

Our Special Place

Introduction

Geography/RE/Art
Year 1

About the unit

The unit is cross-curricular uniting the subject areas of Geography, RE and Art, with links to Literacy.

This unit has a conceptual theme based on the 'nature of place and children discover a 'Special Place', producing an iconic piece of artwork that represents their thoughts, feelings and observations about that place.

Through their work the children develop techniques in 3D art work and learn about sculpting, moulding and the qualities of line and texture.

Where the unit fits in

This unit draws on some of the objectives from QCA Geography Unit 1: Around our school - the local area.

It also incorporates objectives from QCA Art and Design Unit 1C -What is sculpture?

The RE objectives link into the Cornwall Agreed Syllabus for RE; 'Special Places and Buildings' and 'Special Festivals and Times'

Prior learning

Some experience of working with maps would be useful, but it is not essential.

Vocabulary

- words linked to travel; map, journey, route
- words linked to directions; left, right, turn, corner
- descriptive words relating to sensory experiences; *hard, soft, rough, smooth, bumpy, rigid, pliable*
- terms relating to natural materials such as; grasses, leaves, bark, mud

Resources (available on CDRom/Audio CD – see Sense of Place web-site for details)

Texts

T01 Padstow May Day
T02 Padstow May Song
T03 Padstow Re-enactment
T04 Helston Flora Day
T05 Helston Furry Dance
T06 Cornish Celebration Elements
T07 Mecca
T08 Varanasi
T09 Amritsar
T10 Santiago de Compostela
T11 Worldwide Celebration Elements
T12 Heads and Tails
T13 My Special Place
T14 Direction Game
T15 Find the Photo
T16 Richard Long
T17 Tim Chamberlain
T18 Sculpture Descriptions
T19 Some Cornish Artists

T20 Place Inspired Sculpture

T21 Sensory Tasks

T22 Journey Circle

T23 Our Special Day Elements

Resources

Pictures

Our Special Place PPT

P01, P02, P03 Padstow May Day

P04, P05, P06 Helston Flora Day

P07 Penzance Mazey Day

P08 Bodmin Riding

P09 St Columb Hurling

P10 Midsummer Bonfire

P11 St Piran's Day Pilgrimage

P12 Mecca

P13 Varanasi

P14 Amritsar

P15 Caminos de Santiago de Compostela

P16 A Line Made by Walking

P17 Paddy Field Chaff Circle

P18 Karoo Crossing

P19 Xmas Day Map

P20 Xmas Day Circle

P21 Brinkies Rooks

P22 Sea Books

P23 Snow Carving

P24 Red Mud

P25 Stone Drawing

P26 Vessel for the Night

P27 Stone Arch

P28 Twigs and Tree

P29 Dandelion Line

P30 Special Place Sculpture

P31 Clay Mugs

P32 Special Mug

P33 Circle of Water

P34 Raft of Wishes

P35 Circle Dance

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Expectations at the end of this unit

Geography/ RE/ Art

Year 1 and 2

most children will:

understand the variety of features that form part of their local area; mark a map with a route that they have taken; describe the qualities and features of different locations; know that some places are special to us; use artistic media to communicate what a place is like; create a 3D sculpture using natural materials; plan a special event to showcase their artwork; enjoy participating in a community celebration and appreciate the value of celebrations

some children will not have made so much progress and will:

have a more limited understanding of the features that make up their local area; be able to annotate a simple map with some of the features; choose a place and reflect on its qualities; use some senses to make observations; express their feelings about a place; experiment with different materials; attend the community celebration

some children will have progressed further and will:

create a plan of their school, map a journey that they make, create a map of their locality, produce a key to accompany a map; use adjectives to describe how a place makes them feel and compare it to another location; say why some places are special to people; experiment with a range of natural materials before creating a 3D sculpture; explain how their sculpture represents their special place; generate imaginative ideas for the community celebration and explain why celebrations are valuable

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Subject Geog/RE/Art
Year Group 1

Children should learn

Possible teaching activities

Learning outcomes: children

Points to note

Children should learn	Possible teaching activities	Learning outcomes: children	Points to note
<ul style="list-style-type: none"> • about the main events of an existing Cornish festival or celebration • that celebrations often include a 'journey' element 	<p>How do people celebrate Special Days in Cornwall?</p> <p>Show the children pictures P01, P02 and P03 Padstow May Day. Ask them <i>'What do you think is going on here?'</i></p> <p>Read T01 Padstow May Day. Learn the song T02 and A01 Padstow May Song. Re-enact the main features of the day, T03 May Day Re-enactment.</p> <p>Show the class P04, P05, P06 Helston Flora Day and read them T04 Helston Flora Day. Learn the dance T05 and A02 Helston Furry Dance.</p> <p>Ask the class to identify key elements of the day and use a table to record their ideas eg T06 Cornish Celebration Elements.</p> <p>Locate Padstow, Helston and your own school on the map of Cornwall using Infomapper</p> <p>Discover whether your community has/had a distinctive celebration. Invite in relevant members of the community who are or were involved in organising local events, both now and in the past. <i>eg. Garden Show, Sports Day, Methodist Tea Party, Harvest Festival, Easter Parade etc.</i></p> <p>Compare your local event to Padstow/Helston</p>	<ul style="list-style-type: none"> • act out the main events of a Cornish festival or celebration 	<p>Further pictures of Cornish Celebrations: P07 Penzance Mazey Day, P08 Bodmin Riding, P09 St Columb Hurling, P10 Midsummer Bonfires, P11 St Piran's Day Pilgrimage</p> <p>A video clip of the Padstow celebrations may be found at http://telematics3.ex.ac.uk/realconwall/peopleandplaces/obby_oss_video.asp</p>

Children should learn	Possible teaching activities	Learning outcomes: children	Points to note
<ul style="list-style-type: none"> • That people from many cultures world wide make religious journeys • That we can all have Special Places in our lives 	<p>What journeys to Special Places do people make elsewhere in the World?</p> <p>Show pupils pictures and read the texts P12, T07 Mecca, P13, T08 Varanasi, P14, T09 Amritsar, P15, T10 Santiago de Compostela. Locate each place in the world on a map or by using Infomapper.</p> <p>Ask the class to identify key elements of the celebrations and use a table to record their ideas eg T11 Worldwide Celebration Elements.</p> <p>Read out the ‘heads’ of sentences from T12 Heads and Tails whilst displaying the relevant picture. In mixed-ability pairs ask pupils to orally compose a ‘tail’ for the sentence. Share some good examples. Give each pair T12 Heads and Tails cut into slips, challenge them to recombine the sentences correctly.</p> <p>Create a wall display using the pictures and sentences.</p> <p>Ask pupils about any Special Places they have in their lives. Read T13 My Special Place and ask Listening Partners to find out about each others Special Places.</p>	<ul style="list-style-type: none"> • Correctly assemble facts about religious journeys worldwide • Name a place that is special for them 	<p>Infomapper is an online mapping facility.</p> <p>View the layer Our Special Place- special places around the world on an online map at www.infomapper.com. To find out more about how to access and use infomapper visit www.sense-of-place.org.uk</p>

Children should learn	Possible teaching activities	Learning outcomes: children	Points to note
<ul style="list-style-type: none"> • to follow basic directions • to give basic directions to a nearby location • how to use a plan to find a nearby location 	<p>What journeys can we make around our school site?</p> <p>Show the class cards with directional vocabulary on and display them in the classroom. Play T14 Direction Game to reinforce the understanding of geographical and positional language.</p> <p>Draw a simple plan of the school, scan it and project it (or use an OHP). Point to particular rooms or features and challenge pupils to identify them. ‘Walk’ your fingers around the plan and ask pupils to give you directional instructions to help you find your way around.</p> <p>Give smaller copies of the plan to pairs of pupils. Mark a room or outside area with a cross and challenge them to work out where the cross is. Ask pairs pupils to ‘walk’ around the plan with their fingers giving each other directional instructions.</p> <p>Play T15 Find the Photo.</p> <p>Ask pupils; are written directions or plans easier to follow? Why?</p> <p>Create a treasure hunt challenge using a combination of directional language, plan navigation skills and clue solving to lead pupils to the treasure.</p>	<ul style="list-style-type: none"> • show understanding of directions through game play • reach destinations by following directions and using a plan • give instructions to other verbally and through drawing plans 	<p>Roamer or Pixie could be used to encourage children to using geographical vocabulary.</p> <p>The treasure hunt could be in a school hall or around the school as a challenge for other classes at a break time.</p>

Children should learn	Possible teaching activities	Learning outcomes: children	Points to note
<ul style="list-style-type: none"> • to create a simple key • to mark a route on a simple map for a familiar journey 	<p>Can we map our home/school journeys? Ask pupils to have a go at drawing a 'map' of their journey from home to school so that someone else could use it to find their way. Enjoy the variety of creative offerings!</p> <p>Log on to 'Infomapper' and project the image for the class to see. Zoom in on your particular locality and use the 'stitch-maps' function to slide between aerial view and map.</p> <p>Ask pupils what they think the different symbols on the map could be. Collect a few symbols to form the basis of a simple key.</p> <p>Use the aerial photographs to help identify well-known landmarks and decipher the symbols.</p> <p>Trace several pupils' journeys from home to school on the projected map, noting symbols/landmarks passed on the way.</p> <p>Give verbal instructions for journeys to and from school eg <i>come out of the gate, turn left, walk down the road...</i> Challenge pupils to follow your instructions by 'walking' their fingers on the projected map.</p> <p>Print out an enlarged map section and ask pupils to trace their home/school route on it.</p> <p>Show them how to explain the symbols on their map by adding/colouring a simple key.</p>	<ul style="list-style-type: none"> • map their journey home from school • mark features on their map in keeping with a simple key 	<p>Infomapper is an online mapping facility. To find out more about how to access and use infomapper visit www.sense-of-place.org.uk</p> <p>If access to 'Infomapper' is not possible, obtain large scale maps and aerial photographs of the school's locality to show the class.</p> <p>If not able to access the required technology, OHPs can be used; they do allow pupils to trace journey's onto acetates</p> <p>Some pupils may have more complicated journeys to school than others; they may well need parental help to complete their map!</p>

Children should learn	Possible teaching activities	Learning outcomes: children	Points to note
<ul style="list-style-type: none"> that it is possible to make a journey for 'artistic' reasons 	<p>What is an 'artistic journey'?</p> <p>Show pupils the pictures of Richard Long's work P16 A Line Made by Walking, P17 Paddy Field Chaff Circle, P18 Karoo Crossing Ask pupils to explain what they think the pictures represent, then read them T16 Richard Long.</p> <p>Read T17 Tim Chamberlain's Xmas day Walk and show pupils the pictures P19 Xmas Day Map, P20 Xmas Day Circle</p> <p>Give out copies of pictures P21 Brinkies Rooks, P22 Bound Billy a Croo Books, P23 Snow Carving , P24 Red Mud, P25 Stone Drawing, P26 Vessel for the Night, to groups of pupils. Ask pupils to look at the artwork carefully and ask; <i>What are the sculptures made of and how? What do they remind you of? What sort of place do they come from? Beautiful? Tropical? Scary?</i></p> <p>Read out T18 Sculpture Descriptions and challenge pupils to identify which description fits which picture.</p> <p>Explain to pupils that they are going to create an artistic journey to some nearby Special Places that they have chosen.</p>	<ul style="list-style-type: none"> match descriptions to artworks show appreciation of 'place inspired' sculptures 	<p>Further useful mages depicting the work of Andy Goldsworthy; P27, P28, P29</p> <p>To find out more about the work of Richard Long go to: http://www.richardlong.org/</p>

Children should learn	Possible teaching activities	Learning outcomes: children	Points to note
<ul style="list-style-type: none"> • to identify key features of the landscape surrounding their school • to respond to 'place' using their senses • to generate appropriate adjectives 	<p>Can we find some Special Places in our locality?</p> <p>Plan a walk/journey for the whole class to embark on in the immediate locality around the school. Choose (say) 5 locations along the route that would be appropriate places for the whole class to stop and reflect along the route <i>eg, under a large tree, in a church, by a stream.</i></p> <p>Give mixed-ability pairs copies of a basic map of the area.</p> <p>Lead the class on their 'exploratory' walk. Encourage pupils to trace their journey and map their progress, adding any special features that they see, such as <i>stream, Methodist hall, church</i>, plus named landmarks, <i>eg hills, tors.</i></p> <p>Stop at each 'Special Place' location to give pupils time to reflect, observe and use their senses. At each of the locations pause and ask; <i>why is this place special?</i> Use T21 Sensory Tasks to deepen pupils' response to each place.</p> <p>Suggest and collect descriptive language, especially adjectives, using each of the senses.</p>	<ul style="list-style-type: none"> • recognise and label the key features on a map • carry out a range of sensory tasks • produce a map of the journey • 	<p>It is, of course, necessary to reconnoitre the route <u>before</u> you take your class out!</p> <p>Eventual outcomes will probably be greatly enhanced if you are able to invite a local artist to assist the class with their task from the outset, see T19 Some Cornish Artists.</p> <p>Tim Chamberlain has written T20 Place Inspired Sculpture; support notes which could be read to pupils in location or back at school.</p>

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Rebecca Parris, Will Coleman and Claire White
 with support from Creative Partnerships



Children should learn	Possible teaching activities	Learning outcomes: children	Points to note
<ul style="list-style-type: none"> • to reflect the landscape through creative activity • to assemble descriptive language into a group poem • to consider the materials and processes involved in sculpture • to experiment with different textures • to represent observations, ideas and feelings by designing and making a 3D sculpture of their own 	<p>Can we create an artistic record of our Special Places?</p> <p>Back at school use T22 Journey Circle to create a whole wall display about your Special Places.</p> <p>Model creating phrases based on words from the Journey Circle eg. <i>the spiky tree points towards the rumbling lorries</i>. After children have had a go at composing some of their own phrases, put about twelve of the phrases together to form a class poem. Say the poem aloud two or three times to the class and read together several times. Regularly practise the poem with the pupils.</p> <p>Ask pupils to create a piece of artwork that incorporates items and materials collected from their Special Place. Support pupils as they make choices about form, materials etc. if necessary revisiting the work of Richard Long, Tim Chamberlain, Andy Goldsworthy etc. Take pictures of pupil artwork.</p>	<ul style="list-style-type: none"> • produce a symbolic map of the journey as a class • create a class poem based on the features of the walk • reflect on the materials and techniques used by sculptors • produce a piece of 'place inspired' artwork of their own 	<p>P30 Special Place Sculpture and P31 Clay Mugs are examples of outcomes from pupils working with Jenny Beavan.</p>

Children should learn	Possible teaching activities	Learning outcomes: children	Points to note
<ul style="list-style-type: none"> • how to write a short invitation • what the key features of an invitation are • to appreciate the value of celebrating 	<p>Can we take other people on a journey to celebrate our Special Places?</p> <p>Plan a Special Day to take parents, family and/or friends around the Journey Circle.</p> <p>Explain that parents and other important people need to be invited. Show pupils some examples of invitations and use pupil ideas to create an invitation toolbox. Model writing an invitation using the toolbox and ask pupils to create their own.</p> <p>Use T24 Our Special Day Elements to help pupils record their ideas about what they would like to happen.</p> <p>Devise and practise participatory activities for the visitors to join in <i>eg repeated elements of class poem, procession of artwork, a simple circle dance etc.</i></p> <p>Send out invitations and hold the event.</p> <p>At the event, pair ‘visitors’ with pupils and give each pair a map to follow.</p> <p>Repeat some of the sensory activities with the visitors in each Special Place.</p> <p>Have fun.</p>	<ul style="list-style-type: none"> • write an invitation • plan an event • participate in a celebratory event • share their art work 	<p>The artwork might be previously arranged in the original Special Places with a route mapped out for the visitors to follow.</p> <p>Keep the performance elements low key and aim for visitor <u>participation</u>; ‘sharing’ rather than ‘showing’.</p> <p>Don’t forget to record pupil outcome and pictures of the day. Use infomapper to display your achievements.</p> <p>P32 Special Mug, P33 Circle of Water, P34 Raft of Wishes and P35 Circle Dance all show pupils sharing their Special Places with other pupils, family and friends.</p>

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Further Information:

This unit was originally piloted at Whitemoor School with the support of Rebecca Parris from Upton Cross School and Jenny Beavan.

A full range of contacts and visit sites for this unit can be found at www.sense-of-place.org.uk

Teacher recommendations can be exchanged in the Our Special Place community; www.portal.swgfl.org.uk

Visit www.infomapper.com to use online maps and navigate aerial photographs.

Find more information about infomapper layers linked to this unit at www.sense-of-place.org.uk/elearn.html

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