

# Arrivals Project

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For further information see:  
<http://www.decsy.org.uk>  
OR  
<http://www.jeremyabrahams.co.uk/arrivals>

## 'What's it like?'

**Age group:** KS1

**Main curriculum / subject area:** Geography

**21st Century Skills:**

Critical thinking, questioning and reflection and collaborative working

**Cross Curricular links:**

Literacy: Develop comprehension and ability to find and share information

**Students will:**

Be better able to identify Sheffield on a map of the UK and talk about its physical features

Have the opportunity to identify the different continents and one or two countries located in each

Be able to find where some of the people from the exhibition are from and discuss the physical geography of that place

### Session Outline

**Step 1:** Warmer/Game/Intro

In small groups give the students 10-20 seconds (as appropriate for class) to write down as many of the following as they can:

- Towns or cities in UK
- Countries in the world
- Cities in the world
- Capital cities in the world
- Continents
- Adjectives to describe places

After each set get feedback and give points to group with the most or fastest to finish. Write the adjectives on a board and see how many more the class can come up with.

**Step 2:** In groups sort the list of adjectives into positive and negative.

**Differentiation:** Some groups to use table handout, others to record in books in a table.

**Step 3:** Feed back the adjectives and discuss whether they all agree on the positive and negative choices.

Ask for 2/3 examples of adjectives that could be used to describe the area they live/area the school is located.

In small groups chose more descriptive words that are appropriate to local area.

**Extension:** Adjectives for Sheffield as a whole/UK

Try to elicit that for each area there are different ways to describe it depending on personal experience/preference but also location within that place.

For example – some people will think that a place is lively and energetic whereas others may think it's too noisy or busy.

**Step 4:** A series of 3 activities that can be done as a carousel where all students complete all activities or students are grouped according to support needed and complete one activity.

**Activity 1: Jigsaw map**

**Option A:** - print out and laminate a large (A3) map of the world. Cut into pieces and small groups have to put it together

**Differentiation:** Chose a different map to use – range from a blank outline to a satellite version of a topography map, with varying levels of detail.

**Option B:** - Students label a few key places on map (Continents/some countries etc) and make a jigsaw for their partner/classmates to use – lots of opportunities to reinforce location recognition.

**Activity 2: Map labelling**

Using a variety of atlases or a map on the IWB – record on map the continents and several countries. Students can chose countries which people from the exhibition left and add any that link to their own family background.

**Activity 3: Poster/Fact File**

Using information from books and Internet, choose one country from the exhibition and create a poster or fact file. Include certain information that the teacher can give or that is decided upon in the group or by the class.

Examples:

Currency/ Language / Traditional food / Traditional clothing / Historical facts / Religion / Location in world / Weather

## Extension/Additional activities

- Complete wordsearch (See Resources)
- Have a class map where children can place a marker on where they or a member of their family is from.
- Selection of children's stories from around the world on table– children to look through and share what they are able to understand about the place with partner or record in book (See Resources for prompts)

## Step 5: Plenary

Opportunity to get feedback from the different activities – share fact files and posters. Together look at the class map and see where people have moved from or where they have links. Identify places where there are similarities in terms of location, weather, language etc.

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 for lots of places there are reasons why people might want to live there or might want to leave.

## Resources

### Activity 2

| Positive | Negative | Other |
|----------|----------|-------|
|          |          |       |

noisy big quiet hilly flat wet dry sunny cold city town village dirty clean  
lots of shops lots of parks safe dangerous mountains rivers sea modern historic

## Extension Activity

### Word search

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| C | O | N | T | I | N | E | N | T | P |
| O | C | K | T | B | T | N | M | E | Z |
| U | D | J | L | A | U | T | O | W | N |
| N | D | A | N | G | E | R | O | U | S |
| T | F | P | M | H | O | T | J | E | A |
| R | N | Y | C | O | L | D | H | Q | F |
| Y | R | D | W | Q | P | S | K | U | E |
| T | V | C | L | E | A | N | B | I | J |
| S | M | A | L | L | F | T | Y | E | R |
| M | B | U | V | R | D | I | R | T | Y |
| K | L | S | E | A | N | B | I | G | C |

Find these words in the word search:

|  |  |                                      |
|--|--|--------------------------------------|
| CONTINENT<br>COUNTRY<br>DRY<br>WET<br>TOWN | DIRTY<br>SEA<br>QUIET<br>DANGEROUS<br>SAFE | HOT<br>COLD<br>CLEAN<br>BIG<br>SMALL |
|--|--|--------------------------------------|