

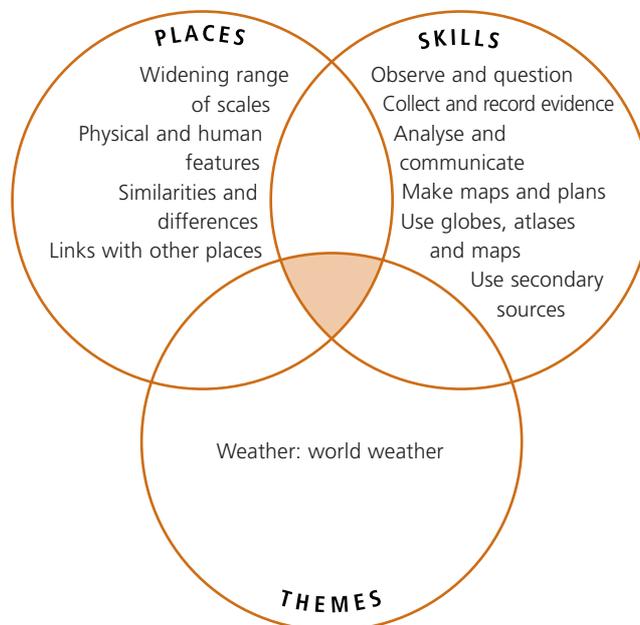
Unit 18 Connecting ourselves to the world

ABOUT THE UNIT

This is a 'continuous' unit, designed to be developed at various points through the key stage. It shows how information and communications technology (ICT) can be used to develop geographical skills and ideas.

The unit offers a range of teaching ideas that can be selected and used with other units. In this example, the use of ICT has been linked with weather studies, but could equally well be linked to other units. It is recognised that schools may not have access to all the technology listed and the unit has been designed so the most appropriate ideas can be selected and adapted.

The unit offers links to literacy, mathematics and IT.



Other aspects of skills, places and themes may be covered depending on the focus of enquiry.

VOCABULARY

In this unit, children are likely to use:

- for IT: fax, spreadsheet, address book, e-mail, attachment, bookmark, surf, internet, World Wide Web, website
- for geography: weather, rainfall, precipitation, temperature, wind speed, wind direction, cloud type, cloud cover, questionnaire, human and physical features, country, continent, route, travel agent, itinerary

They may also use:

- words associated with their locality and the place being studied

RESOURCES

- fax machine and sample faxes
- weather data
- word-processing, desktop publishing
- spreadsheets and e-mail software
- access to the internet and blank disks
- maps and images of own locality
- world map and atlas
- information about holidays abroad
eg newspaper adverts, travel brochures

PRIOR LEARNING

It is helpful if the children have:

- used ICT, eg to draw simple graphs, to word-process text
- investigated their local area, as in Unit 1, and a contrasting locality, as in Units 3 or 4, for example
- investigated the weather in their own locality through simple measurement and observation
- developed the concept of travel

EXPECTATIONS

at the end of this unit

most children will:

describe the physical and human features of a range of places studied and show how the mix of features helps to explain their character;
draw out similarities and differences between places;
draw on their own observations and secondary sources to suggest geographical questions that might be studied;
use a wide range of skills and sources;
use ICT effectively to access information and to record, present, analyse and communicate data

some children will not have made so much progress and will:

describe the physical and human features of their locality;
begin to draw out similarities and differences between places;
ask and respond to geographical questions in the course of undertaking tasks set by the teacher;
use selected skills and sources;
begin to use ICT to access information and to record, present, analyse and communicate data

some children will have progressed further and will also:

use ICT effectively to access, select and synthesise a wide range of information;
record, present and analyse different types of data with increasing sophistication;
understand appropriate uses of ICT applications in relation to work in geography

FUTURE LEARNING

Children can build on work in this unit by continuing to develop their IT skills. They can begin to evaluate their use of ICT, learning when and how it can be used most effectively.

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
Why do people use faxes? Where do faxes in school come from and go to and why?			
<ul style="list-style-type: none"> to collect and record evidence to answer questions about how places are linked to other places 	<ul style="list-style-type: none"> Discuss with the children what faxes are, using examples from the school office. Ask the children to produce a spreadsheet and map to record incoming and outgoing faxes during one week. Ask the children to discuss in groups why faxes have been sent and from where, and to compare sending a fax with sending letters by post. 	<ul style="list-style-type: none"> produce and analyse a spreadsheet and map, demonstrating a developing understanding of how the school is linked to other places 	
What is the weather like there?			
<ul style="list-style-type: none"> to ask and respond to geographical questions to collect, record and analyse evidence to use secondary sources of evidence to use ICT to assist in handling and presenting data about weather in different places 	<ul style="list-style-type: none"> Through 'twinning' with another school, exchange weather data by fax daily for a set period of time. Transfer data to a spreadsheet on the computer, allowing children to produce graphs and charts to show similarities and differences between the weather in two places. Ask the children to analyse the data, offering reasons for variations, and consider the impact the weather might have on human activity. 	<ul style="list-style-type: none"> communicate, present and analyse weather data using ICT 	<p>Mathematics: presentation and analysis of weather data may link with work on collecting, representing and interpreting data.</p>
Why do people use e-mail? What is our local area like?			
<ul style="list-style-type: none"> to investigate places to ask and respond to geographical questions to collect, record and analyse evidence to use ICT to assist in presenting, handling and communicating data to identify the main human and physical features of places 	<ul style="list-style-type: none"> Discuss with the children what e-mail is, why people use it and how it differs from posting a letter. Ask the children to produce an electronic address book of friends in the twinned school. Ask the children to write a letter to be sent by e-mail and attach a guide of their locality, produced using ICT. (As well as word-processing the text, they could scan maps and images.) In the letter, children could ask questions about the locality of the twinned school and possibly send a questionnaire as another attachment. 	<ul style="list-style-type: none"> evaluate new forms of ICT through discussion produce and send a letter by e-mail with two attachments show understanding of their local area ask and respond to geographical questions about their own locality and the locality of the twinned school 	<p>Literacy: these activities could be used to underline the importance of the audience when communicating. Question the children to ensure they understand how the audience should influence the drafting of the different types of writing, eg <i>how much knowledge can be pre-supposed, what difference this will make to what we write.</i></p>
Where is a place? How will we get there?			
<ul style="list-style-type: none"> to investigate places at a range of scales to use and interpret globes and atlases how their locality is set within a wider geographical context 	<ul style="list-style-type: none"> Discuss with the children where a place being studied is in relation to where they live, whether anyone has travelled to the place and, if so, how they travelled. Ask the children to locate the place on a globe and in an atlas, identify the nearest airports and mark, on a base map, the route a flight might take. 	<ul style="list-style-type: none"> identify places visited on a map use an atlas to identify airports and mark routes on a base map 	
What will our journey be like?			
<ul style="list-style-type: none"> to ask and respond to geographical questions to use ICT to access information about similarities and differences between places to use secondary sources to make maps 	<ul style="list-style-type: none"> Help the children to locate websites used by travel agents to plan routes. Ask the children to bookmark these sites for future reference and print and save pages that are useful for the whole class. Ask the children to enter details of a journey and check flight availability. Discuss with the children the number and range of choices and factors that need to be considered when deciding how to travel to a place. Ask the children to enter data into a database so that they can check the availability of particular flights. Discuss with the children which flight to choose and why and, if appropriate, time differences. Use other sources, eg <i>newspaper adverts, travel brochures</i>, to discuss and compare prices and times with the children. Ask them to compare and evaluate sources before making a final choice and producing a map and commentary describing their route and plan for the journey. 	<ul style="list-style-type: none"> create bookmarks and identify relevant websites enter information onto a database and use it to inform their enquiries generate hard and electronic copies of data required for the enquiry choose flights and produce a map and itinerary, demonstrating an awareness and understanding of where they will be travelling to and what the journey will be like 	<p>To answer the enquiry questions, focus activities on specific questions eg <i>Where will we find out about routes and prices? Which flights are available? How far will we travel and in what direction? What other information is available? How can we access it more easily? How do we print and save to disk?</i></p>
<p>IT: all of this unit can be linked with work in IT.</p> <p>E-mail is an immediate way of communicating with other children all over the world. The facility to send attachments enables children to send any form of computer-generated graphics or text, offering a purposeful focus for the use of IT in the classroom (IT Unit 3E).</p> <p>A list of specific website addresses has not been included because sites are continually being improved and developed. However, at the time of printing, the following website has been used with children to support this activity: www.leisureplanet.com/. For further information see issue 34 of <i>Primary Geographer</i> (The Geographical Association, July 1998).</p> <p>When using the internet, schools may wish to restrict children's access to particular sites. Software that allows this has been specially designed for primary schools.</p>			