

Making a Journey booklet

You need for each booklet

Covers x 2

Insert for zigzag pages x 1

Printed maps of the area

Double sided Sticky tape on small lengths of card

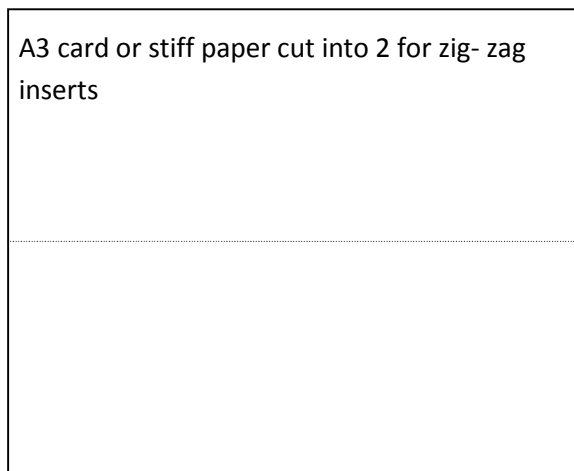
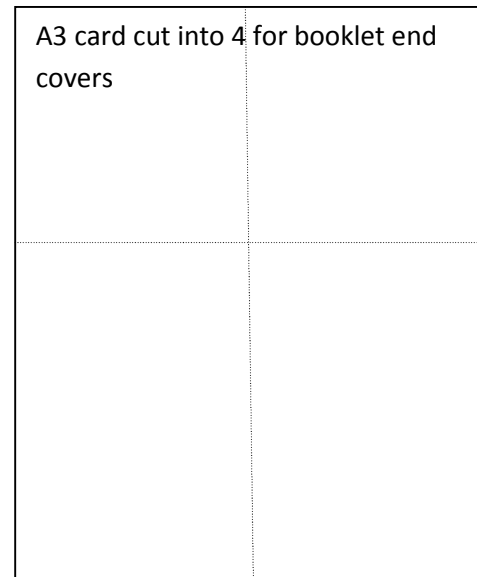
Paper in different colours for making little maps,
envelopes for maps etc

Felt pens

Journey strings (these could be attached to booklets)

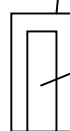
Paper for collecting 'rubblings' and chunky wax crayons

Ready -made and printed hearts using www.tagxedo.com



Rectangle of card
that can be stuck
in book later

Strip of double sided peel-
able sticky tape with one
side already stuck onto card.
Use this to gather 'colours'
and / or 'textures' in the
environment



Instructions

Explain fieldwork activity ideas and show the booklet as a possible outcome (individual response). You could also make a 'Messy Map' (group response). The journey booklet is a way of recording information to demonstrate knowledge of a place and a sense of place. Both are areas identified by Ofsted (2011) as areas of the geography curriculum that need developing and improving in primary schools.

Pupils could design their own booklet using criteria that would help communicate and explain their data and enquiry work. This is one suggested format. Concertina fold zig-zag insert and glue to front and back covers to make six available sides to stick (not counting the backs of the zigzag as well).

1. Front cover. Has a framed word cloud with words about the place you are investigating. It could be a heart shaped word cloud – things I love about ... or it could be another focus eg questions, areas that need improving, natural features, built features etc. Tagxedo is a programme that allows you to choose masks for word clouds or to input your own using other images. You can insert your own words into this or use words from eg Wikipedia.
2. Enquiry questions written in bright felts.
3. Extract of printed map folded to fit and stuck onto page. Written on back are instructions describing how to get to this place using geographical vocabulary and setting it in a sense of scale.
4. Sensory impressions of this place. Gather colours on your sticky swatch stick whilst out and glue the entire thing onto a page. Surround by writing in different colour pens – what you saw, heard, felt, smelled etc. Colour code sensory responses.
5. Make an envelope and a pocket to slide it into. Insert a tiny hand drawn map of the location using map conventions eg symbols, key and N direction.
6. Add texture rubbing(s).

NB

Stress geography. If the activity focuses on the making and decorating alone it is Art and design or design technology not geography. Works best as an integrated session of cross curricular work. Identify knowledge and skills that come from geography NC.

Typical geography aspects

fieldwork

using and making maps

developing a sense of place

using appropriate geographical vocabulary

Local knowledge ie where things are located, human and physical features, place names and directions , patterns and processes

Could add journey strings, photographs, annotated sketches etc.