Primary Geography with ICT: A pupil's entitlement at Key Stages 1 and 2

Becta in association with

ICT helps pupils learn in geography by providing access to large quantities of information on people, places and environments. It also provides the framework for analysing data to investigate patterns and relationships in a geographical context. Once pupils have made their findings, ICT can then help them organise, edit and present information in many different ways.

ICT in the Geography Curriculum

- ICT has created new ways of exploring the world through maps. These can now be interactive, of variable scale, and supported by multimedia. They are easily accessible and can be integrated into a variety of media.
- Multimedia software can help pupils to investigate geographical topics that would be too remote, too dangerous, or involve too long a timescale, to be studied without ICT.
- The internet and email enable pupils to interact with peers and other communities, to access and research information and exchange details of weather, environment and culture. This brings otherwise inaccessible localities into the classroom. This can help to develop global citizenship and awareness of the sameness, differences and diversity in the cultures of the world.
- ICT has the potential to offer pupils opportunities to work in role, engage with 'real time' situations which promote teamwork, citizenship and thinking skills. Mapping skills can be rehearsed in simulated environments before being used in the real environment.
- Whilst it is not statutory at Key Stage 1 to use ICT, it is clear that pupils will learn from and enjoy activities which incorporate use of ICT. In Key Stage 2 there is a statutory requirement for pupils to use ICT 'to help in geographical investigations'. The following pages show how ICT can enhance and extend pupils' geographical study.

Enquiry and Skills

Floor Robots

A Year 1 class made a large floor map of the school buildings and grounds. Groups of children used this with a floor robot to work out distances and directions for the robot to carry small pictures of the children to the gates for home. The children used small copies of the map which they had annotated in fieldwork to successfully program the robot to complete the task. By using ICT, in this case a floor robot, the teacher was able to get her children to think geographically, seeing the map from the robot's perspective

and visualising its movement in two dimensions. The task also helped the children to develop their estimation skills for distances. The teacher made a point of including a compass rose on the map, and using the points of the compass in the discussion.

Progression idea

As a way of developing this activity the teacher created further route guides to go with fantasy stories such as The Little Red Hen.

National Curriculum Geography

Pupils should be taught how to:
1c) use globes, maps and plans at a range of scales

QCA Scheme of Work Geography
Unit 1 around our school – the local area
Unit 25: Geography and numbers

QCA Scheme of Work ICT Unit 2D: Routes: controlling a floor turtle

You can see a video of a teacher using a floor robot in this way in Learning and Teaching using ICT http://samples.lgfl.org.uk/primary/# – follow the links to Geography, Year 1, Robots Routes.

You can download small-scale maps for educational purposes from OS Get-a-map. http://www.ordnancesurvey.co.uk/oswebsite/getamap/

Barnaby Bear (BBC Schools)

One Year 2 teacher used the Barnaby Bear materials to support a range of activities, including geographical investigations. Pupils helped Barnaby to locate his friends around the UK using terms such as 'north east' and 'Scotland', and matched weather symbols with locations in the UK. After they had visited some woodland in their own area, they sent Barnaby an email, illustrated with digital photographs they had taken to show him the trees they had seen.

National Curriculum Geography
2) In developing geographical skills, pupils should be taught to:

a) use geographical vocabulary
d) use secondary sources of information

QCA Scheme of Work Geography
Unit 5: Where in the world is Barnaby Bear?

Barnaby Bear activities are available from BBC Schools.
http://www.bbc.co.uk/schools/barnabybear/

Comparing maps to 'satellite' (aerial) images

Work on the local area was enhanced when a Year 3 teacher showed the children in her class how to enter the postcode of the school on the Google Maps page and get a map of the local area. She then demonstrated how to switch between the map and the aerial photograph. The children made notes about the land use in the area, switching between map and aerial view to help them understand what they were seeing.

As a development to this activity, the children put a grid over a digital map and created a colour code for different land use. This work was then shared with other children in a parallel Year 3 class by making the material into an interactive whiteboard file which was saved onto the school network server.

National Curriculum Geography
Pupils should be taught how to:
c) use atlases and globes, and also maps and plans at a range of scales

QCA Scheme of Work Geography
Unit 6 – Investigating our local area

Find your own area on Google Maps http://maps.google.co.uk/maps. or see satellite images on Flash Earth.
http://www.flashearth.com/

Mapzone

Having done work on maps of their own locality and others in the UK, these Year 3 pupils spent a Geography Day using the ordnance Survey Flag Game, along with other resources. Each year group found out what they could about a different European country, including colouring in maps and painting flags. Although the game focused on flags, they practised their skills in identifying the UK and other countries, particularly those in the European Union, and were able to note countries that had recently been in the news.

National Curriculum Geography
2) Pupils should be taught how to:
c) use atlases and globes, and maps and plans at a range of scales

QCA Scheme of Work Geography
Unit 16 - What's in the news?

Select the flag game on Mapzone.
http://mapzone.ordnancesurvey.co.uk/mapzone/gamespages/logic.html

Knowledge and understanding of places

CBeebies Stories

The teacher of a mixed Reception and Year 1 class found the Adventures of Little Red Riding Hood useful for developing pupils' listening skills and early geographical vocabulary. The pupils clicked on the relevant story screen and the teacher wrote down the various locations – seaside, farm and town – that Red Riding Hood visited. The children then drew a map showing Red Riding Hood's journey.

National Curriculum Geography
3) Pupils should be taught to:
a) identify and describe what places are like
b) identify and describe where places are

You can find the Little Red Riding Hood and other stories on CBeebies.
http://www.bbc.co.uk/cbeebies/stories/redridinghood.shtml

Webcams supporting geography work

Pupils in a Year 3 class were working on the 'Passport to the World' unit. They searched for webcams showing places they had found out about in their work. They looked up places their food had come from, places they had been to on holiday, and places from which they had received postcards. They used a prepared data collection sheet to make notes about these places in order to set up a class database which could be used for reference later.

The teacher had checked each of the webcams beforethe lesson, so he knew they were suitable for children.

National Curriculum Geography
3) Pupils should be taught:
a) to identify and describe what places are like
d) to explain why places are like they are
f) to describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world

QCA Scheme of Work Geography
Unit 24: Passport to the world

You can find a starter list of suitable webcams on the Teacher Resource Exchange.
http://www.tre.ngfl.gov.uk/server.php?request=cmVzb3VyY2UuZnVsbHZpZXc%3D&resourceId=12111

Progression Idea

Aerial photographs with Google Earth

A mixed class of Year 3 and 4 children from Cannock Chase and the West Midlands used Google Earth to investigate settlements for work on Village Settlers. They had taken digital photographs of the area around their school and studied the local street maps and Ordnance Survey maps of the same area. They then compared them with aerial photographs online. This also enabled them to compare aerial photographs with oblique photographs taken from a balloon, and together gave them an insight into the locality around Cannock Chase. They later used what they had learnt about village features to construct their own map of a village using interactive whiteboard mapping symbols.

National Curriculum Geography
3) Pupils should be taught:
g) to recognise how places fit within a wider geographical context and are interdependent.

QCA Scheme of Work Geography
Unit 9: Village settlers

A free version of Google Earth can be downloaded from Google.
http://earth.google.com/

There is a Google Earth balloon flight activity on the TRE.
http://tre.ngfl.gov.uk/server.php?request=cmVzb3VyY2UuZnVsbHZpZXc%3D&resourceId=13181

Geography data from the CIA

One primary school is linked with another in West Africa, and the Year 5 pupils knew quite a lot about life there as a result of teacher exchange visits and emails. In this activity, they used the

World Factbook CIA site, to find out key facts about Sierra Leone. Pupils worked in pairs, each pair searching for information (its size, population, climate and natural resources, for example) that could contribute to a class presentation. In the next lesson, they used the same site to look up facts on the UK, and having entered their data in a prepared database, were able to make comparisons between the two countries.

The World Factbook is online from the CIA.
http://www.odci.gov/cia/publications/factbook/index.html

National Curriculum Geography
3) Pupils should be taught to:
a) identify and describe what places are like
b) identify and describe where places are

QCA Scheme of Work Geography
Unit 24: Passport to the world

The Graphic Maps site is at: http://www.graphicmaps.com/clipart.htm. Other world resources can be found at Geo Resources at:
http://www.georesources.co.uk/outlinemaps.htm

Two other useful sites are The Visible Earth from NASA at:
http://visibleearth.nasa.gov/ and

Dundee Satellite Receiving Station at http://www.sat.dundee.ac.uk/ . These both supply unusual images taken from space. The latter requires registration, but this is free.

Geocaching

A Geography co-ordinator prepared a treasure hunting game in the form of a Geocaching activity for his Year 6 pupils. He hid small tokens in the school grounds and noted the locations using a GPS. The Year 6 children were provided with handheld GPS devices, clues and co-ordinates. They used the skills they had practised during the previous half term, and tried to locate the caches. Each group of children had a disposable camera so they could photograph each cache as they found it.Back in the classroom, pupils discussed the advantages of GPS and what

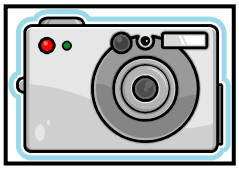
alternatives they could have used. The photographs were added to the map of the area as part of a display.

National Curriculum Geography
2) Pupils should be taught how to:
b) use appropriate fieldwork techniques [for example, labelled field sketches]and instruments [for example, a rain gauge and a camera]

More information on Geocaching is available on the GPS Cache Hunt Site.http://www.geocaching.com/

Knowledge and understanding of patterns and processes

Digital Camera Trail



A year 1 teaching assistant took a small group of children on a walk around the grounds of the school. They were equipped with simple maps of the school buildings and grounds. As they progressed on their journey they stopped at key points and took digital images with a camera. They also made recordings with a MP3 recording device, capturing any distinctive sounds.

With the help of the teaching assistant they marked their position on the map. An interactive whiteboard screen was prepared with a map of the school grounds, the digital images and the sound files. Because the height of the interactive whiteboard could be adjusted, the children could draw an arrow from the images to the correct places on the map. The children delighted in recognising the sounds and pointing to the correct places on the map. The sound files were especially appreciated by one child as she is a visual impaired but could remember and correctly identify where the sounds were recorded.

National Curriculum Geography
1) Pupils should be taught how to:
b) use fieldwork skills
4) Pupils should be taught to
a) make observations about where things are located and about other features in the environment

QCA Scheme of Work Geography
Unit 1: Around our school - the Local Area

Seaside Holidays

A Year 2 teacher created a set of interactive whiteboard slides to share with the children using a series of images taken of the seaside. He used the 'blind' feature to hide the image before the children came into the classroom. The image he used was a digital image taken of the seafront, which showed from right to left the beach, promenade and hotels. The teacher used the horizontal feature of the blind to obscure part of the image.

The children were encouraged to offer suggestions about what they saw and reasons for their ideas. As more of the image was revealed, the children were able to gain a deeper understanding of the scene. This made the powerful point that they should not rush into judgements about what they see, especially as the sea was only finally revealed to the class at the end of the activity.

By using the in-built features of the interactive whiteboard the teacher was able to use the digital image far more intensively than if he had just shown it in full. Later they used the image in suitable software and dragged vocabulary onto the images to label things that can be found at the seaside.

National Curriculum Geography
1) Pupils should be taught how to:
a) make observations about where things are located and about other features in the environment

QCA Scheme of Work Geography
Unit 4 Going to the seaside

Where is the wettest part of the playground?

Some children in a mixed-age lower Key Stage 2 class noticed that some parts of the playground got wetter in the rain than others. This gave them the idea for an investigation. On a rainy day they used sprinkler rain gauges from the garden centre and used a map to plot the places they wanted to investigate.

As a way of recording their findings the children loaded a map of the school into a paint package and marked their findings in

different colours for different rain collection intensities. They then discussed the features of the different locations and came to a conclusion about why there would be more or less rain there.

The teacher had also set up a spreadsheet with a graph inbuilt. As the children entered their data about rainfall in different parts of the playground, the graph updated itself. The teacher was delighted with the way the activity incorporated geography, mathematics, science and ICT.

National Curriculum Geography
4) Pupils should be taught to:
a) recognise and explain patterns made by individual physical and human features in the environment

QCA Scheme of Work Geography
Unit 18: Connecting ourselves to the world
Unit 7: Weather around the world
Unit 11: Water

QCA Scheme of Work ICT - Unit 5D: Introduction to spreadsheets

A set of examples and supporting Excel spreadsheet files for this activity is available on the TRE.
http://tre.ngfl.gov.uk/server.php?request=cmVzb3VyY2UuZnVsbHZpZXc%3D&resourceId=11337

Progression Idea

Accurate weather data collection

A Year 5/6 teacher took her class on a residential field trip to an outdoor education centre. This provided an excellent opportunity for the children to collect and record weather data. This activity was greatly improved by using environmental measuring equipment which automatically stored a set of weather data. The aim is to collect accurate basic weather data and enter it into a spreadsheet file.

When the children went on a day-long walk, part of which was to climb a large hill, they collected wind strength information at significant stages on the contour map and plotted their findings on a spreadsheet. This produced a graph that showed clearly how wind strength readings varied considerably between the foot and the summit of a hill.

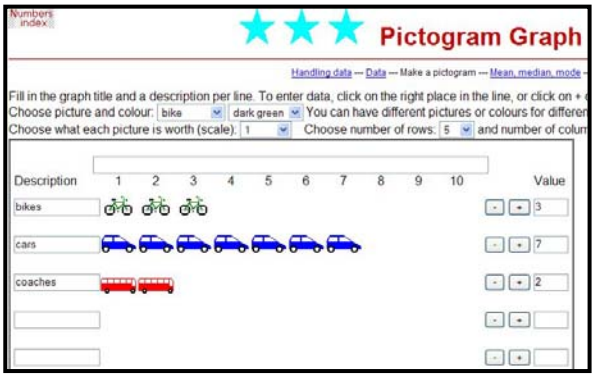
National Curriculum Geography
4) Pupils should be taught to:
a) recognise and explain patterns made by individual physical and human features in the environment

QCA Scheme of Work Geography
Unit 18: Connecting ourselves to the world
Unit 7: Weather around the world

For help on collecting weather data see Measuring the Weather on the TRE.
http://tre.ngfl.gov.uk/server.php?request=cmVzb3VyY2UuZnVsbHZpZXc%3D&resourceId=11990

Knowledge and understanding of environmental change and sustainable development

Traffic Survey



As part of an investigation into the road outside their school, Year 1 children conducted a traffic survey.

When they had collected their data they used a pictogram program to present their findings. They could then see easily which vehicles were the most common. They discussed their findings to see if they thought that their road was busy.

They decided to repeat the activity on a different nearby road. Having repeated the process they were able to compare the results and see how much busier the road was outside school.

The work they did was incorporated into their class assembly.

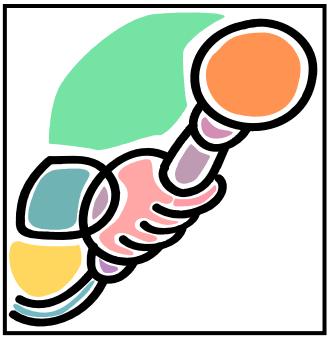
National Curriculum Geography
5) Pupils should be taught to:
a) recognise changes in the environment
b) recognise how the environment may be improved and sustained

QCA Scheme of Work Geography
Unit 2: How can we make our local area safer?

You can find a basic pictogram creator (without lorries or vans) at this site.
http://gwydir.demon.co.uk/jo/numbers/pictogram/pictogram.htm

Local Sound Presentation

As an initial investigation into work on 'How can we improve the area we can see from our Window?' a Year 3 teacher explored the 'Local Sound Presentation' from the Teacher Resource Exchange and discussed it with her class. They thought about how the creator of the presentation had decided what to record, and how the sounds had been recorded and imported into the computer.



Working in groups of four, children were allocated an area of the school for making recordings. Over the next week, they recorded short soundscapes of their areas using a digital sound recorder (some MP3 players can also record via an internal or external microphone). They also took digital photographs of the areas where they made the recordings. Next lesson, they listened to all the recordings and were asked which area was which. They found the locations on a plan of the school. The teacher then produced a PowerPoint presentation quiz similar to the one on the Teacher Resource Exchange. The children tried it out and then invited children from Key Stage 1 to come and see if they could match the sounds to the pictures.

National Curriculum Geography
5) Pupils should be taught to:
a) recognise how people can improve the environment

QCA Scheme of Work Geography
Unit 21: 'How can we improve the area we can see from our window?'

The 'Local Sound Presentation' presentation can be downloaded from the Teacher Resource Exchange http://www.tre.ngfl.gov.uk/ (load up the Random resource and replace the number in the URL with 14187).

Improving the Environment

This Year 4 class teacher was doing a project on the environment local to the school. The intention was for the class to write to the local authority and ask them to help in improving the state of the grounds across the road outside the school gates. The class made a survey of the local estate and wrote up their observations and findings using a word processor. They also took photographs with a digital camera so they could paste them into their letters.

By using ICT the children where able to rearrange and develop their initial thoughts about what they wanted to say and to present their material in a highly effective manner.

By also marking the offending locations onto a map of the area the children could create a more powerful map that clearly showed to the readers their concerns, and included specific geographical information about the level of neglect that needed attention.

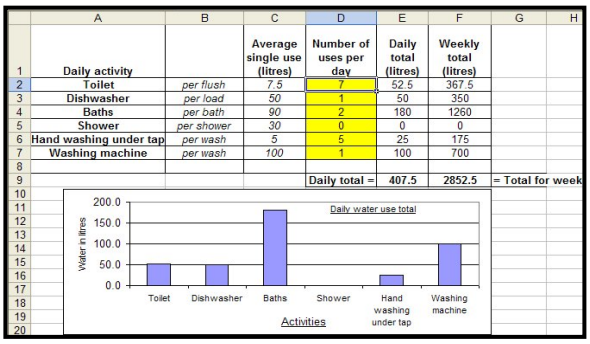
National Curriculum Geography
5) Pupils should be taught to:
a) recognise how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of people's lives
b) recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement.

QCA Scheme of Work Geography
Unit 8: Improving the environment

A video clip of part of this activity can be found on Learning and Teaching with ICT

http://samples.lgfl.org.uk/primary/# (follow the links to Geography, Year 4, Improving the environment).

Conserving Household Water



	Daily activity		Average single use (litres)	Number of uses per day	Daily total (litres)	Weekly total (litres)	
2	Toilet	per flush	7.5	7	52.5	367.5	
3	Dishwasher	per load	50	1	50	350	
4	Baths	per bath	90	2	180	1260	
5	Shower	per shower	30	0	0	0	
6	Hand washing under tap	per wash	5	5	25	175	
7	Washing machine	per wash	100	1	100	700	
9				Daily total =	407.5	2852.5	= Total for week

In a Year 5 class the children did a project on how households can conserve water. This involved the children designing a data-gathering sheet and completing it over a period of a week in their own homes.

This mass of raw data was entered into a spreadsheet which enabled the children to quickly total up and graph their findings, thus revealing some very significant findings.

The children were amazed how many times their households flushed their toilets and with the amount of water being used for this heavy use. One solution suggested by a water company was to fit a plastic bag, the of a brick and filled with water, in the cistern. They found this caused a significant amount of water saving with little loss of flushing power. This was dramatically illustrated by the spreadsheet, which redrew the graph showing the reduced totals for water consumption.

Using the spreadsheet meant that the children were experiment by changing various figures and see immediately the effects on the others. This encouraged them to develop hypotheses which could be easily tested.

National Curriculum Geography
5) Pupils should be taught to:
a) recognise how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of people's lives

QCA Scheme of Work Geography
Unit 11 Water

A video clip of part of this activity can be found on Learning and Teaching with ICT

http://samples.lgfl.org.uk/primary/# by following the links to Geography, Year 5, Water conservation.

Sensing Noise pollution survey

The children in a mixed Year 5/6 class wanted to conduct a survey in their local environment and in particular to survey the noise level of the traffic. By using fairly inexpensive environmental metering equipment, the children were able to gather a large amount of digital numbers of sound levels. By marrying up their observations of date, time, type of vehicle and whether they were loaded, they were able to come up with some useful observations.

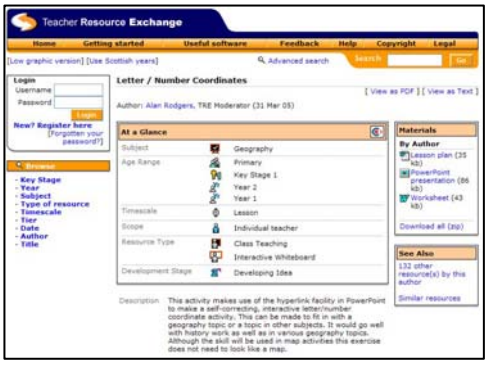
All this data was entered into a computer database and the children were able to gain an insight into the co-relationship between vehicle size and noise level. They could then proceed to look into suggestions of alleviating the problem of sound pollution.

National Curriculum Geography
5) Pupils should be taught to:
b) recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement.

QCA Scheme of Work Geography
Unit 20: Local traffic

Localities

The local area



At an-after school club in an infant school the children enjoyed a geography activity. The reading of simple words was linked to work on letter number co-ordinates to give children practice in both. A presentation from the TRE was used for this. The teacher then prepared an IWB page with a letter number grid. She placed photographs of features in the local area in various squares. The children were invited to identify the feature in named squares. Once they were confident at this they were given the feature, and asked what the address was. This was an opportunity to practise co-ordinates work whilst discussing what features were in the local area. Plenty of opportunity for discussing the features was provided.

National Curriculum Geography
6) During the key stage, pupils should be taught the Knowledge, skills and understanding through the study of two localities:
a) the locality of the school

QCA Scheme of Work Geography
Unit 1 around our school – the local area

The presentation file for this activity is on the TRE.
http://www.tre.ngfl.gov.uk/server.php?request=cmVzb3VyY2UuZnVsbHZpZXc%3D&resourceId=12153

Progression idea

A slightly more difficult activity can be found on NGfL Cymru http://www.ngfl-cymru.org.uk/vtc/letter%5Fnumber%5Fcoords/eng/Introduction/Default.htm and can be used for confident readers to use independently.

An Island Home

A Year 2 teacher used the Isle of Coll and other sites to gain resources to put together a simple presentation for her class. It gave more specific details about life on a Scottish Island to support the facts gleaned from Mairi Hedderwick's book. Using the teacher's presentation, children filled in a grid worksheet to record details of transport on Coll and what people did for a living. They had previously filled this in for their own location. In another session, and with help from the teacher and a learning assistant, the pupils investigated the interactive map on Tony Oliver's site. They zoomed in, looked at the ferry routes and discussed the key by using the tabs at the side of the map. They added information they discovered to their large display map on the classroom wall.

The Isle of Coll site http://www.isleofcoll.org/ has excellent images which fit in well with a geographical study. Although not intended for school use, the careful construction of Tony Oliver's interactive map [http://www.visitcoll.co.uk/Coll-map.php] will help pupils to understand the communications on the Isle of Coll. Teachers who have completed the free registration process may access many photographs of the Isle of Coll in the Picture Gallery on ictopus. http://www.ictopus.org.uk/

National Curriculum Geography
6) During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two localities:

b) a locality either in the United Kingdom or overseas that has physical and/or human features that contrast with those in the locality of the school.

QCA Scheme of Work Geography
Unit 3 An Island home

Find these websites at http://www.isleofcoll.org/ and http://www.visitcoll.co.uk/Coll-map.php

Teachers who have completed the free registration process may access many photographs of the Isle of Coll in the Picture Gallery at http://www.ictopus.org.uk/

A village in India

By using the downloadable, interactive Indian Village resource on the TRE, children in a Year 4 class were able to begin to compare their own village with one in India. They worked their way through the various sections, making notes to help them to write a report. They printed out some of the annotated pages from the Flash presentation and worked in pairs to use a word processor to produce a report. They noticed the different jobs that people did. They were also very interested in the use of animals in India. The teacher made sure that similarities were also noted, such as the fact that people had jobs and that there were schools in India. Later in the project they used internet sources to investigate an Indian city, which had more similarities with the children's own environment.

National Curriculum Geography
6) During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two localities and three themes:
Localities
b) a locality in a country that is less economically developed

QCA Scheme of Work Geography
Unit 10 A Village in India

You can download an Indian Village from the TRE.
http://tre.ngfl.gov.uk/server.php?request=cmVzb3VyY2UuZnVsbHZpZXc%3D&resourceId=11246

Weather at School and in the field

A Year 6 class used their school weather station and digital max/min/humidity data to produce weather data from their own location. They followed the instructions for gathering weather data on the Staffordshire site and also practised reading instruments by using the Quiz page. They then found the weather data for their contrasting locality (Llandudno) which they were researching. This data was then

entered onto a spreadsheet and graphed to help pupils to see similarities and differences in the weather in the two localities.

National Curriculum Geography
6) During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two localities and three themes:
Localities
a) a locality in the United Kingdom

QCA Scheme of Work Geography
Unit 24 Geography and numbers
Unit 13 A contrasting UK locality – Llandudno

The Staffordshire site http://www.amingtonheath.staffs.sch.uk/intro.html also explains in detail how to set up a weather station and also has links to sites which give weather data for around the world.

You can find more information to support the collection of weather data can be found in Accurate Weather Data Collection on the TRE. http://www.tre.ngfl.gov.uk/server.php?request=cmVzb3VyY2UuZnVsbHZpZXc%3D&resourceId=2176

Themes

Litter write-ups

A classroom helper took a group of Year 3 children on a walk around the school grounds. As the children made their way around the grounds they followed a map and marked on it various stopping points where they found items of litter. They counted how many items of litter there were and classified them as paper, card, glass, etc.

The class watched a very amusing animation about the Country Code which helped them to see how powerful an image is, and decided to do something themselves to try and stop people dropping litter. The children produced a series of posters using freeze-frame digital photographs of people acting as if they were dropping litter. They set up and took the photographs and used them in a word processor during literacy sessions by writing captions underneath about their findings.

National Curriculum Geography
6) During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two localities and three themes:
e) an environmental issue, caused by change in an environment and attempts to manage the environment sustainably

You can download the Country Code animation.
http://www.countrysideaccess.gov.uk/things_to_know/countryside_code/creature_comforts_video

National Curriculum Geography
5) Pupils should be taught to:
b) recognise how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of people's lives

QCA Scheme of Work Geography
Unit 8 Improving the environment

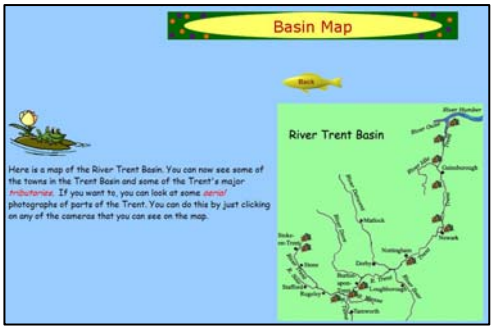
Investigating Coasts

Pupils in a Year 5 class were working on the 'Investigating Coasts' unit. They used webcams as well as other internet research to find out about coastal locations and to investigate what people did at their chosen resorts. They were able to observe that the coast is made up of a mixture of built-up areas and countryside areas. They found evidence of the types of special buildings to be found on the coast, as well as confirmation that buildings that are needed in inland towns are also needed in coastal towns. As a result of this research, instead of just including lighthouses and lifeboat stations, they also included schools, garages and fire stations. They used the information they found in the images to supplement their resort brochures which were desktop published.

National Curriculum Geography
6) During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two localities and three themes:
Localities
a) a locality in the United Kingdom

QCA Scheme of Work Geography
Unit 13 A contrasting locality – Llandudno (NB. If your school is near the coast there are plenty of inland webcams to provide views of a contrasting locality.)
Unit 23 the Investigating coasts

There is a list of useful URLs for studying coasts on the TRE.



http://www.tre.ngfl.gov.uk/server.php?request=cmVzb3VyY2UuZnVsbHZpZXc%3D&resourceId=12115

Photographs of a field trip to the local river

During a project on the flow and features of a river a Year 6 class were able to make a field trip to a local river. They decided to take digital images of aspects of the river. Back at school they were able to review and select the best images that they had taken.

The children used the images to illustrate a presentation containing a hyperlinked map of the main points of the river. .

National Curriculum Geography
6) During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two localities and three themes:
Localities
c) water and its effects on landscapes and people, including the physical features of rivers or coasts, and the processes of erosion and deposition that affect them

QCA Scheme of Work Geography
Unit 14 – investigating rivers

The children found the Water cycle on Nature Grid
http://www.naturegrid.org.uk/rivers/index.html very helpful.

For an example of a hyperlinked map of points of river they looked at Fergal frog
http://www.sln.org.uk/trentweb/basinmap.htm