



# My Geography Glasses

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Geography Teaching Resource

Primary



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**Digimap for Schools**





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## Digimap for Schools Geography Resources

These resources are a guide for teachers to demonstrate to the whole class or direct individual students as appropriate. Each activity has several ideas within it that you can tailor to suit your class and pupils. Some resources contain worksheets for direct distribution to pupils.

<https://digimapforschools.edina.ac.uk/>

### Content and Curriculum Links

Level	Context	Location
Primary	Local area: places to play	Anywhere

Knowledge/Skills	Reading, locating and interpreting features on maps/adding markers and labels.
Curriculum links (England)	Use basic geographical vocabulary to refer to human and geographical features and describe their location on a map. Devise simple maps and study at a local scale.
Curriculum links (Wales)	Knowledge and Understanding of the World: Learn about how and why people and places are linked. Recognise how people's actions can improve or damage the environment.
Scottish Curriculum for Excellence	Social Studies Outcomes: People, Place and Environment: 1-08a, 2-181, 1-13a, 2-13a,1-14a, 2-14a





## Summary

Children draw and write about their outdoor play activities where they live, then find these features on a large-scale map. They make connections between the human and physical characteristics of their landscape and the kinds of things they can do there. Finally, they think about the availability and quality of local play spaces and what could be improved. There is the opportunity to do fieldwork as a follow up to evaluate some of the outdoor spaces available.

## Introduction

What children do for outdoor play and recreation in their local area is influenced by many factors: freedom to roam, time, weather, and availability of adults and transport all come high on the list. Another influential factor is the type of landscape they live in as the human and physical features of an area influence what might be done there. For example, a child who lives on the coast is far more likely to do activities connected with the beach and sea, than a child who lives inland. A child who lives in a city will encounter everyday features that are quite different from those found in a rural environment. Specific features in a neighbourhood like a swimming pool, a park, a cinema, or a football pitch will also influence potential activities that might be done.

## Main activity

Discuss with pupils where they go to play and have fun and what these places are like.

- Are they built places such as recreation centres, clubs or skateboard parks for example?
- Or are they 'natural' places such as the beach, woods or fields? Do they have a garden to play in?
- Where do they go to play at the weekend? Brainstorm a list of features and places.

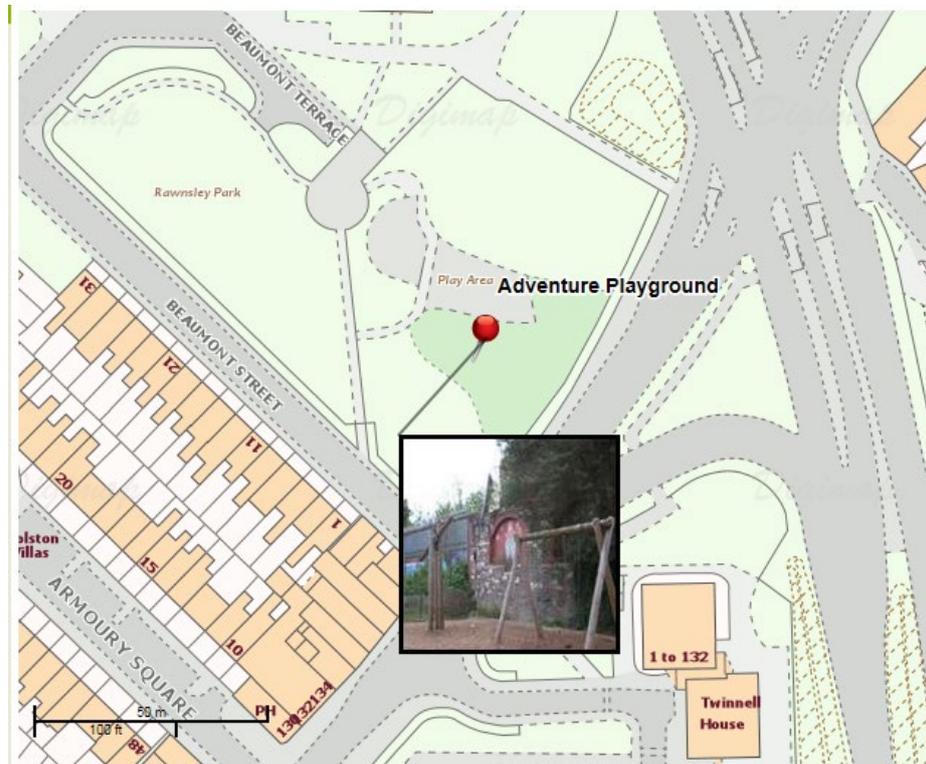
## Tasks

1. Hand out the worksheet and ask the class to 'put on' their special geography glasses and to imagine that in one lens they can 'see' the features and places in your local area where they go to play. In the other lens they need to imagine they can 'see' the things you do there. Ask them to draw and write these features and activities on the worksheet.
2. Discuss how the things we can do are linked to the kinds of features around us:
  - a. What do pupils really wish they could do if there was somewhere to do it?





- b. What would pupils like added to the neighbourhood to make it better?
3. Ask pupils to open Digimap for Schools and find the local area using a place or postcode search.
4. They should zoom in and scan the map carefully to find all the features mentioned.
  - a. Which features are 'built', or 'human' features?
  - b. Which features are 'natural' or 'physical' features?
  - c. What are the best kinds of features for play?
5. Now ask them to find a favourite play spot on the map. This might be in their street, in a local park, or in a friend's garden. Open the Drawing Tools and select a marker, then click on the place you want to add it. Then add a name for this place by selecting 'Add Label'. This might be a special name that you have rather than one on the map.



6. Add photographs if any are available:





- Tip: Check the text settings to select font size and colour **before** selecting where to place your label.
  - Add photographs using this tool: 
  - Move photographs using these tools:  
    - First select an image with the select arrow then choose the move arrow to move it.
    - Click on the marker to move the photo and pin. Click on the photo to just move the photo.
7. When pupils are happy with their map, they should print it.
8. Discuss the best play places with your class and find out which ones are the same.

Safeguarding note: Take precautions to ensure that locations pupils play out of school are kept private.

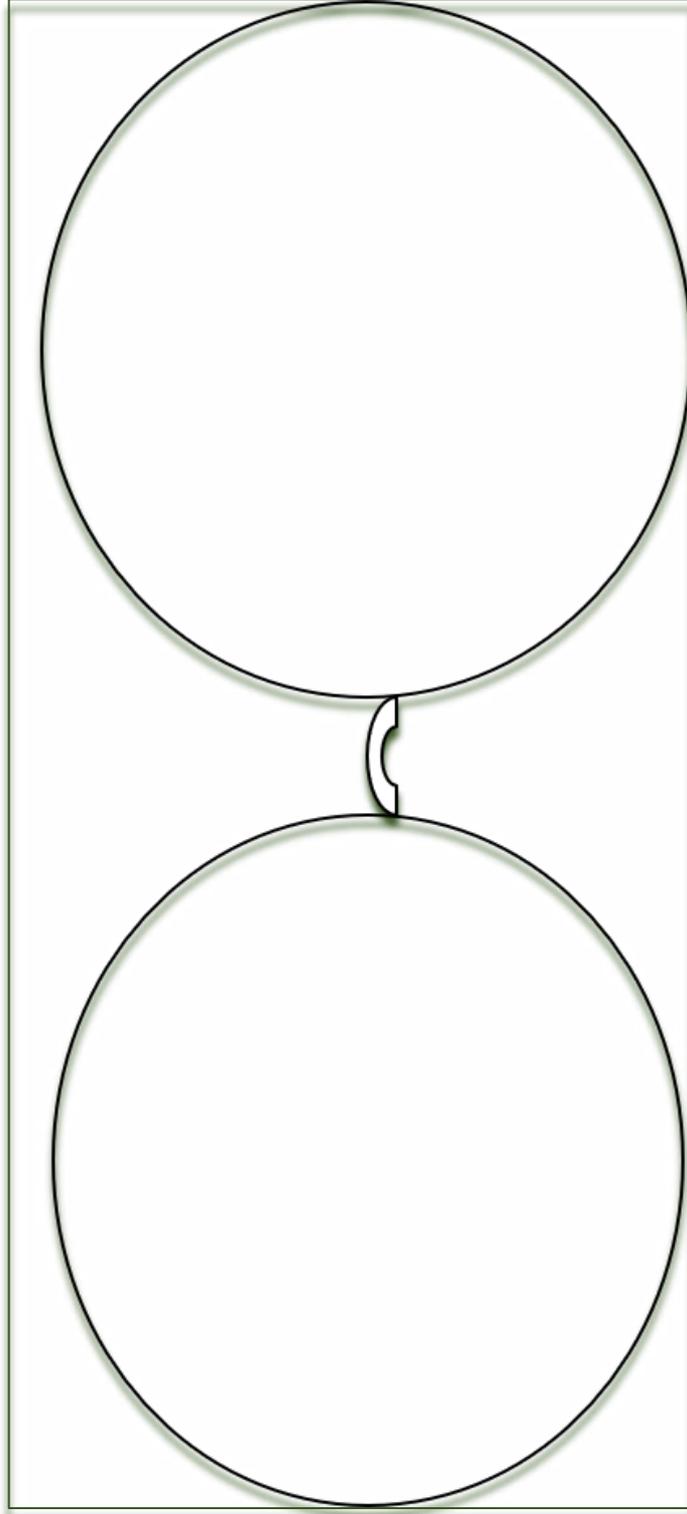
### Taking it further

- Use the historical maps to identify how the play areas have changed over time.
- Plan and design a new play feature for your locality. This could be a small wood, a new park, a climbing centre, a cinema and so on. Draw designs and use your local maps to think where a new feature might go.
- Look at a contrasting locality and identify features where children might be able to go and what they might do there. How does this compare with your locality?





**My Geography Glasses - Worksheet**



**My activities**

**Landscape features**





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