



Workshop 54
Sharon Witt
University of Winchester

Stories of place: connecting Geography and English.

Welcome to Stories of Place workshop

- Introduction
- Why stories are an invitation for teachers and children to engage with geography ? Exploring connections to the English curriculum.
- Share a range of activities with National Curriculum links
- Other helpful resources and additional activities.



Stories as an invitation to engage with geography

Using stories to support geographical teaching and learning invite teachers and children to :

- Develop their place knowledge through engaging , connecting and building relationships with the world.
- Recognise the story potential rooted in local landscapes
- Engage cognitively, physically, emotionally and imaginatively with places.
- Develop children's knowledge and sense of place, creative and reflective thinking, enquiry and problem solving skills and descriptive language.

Links to the National Curriculum Geography

- **Place Knowledge** is a fundamental concept in geography and geographers have sought to illuminate the way in which people interact with and invest meaning in places (Rawling, 2011)
- Using basic geographical vocabulary to refer to key physical and human features
- Describe and understand key aspects of physical and human geography.
- Built around **enquiry** and imagination.
- Fieldwork to inspire and provoke **curiosity**
- The National Curriculum states 'to use **fieldwork** to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.'(DfE , 2013).

What does good English look like in the 21st century ?

- **Creative thinking and development**
- **Widening horizons** - help children to engage with and understand different perspectives by shining a light on the world beyond their own immediate experience.
- **Linking to the world beyond school**
- **Contexts and connections**
- **Pupil participation, independence and choice** -purposeful activities that allow children to explore and make personal responses.
- **The importance of spoken language**
- **Language across the curriculum**












**'Landscape is loud with dialogues, with storylines that connect a place and its dwellers'.
(Spirn, 1998: 17)**

Talk for geography

Starter activity – Tell personal stories of place

Guided Talk -

- Where is this place?
- Why did you choose this place?
- When did you visit this place ?
- How did you travel there?
- What is it like?
- What happened/ might happen in this place?
- What did you see, hear, feel, smell, taste in this place ?
- How did this place make you feel? How did you feel in this place?
- What were the human and physical features of this place?
- Are there other places you love? dislike etc.

Stories of Places		
<p>A place you love</p> 	<p>A place you dislike</p> 	<p>A place where you feel happy</p> 
<p>A place you go to when feeling sad</p> 	<p>A place you like to eat</p> 	<p>A place you like to play</p> 
<p>A place you like to read in</p> 	<p>A place to celebrate your birthday</p> 	<p>A place you would like to visit</p> 

Talk in the new English National Curriculum

Speaking and listening activities are a key element of effective English teaching. It helps to support children's:

- language development
- ability to generate, rehearse and express ideas
- storytelling and story writing skills
- empathy and understanding with others.
- ability to generate questions and solve problems
- Communicate responses
- reflection and evaluation skills



Just look at it , touch it, smell it , listen to it ,
turn yourself into it . When you do this, the
words look after themselves like magic



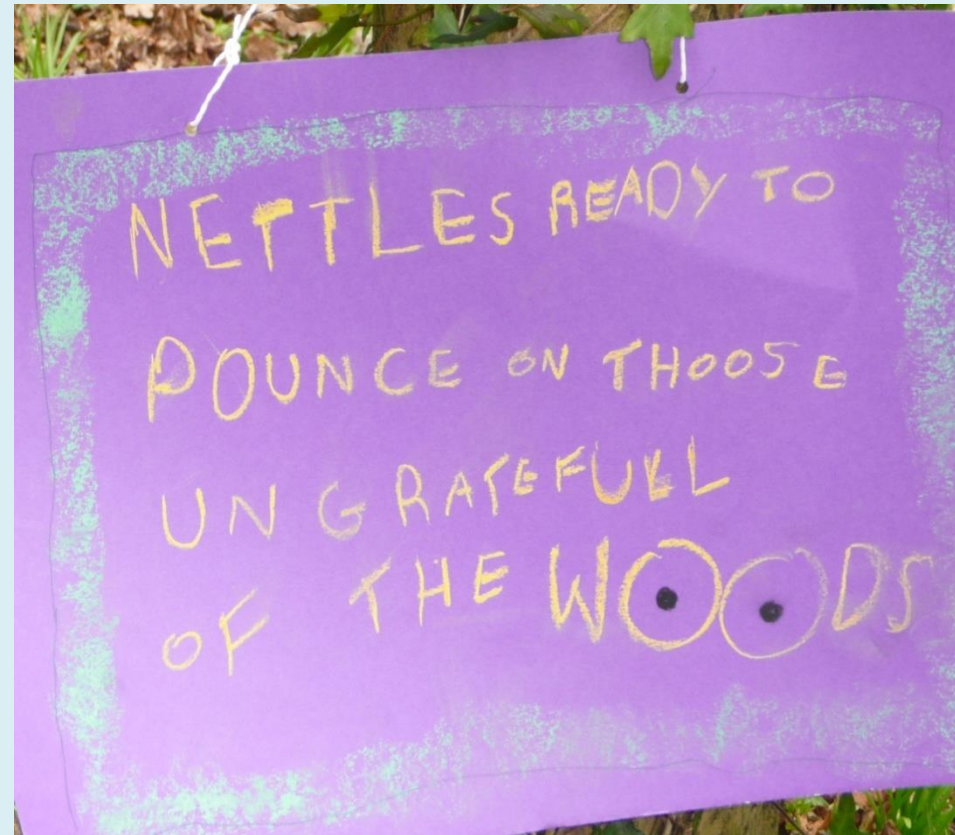
(Hughes, 2008)

Exploring, collecting, thinking , collaborating, observing, noting...

Children's ideas collected in notebooks

- Menacing ivy snakes its way up the sky scraping trees
- The blanket of vicious holly wrapped around incautious feet.
- Sun rays drip through the protecting canopy of leaves
- The mystical hollowness of an ancient ash wonders about intruders
- A view finder, a window
- I wait below for a message of what is yet to come
- An archway of branches gives me a warm welcome to the woods of paradise.
- Spiky nettles pass shocks through your body, warning you about territory.

Decorating the woods...



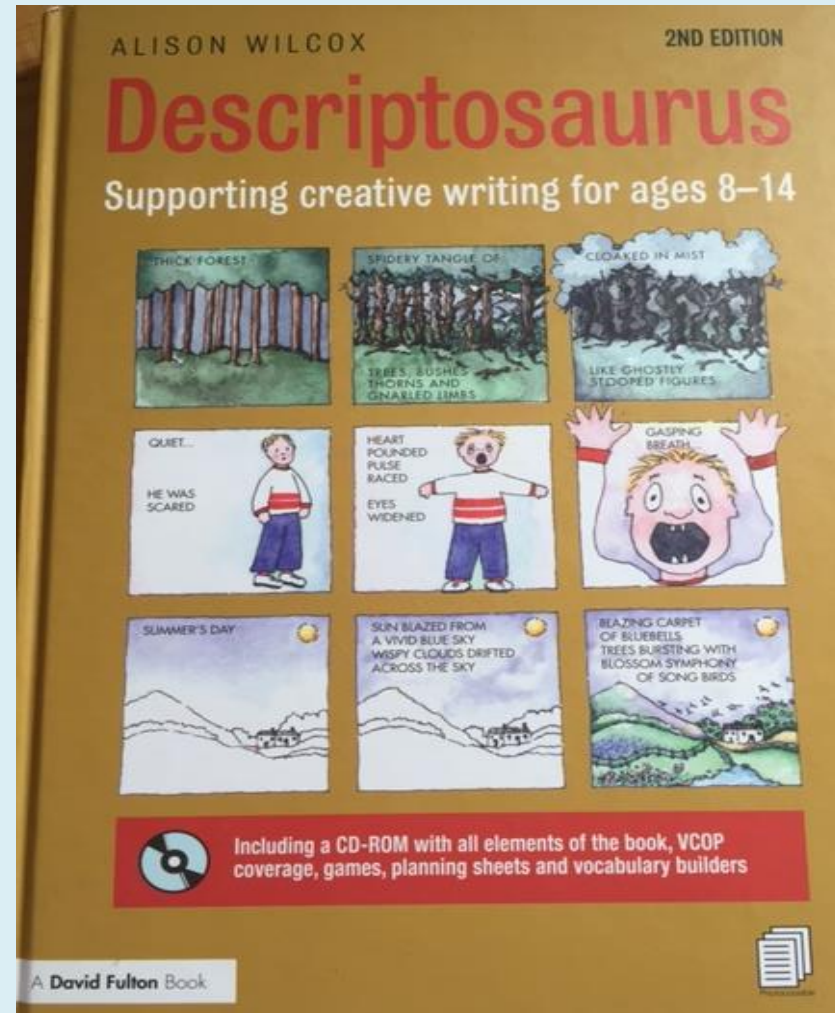
Activity 2 Creating Place Story Maps for storytelling

- To help focus on the importance of place throughout stories
- To establish the setting of a story
- To identify the features of a place that may aid or act as a barrier to the action in the story
- To acknowledge that everything happens in a place



Woodlands- word association

- Think about route markers through woodland paths, signposts
- Boundary markers – fences stiles , hedges , entrance and exit
- woodland elements – trees, ivy etc.
- Features found in a wood – a hut, a tree house, a do not enter sign, a stream, a pond, a clearing, a place to sit.
- Plants and animals – fauna and flora
- Water features – waterfall , bridge
- Sensory woodland experiences – smell, touch, sound, sights



Walking the map

- Leads to the creation of intriguing writing
- Maintains the importance of place/ setting throughout the story
- It allows the setting to reveal itself within the story (you find the story walking through the setting)
- The influence of the setting on the action- aid/ barrier
- It invites the creation of stories 'in place' and values the child as writer
- Rich description of locations, environments, characters, actions, thoughts, emotions, situations, predicaments & events etc.

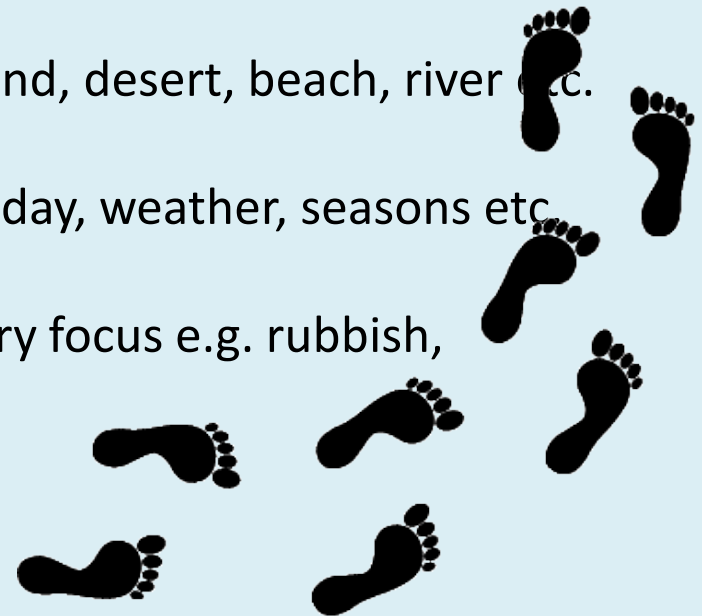
Thanks to Joe Reardon, a Southampton teacher for helping develop this idea



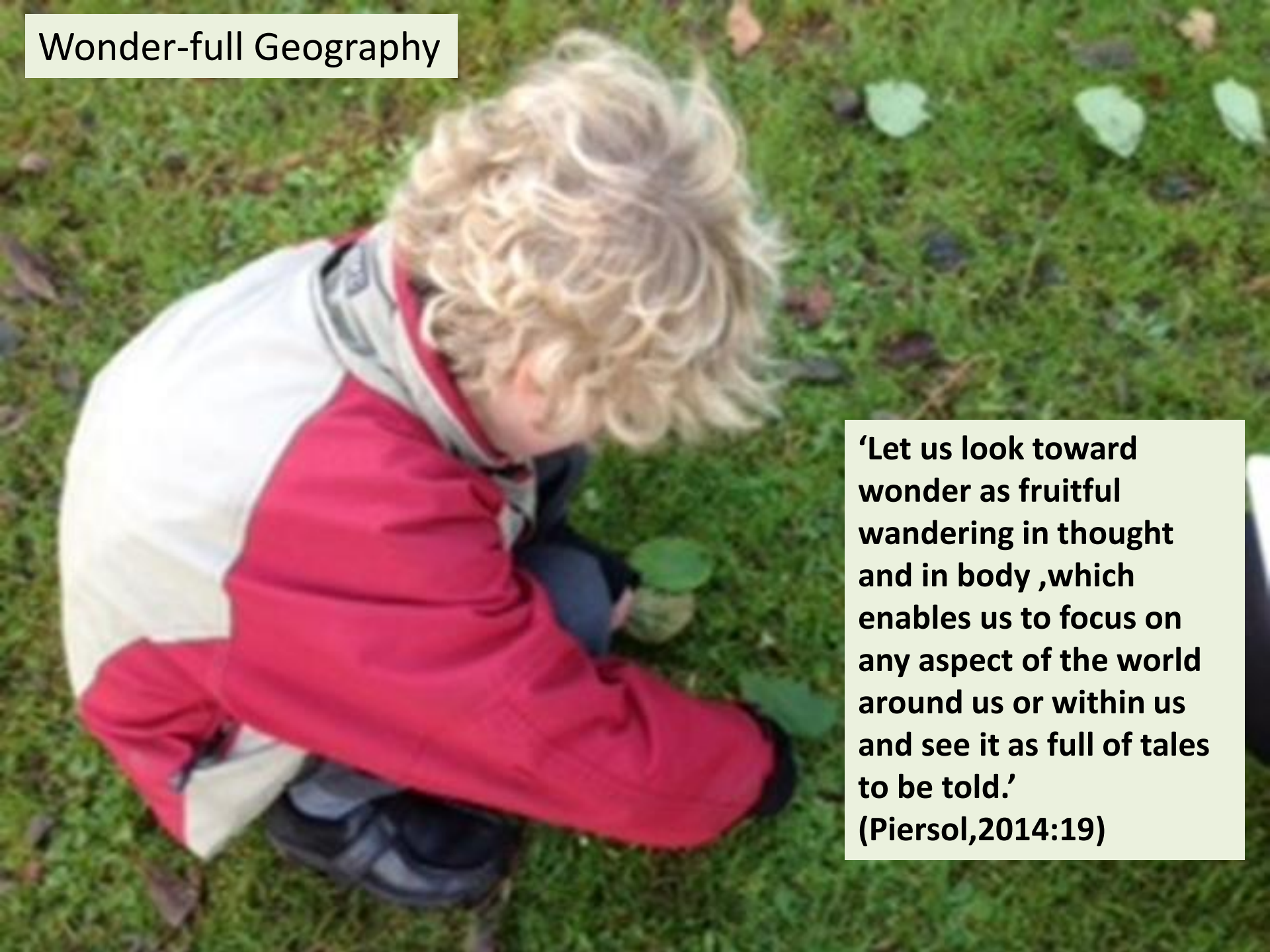
Personalising for your practice



- Teacher could draw outline and add footprints on – Who walked through this place ?
- Artefacts could be added e.g. natural materials , litter etc.
- To support children to develop ideas word banks are helpful e.g. generate ideas on a spinner e.g. people, places.
- Endless possibilities to change setting e.g. island, desert, beach, river etc.
- Create different settings for different times of day, weather, seasons etc
- Consider possibilities for a geographical enquiry focus e.g. rubbish, accessibility, land use etc.



Wonder-full Geography



‘Let us look toward wonder as fruitful wandering in thought and in body ,which enables us to focus on any aspect of the world around us or within us and see it as full of tales to be told.’

(Piersol,2014:19)

Activity 3:

- Exploring landscape features that look like other things



'I think that looks more like a serpent; that big vine strangling down it, with it's teeth hanging down.'

Wonder Books

Visible thinking frames: See, think, wonder

<http://www.pz.harvard.edu/projects/visible-thinking>



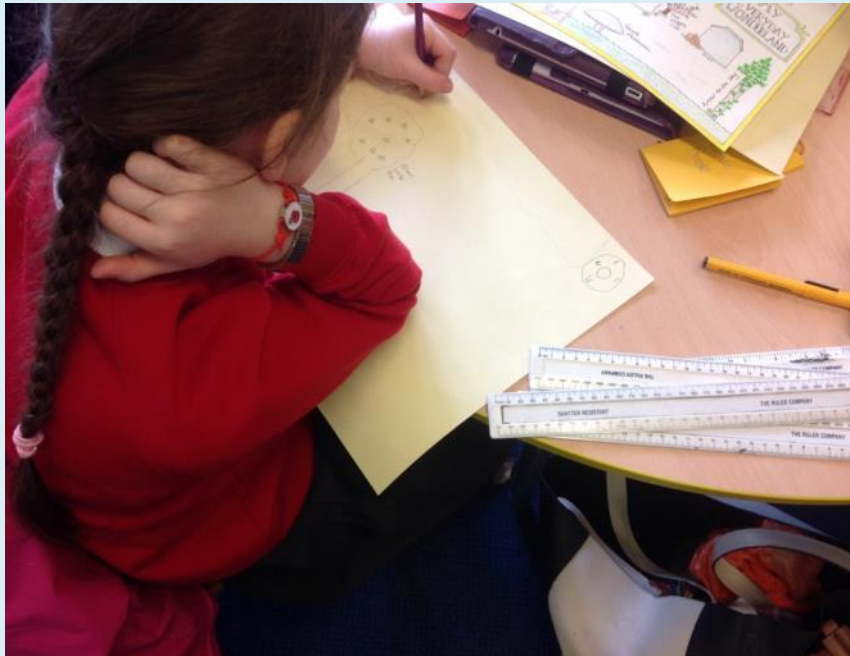
'I see... a floating leaf.'

I think... magic is holding it up.

I wonder... How is it spinning? How long has it been there? Who is making the magic?'

Imogen Thackrah

Map making using fieldwork photographs and wonder book records



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