing places (pelican and zebra crossings, bridges, islands, school crossing patrol points) and measures to reduce traffic speed (speed humps, speed restrictions). Ask your local Road Safety Officer to come to school to work with pupils on the project.
- Involve local councillors and show them the safe routes, explaining the danger spots. If pupils feel it is appropriate, they could ask the councillors to act on their findings.

Fieldwork visits

Aims: To focus on specific geographical themes or topics (fieldwork, contrasting locality, rivers, settlements); to develop investigative skills; to build co-operative and team-work skills and to encourage greater independence and self-confidence.

Activities:

- Whole class: Before the visit, ask pupils to reflect on the environment in which the visit is taking place, using geographical enquiry questions (Where is this place? What is this place like?). Exchange ideas, discuss and anticipate areas of danger.



Categories	Possible issues and problems
■ Pollution	■ litter and dog mess – health hazards ■ exhaust fumes – health problems ■ CFCs (chlorofluorocarbons) – destroying ozone layer – cancer
■ Conservation of energy	■ use of exhaustible fossil fuels (coal, oil, gas) ■ excessive burning of fossil fuels – acid rain, green house effect, global warming ■ use of nuclear fuels
■ Waste	■ wasting energy in the home ■ disposable society ■ use of plastics and material which is not biodegradable ■ unhealthy and unsightly disposal of plastics
■ Protection of wildlife and nature	■ destruction of woodlands and rainforests ■ destruction of animal habitats

Figure 4 | Local environmental issues fall mainly into one of four categories.

- Group work: Ask pupils to design their own rules and own codes of practice for the visit.
- Whole class: Discuss emergency first aid procedures with personnel from St John's Ambulance.
- Group work: List the contents of a first aid box. Get pupils to design one of their own.
- Group work: Find out about the weather data for the place to be visited, given the time of the year, as well as the terrain, and likely fieldwork activities. Either develop a kit list for the visit and pack a bag, or describe what will be needed.

Change in the local area

Aim: To make pupils aware that they can make important contributions to environmental issues and to remedying problems.

Activities:

- Whole class: Exchange ideas about a range of environmental problems affecting your locality. The issues pupils raise mainly fall into four categories, all of which will create a link between geography, citizenship and PSHE (Figure 4).
- Whole class: Discuss what is likely to happen in five, ten and fifteen years' time. What would the pupils like to happen? If the future is to be different, what needs to change?
- Group work: Ask pupils to discuss and list the actions they could take to help ensure the future quality of the Earth and the health and safety of the people who live there.

New developments

Aims: To explore different ways to improve the area (e.g. derelict site), by looking at different views of the issue and its resolution; to investigate how developments affect local people, for example, the impact on existing shopkeepers of building a new shopping mall; to encourage pupils actively to engage in the improvement of their local environment.

Activities:

- Introduce pupils to the Development Compass Rose (see p. 210). This framework helps pupils to discuss any issue, resource, photograph or artefact in a balanced manner at either a local, regional, national or international scale.
- Get pupils to debate the development by putting them in role (e.g. developers, parents, children, supermarket company, local wildlife trust, local councillor, house-building company). Give the pupils role cards with the different opinions, ensuring there is a strong emphasis on health and safety issues (e.g. dangerous unlit site, stranger danger, traffic,



Photo | Anna Gunby.

Enquiry questions	Learning Activities
■ Domestic waste: What sort of waste do we produce at home and school? ■ What sort of waste is found in a modern dustbin? ■ Do we produce less/more/ the same/different waste than in 1900? ■ Why?	In groups: Pupils design a questionnaire to use at home and at school. Research work to find out the percentage by weight and volume of rubbish found in a modern bin. Comparison of above information with the same information from 1900.
■ Is all the packaging used on goods really necessary? ■ How do supermarkets and markets dispose of their waste? ■ How much waste and packaging is there in a packed lunch?	Whole class: Visit local supermarkets and markets to find out about how they dispose of their waste. Look at the compacters. In groups: Undertake a waste audit. Write ten 'top tips' for reducing waste in the classroom. Design a poster to encourage children who bring packed lunch to school to use reusable containers and packaging.
■ Industrial Waste: Why do we produce more hazardous industrial waste today than we did in 1900? ■ What are the problems of disposing of industrial waste?	Whole class: Arrange for a spokesperson from a local place of employment to talk about their efforts to minimise the effect of their waste on the atmosphere, rivers and so on.
■ Where is our nearest landfill site? ■ How do we get from school to the landfill site? ■ How can I ensure I am safe when I visit the site?	In groups: Locate the site on maps and on aerial photographs. Plan a route to the site. Whole class: Discuss the safety aspects of a visit to the site. In groups: Design a set of safety rules for the visit.
■ What happens at the landfill site? ■ How are the cells on the landfill site made? ■ Does the site affect the local community? ■ What will happen to the site when it is full?	Whole class: Make a site visit if possible. Listen to a talk by the site manager, relating to site management, how the cells are made and filled in, any affects the site has on the local community and how the land will be rehabilitated in the future.
■ How can we all help to reduce the amount of waste we throw away? ■ How does reduce, reusing, recycling, composting and minimising help the environment?	Whole school: Arrange a visit to school by 'Cycler' Robot. Contact UK Waste or your local Groundwork Trust to make your request. In groups: Sort cleaned waste into four categories (reuse, recycle, compost, minimise) and discuss how this will help the environment
■ Make a sculpture out of waste products. ■ Can you make a fruit bowl, to hold apples, bananas, oranges & grapes, out of paper?	In groups, pairs or individually: Make a sculpture or model out of waste. In groups: pairs or individually Make a fruit bowl out of newspaper. (Use any technique, paper mache, weaving and so on.)
■ Can we design and make clothes out of waste products? ■ Can we put on a fashion show of our clothes?	In groups or pairs: Design and make clothes out of waste products. Whole class: Produce a clothes show presentation.

Figure 5 | Enquiry questions and activities for a unit of work on waste management.

pollution). Try to reach a consensus. Discuss who the most powerful stakeholders were and why they were powerful.

- If possible, debate a real 'live' issue within your locality such as the re-development of a brown field site and involve personnel from different groups with interests in the development.

Waste management

Aims: To learn about waste and its management (RRR – reduce, reuse, recycle); to increase awareness of the role of minimisation within school, the wider community and the industrial and business community; to help pupils to understand that everyone (including themselves) can make a difference to global environmental problems.

Activities: See Figure 5.

Tourism and travel

Aims: To develop sensitivity towards other cultures, challenge bias and make pupils more aware of stereotyping and the differing viewpoints; to investigate the environmental impact of tourism (litter, traffic congestion, footpath erosion) and review its impact on the local economy (jobs, income, new building work).

Activities:

Travel and tourism links to the geography national curriculum (investigating real people in



real places and the impact they have on the environment) and provides a context for the following enquiry questions:

- Who are tourists?
- Why do tourists travel?
- Where do tourists travel?
- When do tourists travel?
- How do tourists travel?
- Why do tourists travel to particular places?
- What effects do tourists have on environments, economies, societies, cultures and host populations?
- What differing attitudes are held about tourism and its effects?
- What are the possible futures for tourism? (after Mason, 1992)

Extension activities:

- Extend the above activities by using holiday images found in tourist brochures.
- Give each group of pupils a collection of images showing (a) well-behaved tourists (b) tourists who show no respect for the host population. Ask pupils to discuss and list behaviours under 'good holidaymaker' and 'bad holidaymaker'. Compare lists. Compile a cartoon strip which shows examples of good and bad behaviour. Write a code of behaviour for tourists.

A hotel in the rainforest

Aims: To explore the impact of tourism on a community and to recognise that change can have both positive and negative effects on different sectors of the community; to explore concepts of fair play, power relationships and invasion of territory; to extend the children's knowledge and understanding of people and places.

Activities:

- Read *Where the Forest meets the Sea* (Baker, 1987), a story about when a boy and his father take a boat to reach a remote tropical beach and an ancient rainforest in North Queensland, Australia.
- Locate this rainforest on the globe. Now look for other rainforest areas. Discuss the vegetation and animal habitats found in the rainforest.
- Create a rainforest environment in the role-play area.
- In groups of three or four, give pupils a photograph of an unspoilt tropical beach scene. Ask them the following questions: What is this place like? How is this place changing? Why is it like it is? How do you feel about this place? Who might use the area shown in the photograph? Share responses with the whole class.
- Discuss arguments for and against the development of tourism in this area of tropical beach/rainforest. Which groups of people support and oppose the development and why? How do you think the native Australians (Aborigines) feel about the changes?

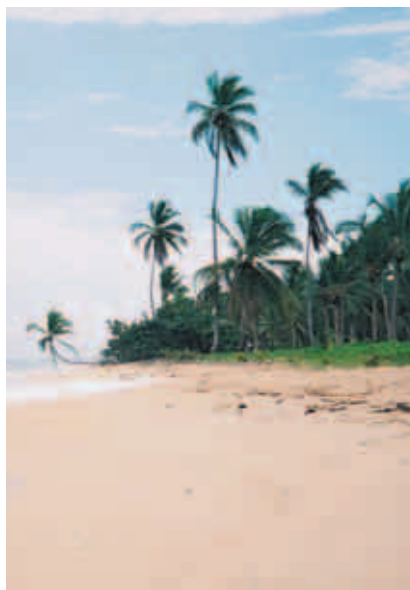


Photo | Diane Wright.

1. Ask pupils to study a photograph of an unspoilt tropical beach and to discuss who might use it.
2. Divide the pupils into six groups each assuming one of the following roles: local resident, local person who earns living from the sea, local child, local government official, travel company representative, holiday maker.
3. To enable the pupils to get into role, ask them to discuss in their small groups: Who they are? What job they do? How they might use the beach in the photograph? How do they spend most of their time? Are they rich or poor? What parts of the beach might they need for work? What parts might they use for pleasure?
4. Ask each group to imagine that a hotel is going to be built by the travel company. How does the hotel change things? Will their way of life be affected? Will some changes be for the better? Will some changes be for the worse? Do they want the hotel to be built?
5. Ask each group to list three statements which express their views (in role) about this proposed development.
6. Ask the pupils to form six new groups, each comprising representatives from the original groupings.
7. In new mixed groups and still in role, children take it in turns to give views and discuss their statements, to listen to the views of others and to consider whether their view has changed.
8. Pupils return to their original groups, discuss what they have heard and then elect a spokesperson.
9. Organise a mock public enquiry and allow each spokesperson to speak for two minutes.
10. Ask pupils to vote 'for' or 'against' the hotel and discuss the idea of 'rated' votes: that the local government and travel company groups votes are rated at two compared to the votes of the local residents, local child, local person who earns living from the sea and holiday maker, who are rated at one.
11. The rating provides an opportunity for discussion of who holds the power and why this might be so. In some countries groups, such as women and youths, have virtually no say in their country's development. Discuss whether this is fair.
12. Out of role, as a whole class discuss the following: Do they feel their group had a fair say? How much did their own group's interests affect the decision to build or not to build the hotel? What issues did the groups raise? Who held the power? Why do they think this was?
13. Write an account of the role-play activity in the role of a journalist attending the public meeting.

Activity adapted from Mason, 1992.

Figure 6 | How to explore an issue in role.

- Ask pupils to study the photograph of the unspoilt tropical beach and to discuss who might use it. Put them in role, e.g. Melanie Forest (conservationist), Darren Plant (botanist), Lesley Fortune (Director of Grandiose Hotel Developments Ltd), Peter Campaign (town councillor), Jeremy Beach (barrier reef coastal ranger), Miranda Holidayinn (Midsummer Hotel), Danny (the local boy), Polly (wind-surfing club), Melanie Law (local resident) and debate how building a new holiday complex on the tropical beach will affect the area. Who is for the changes and who is against?
- Use a writing frame to put forward the cases for and against the building of the new holiday complex (note taking, discussion and persuasion genres).

- Make a tourist map and brochures advertising a visit to the rainforest hotel. Include all the information and pictures of what you can see and do.

Extension activity:

- Who has the power? The teaching activities can easily be extended to look at who are the most powerful stakeholders (Figure 6) or adapted for other development situations: e.g. new supermarket, by-pass, building or extending a regional airport, building a theme park at the coast.

Wants and needs

Aim: To develop pupils' understanding of the differences between 'wants' and 'needs', and 'quality of life' and 'standard of living'.

Activities:

- Whole class: Explore with pupils what they think they need to lead a happy, healthy life.
- Work in pairs: Ask pupils to select nine items from the previous activity and rank them according to which they feel are most important. Use diamond ranking with the most important at the top, the least important at the bottom and the others in between.



- Compare the results from different groups and discuss the diamond ranks. Try to compile an agreed class list if possible.
- Group work: Ask pupils to reflect on what they really need to be happy and healthy and to have a good quality of life. Ask them to revise their original lists of wants and needs. Do they wish to move some items up or down the list?

Extension activities:

- Whole class: Have a class discussion about the meaning of 'quality of life' (open spaces, pure air, friendship, leisure time etc.) and 'standard of living' (bigger house, better car etc.).
- Group work: Ask pupils, in their groups, to produce a poster illustrating 'quality of life'.
- Whole class: Explore with pupils who is responsible for our quality of life and reflect on how increasing our standard of living could have an impact on the environment and other people's lives, both now and in the future.

Children's rights

Aims: To identify basic human rights such as food, shelter, clothing and love; to consider how rights need to be balanced with responsibilities.

Activity:

- Group work: Look at a simplified version of the UN Convention on the Rights of the Child and think about a contrasting locality or place you are studying. Do the children there have the same rights as you do? Discuss the reasons for any differences.

Cultural diversity

Aim: To explore similarities and differences between the two cultures.

Activities:

- Read *Masai and I* (Kroll, 1993), a story about a young American girl who begins to imagine what life would be like in a Masai village when she learns about their culture at school.
- Compare and contrast the daily routine of the two girls. Look for similarities and differences.
- Ask the pupils to write a daily diary for each girl.
- Ask the pupils to write a letter to the Masai girl, telling her about their life. They can then write a reply as if they are a Masai girl.
- Use video material, websites and books to compare and contrast the lives of children in other parts of the world.

Going to secondary school

Aim: To ensure pupils are confident when starting at the secondary school.

Activity:

- Arrange for year 6 pupils to work with year 7 pupils from the secondary school to produce a new induction booklet for the secondary school. This will give pupils a stronger sense of ownership and team membership and increase their confidence. The new induction book should include maps and plans of the secondary school and a route showing how to get there. It could also include bus timetables, information about sports facilities and drawings of the different blocks or buildings.

Visualisation and relaxation

Aim: To celebrate the beauty of the earth and encourage a sense of awe, wonder and mystery.

Activities:

- Whole class: Ask pupils to close their eyes and relax and imagine they are on the sea shore (or any other environment being studied in geography). Look carefully at the sea and the way it moves. What colour is the sea? How is the water moving?
- Look carefully at the shore. Is it made of sand, stones, shingle or a mixture? Pick up a stone or a shell. Feel its shape, size, texture and weight. Touch two other things you find on the beach. Look at their shape ... and colour ... and size ... and feel their ... then put them back on the beach. Sit on the beach and listen. What two sounds can you hear? Who or what is making the sounds? Feel the elements of the weather on your body – is it sunny/windy/rainy?
- In pairs: Ask pupils to open their eyes and then with a partner discuss parts of their visualisation, make notes about their feelings and share ideas with the class.

Assemblies

Many assemblies address elements of citizenship education and PSHE linked to geography. They also celebrate the community of the school and its ethos, and draw on the backgrounds, traditions and cultures of pupils and the communities in which they live. Common themes are the differences and uniqueness of people, preparation for adult life, giving something back in return for everything one has, and caring for others. Assemblies may be times when outside speakers such as council officers, charity workers and environmental campaigners visit the school to discuss issues with the pupils. By taking a global as well as a local perspective and by thinking about the future of the planet in its largest sense it is possible to reinforce and revisit the topics and activities outlined above.

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