Arrivals Project

'What's it like.......?'

Age group: KS2
Main curriculum / subject area: Geography
21st Century Skills: Collaborative learning and critical questioning

Objectives:
To be more able to locate countries in the world
To have a basic awareness of some of the key aspects of the physical geography of the countries

Session Outline

Step 1: In small groups, brainstorm adjectives to describe the local area (start with local community then include Sheffield and then the UK). Share feedback and collate on board. Highlight the language that describes geographical features.
Differentiation: Give a selection of adjectives for students to sort whether they are accurate ways to describe the local area.

Step 2: In same groups record more general geographical vocabulary and share. Ask students to think of some quick examples of places they might know that have some of the geographical characteristics recorded.
Differentiation: Use worksheet to organise and record vocabulary if needed (see Resources).

Step 3: Give the groups outlines of the world with continent labels. Encourage them to work out where the labels go and ask each group to stick one continent label on a larger class map at the front (see Resources). Address any issues and ensure that all continents are correctly labelled. Elicit any prior knowledge about any of these places: ask the class to tell you any countries they know in any of the continents – record these countries in a list to refer back to.

Step 4: Give smaller groups a selection of pictures from one of the countries from the exhibition. Students have time to try and work out what the country is – record ideas and explanation to feed back later. Then make a list of words that describe the place.

** Please ensure that a variety of pictures are chosen and that they provide a range of aspects. This is key to avoiding reinforcing specific stereotypes of places and people. **

Step 5: Feedback and Presentation of ideas

Option 1: Display the information on the tables, walk around and view the pictures and vocabulary.
Option 2: Each group stands up and shares what they discussed and what they think.

Step 6: In pairs or working individually, choose two countries and make a list of challenges and advantages of living there. Ensure that they have examples in each column. Hear feedback from students. * Use this time to address any issues that arise – particularly in terms of stereotyping of places*. (See Resources for worksheet).

Step 7: Close the session by bringing together the ideas that all places have differences and similarities in terms of weather, landscape, opportunities and people etc. and that there can be things that make some places harder to live in than others. Consider making a class list of the things that they think would make a place hard for them to live in. Try to pull out the idea that when there are too many things that make it challenging to live there, an option is to move somewhere else.

Worksheet 1

Choose words to go in each column that describe different places around the world.

Weather	Landscape	Other

wet dry noisy city river mountains industrial farming valley
commercial fishing drought rich poor hot urban quiet town
modern hills coastal cold rural desert sea traditional   polluted

Europe	Asia	Africa
North America	South America	Oceania
Antarctica		

Challenges and Advantages Worksheet

Choose two countries and think about the challenges and advantages associated with living there.

Country 1 Name:		Country 2 Name:	
Challenges	Advantages	Challenges	Advantages

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India

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France

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p1040778.jpg

Photo credit: https://commons.wikimedia.org/wiki/File:Street_market_rue_Mouffetard_St_Medard_dsc00727.jpg

Japan

Photo credit: https://commons.wikimedia.org/wiki/File:Landscape_view_of_Kurashki_city_and_Takahashi_River_harbor_at_night._Hanami_(Sakura_blooming_season)._Okayama_Prefecture._Japan.jpg

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Yemen

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Chile

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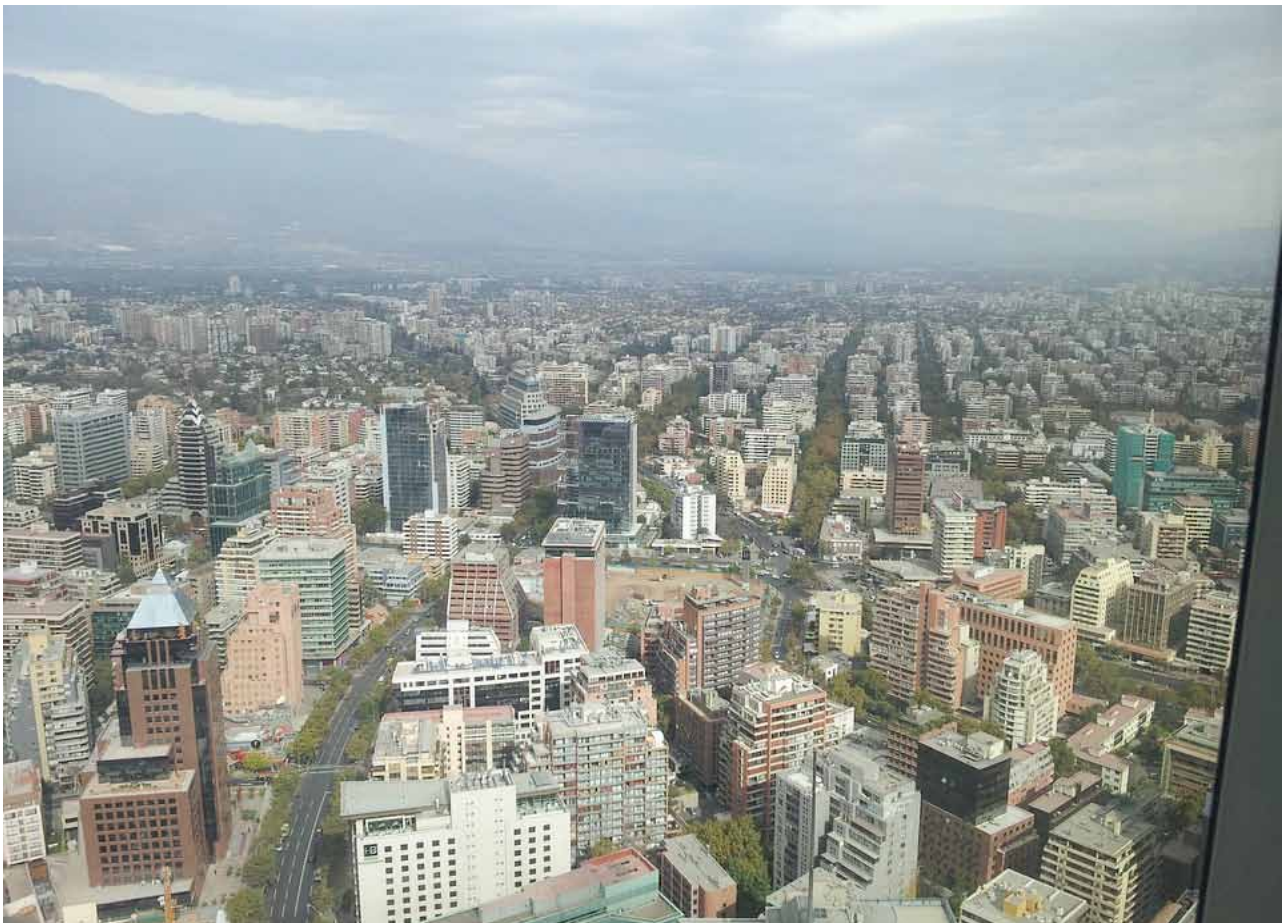

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