

TEACHER'S NOTES

GEOGRAPHY SCREENS

The ten geography screens are cross-curricular and complement the following QCA units:

GEOGRAPHY

- Unit 7 Weather around the world
- Unit 8 Improving the environment
- Unit 14 Investigating rivers
- Unit 15 The mountain environment
- Unit 16 What's in the news
- Unit 18 Connecting ourselves to the world
- Unit 24 Passport to the world
- Unit 25 Geography and numbers

SCIENCE

- 3A Teeth and eating
- 3F Light and shadows
- 4B Habitats
- 4C Keeping warm
- 5E Earth Sun and moon

ICT

- Unit 6D Using the internet to search large databases and to interpret information

ART

- Unit 6C A Sense of place

CITIZENSHIP

- Unit 3 Animals and us

Numerous aspects of the literacy curriculum are also relevant, for example 'Teaching writing: narrative, poetry and plays'. The compass on the interactive screen and screen 1 could be used in conjunction with 'Angle and direction' unit from the numeracy strategy.

The weather/climate screen involves a little maths - the adding of positive and negative numbers and graph work.

INTERACTIVE SCREEN (the last screen in this section)

Use with geography unit 18/24

This would serve well as part of an introductory lesson on Norway. You could provide children with either:

- travel brochures about Norway or,
- a mystery bag containing clues perhaps a bobble hat, ski goggles, Norwegian flag, Billy Goat Gruff story/fairytales book. Children could then guess the country.

You'll need to discuss certain unfamiliar words before the lesson starts, e.g. fjord and glacier (see definitions on the Landscape screen). Norway is famous for both of these features.

Geography worksheet 1 – blank map of Norway, children to fill in the gaps.

Answers = Oslo/ Stavanger/ Lillehammer/ Tromsø / Bergen/ Lake Mjøsa/ Mount Galdhøpiggen/ River Glomma /Svalbard.

Possible extension tasks:

- find out comparative facts about the UK. The highest mountain in England/Scotland/Wales, the longest river, etc. Then calculate differences in size. Use the internet.

Less able children could:

- limit the information put onto the map. Just add the towns.

(SCREEN 1) WHERE IS NORWAY?

Use with geography unit 24/25

Use in numeracy when covering angles/compass points.

Draw compass points on the board and discuss direction. Get children to point North, South, East and West around the classroom.

Small map – This map shows where Norway is compared to the UK. Ask children which direction they would have to travel in to get there (North East).

Larger map – This map shows some of the important towns and cities in Norway. Ask children what else it shows them – highest mountain, longest river, etc. Ask them to write down 5 facts about Norway from the map. Collect answers from the class at the end of the lesson and display them on the board.

Geography worksheet 1 - Blank map of Norway to be completed by pupils.



(SCREEN 2) LANDSCAPE

Use with geography units 14/15

Use with art unit 6C

Geography - Ask children which of the labels they are familiar with. They will probably know a mountain and a waterfall. Explain the others in simple terms, stressing that ice works like a sharp tool on the landscape.

Glacier – A massive river of ice that slides down a mountain scraping and picking up rocks. Glaciers move really slowly and creep along at a rate of a few centimetres a day. They flow towards the sea and when they get there they melt and lose their power.

Fjord – Glaciers and the ice they carry have the power to cut large grooves in rocks called valleys. When a glacier gets to the sea it melts and the seawater fills the valley that the glacier has carved. Fjords are really deep. In Norway ships can sail on them.

Play Heads and Tails like so :

Write the landscape features down one side of the board and their definitions down the other side. Jumble them up. Give the features numbers and the definitions letters. Children work in pairs to work out which head goes with which tail, e.g:

Heads	Tails
1. Glacier	A = water falling over the edge of a rock
2. Waterfall	B = a massive river of ice

...and so on.

Children who are confident with their writing could record answers in their notebooks.

Art – use photos of landscape as your rural example when contrasting rural/urban landscapes.

Geography worksheet 2 - Pictures of scenery – children add labels.

Adventure worksheet 1 - You can use this postcard template to describe holiday scenery.

(SCREEN 3) WEATHER/CLIMATE

Use with geography unit 7/15/16

Use in numeracy

Introduce the topic of weather by playing a video of a weather forecast from the news. Ask them to tell you that weather is about how hot or cold it is and how dry or wet it is. Move onto climate graphs.

Explain that climate graphs are special graphs that show two things on one graph, temperature and wetness. Remind children that wet doesn't just mean rainy - ask what other weather it implies (snow, sleet).

Remind them that the line represents temperature (you could ask them to think about a thermometer, which also uses a line to show temperature) and the bar represents rain. Compare January temperature for both countries. Which is warmest? (London). Compare rainfall in August, which is wettest? (Oslo).

Geography worksheet 3 – A climate graph for children to complete.

Answers = a) July b) January and February c) 3cm d) 7cm e) snow, sleet or freezing cold.

(SCREEN 4) MIDNIGHT SUN AND THE POLAR NIGHT

Use with science unit 5E /3F

You could take children outside to observe the position of the Sun. Remember to warn them of the dangers of looking directly at the Sun. Set up a shadow stick and mark North, South, East and West. Get children to record results at regular times of the day (9 a.m, 12 noon, 3 p.m) over several days. They should note that the Sun is at its highest position at midday. Link this to the graph on screen 4. Show them the different positions of the UK and Norway using a globe.

(SCREENS 5/6/7) NATURE/WILDLIFE

Use with science unit 3A /4B

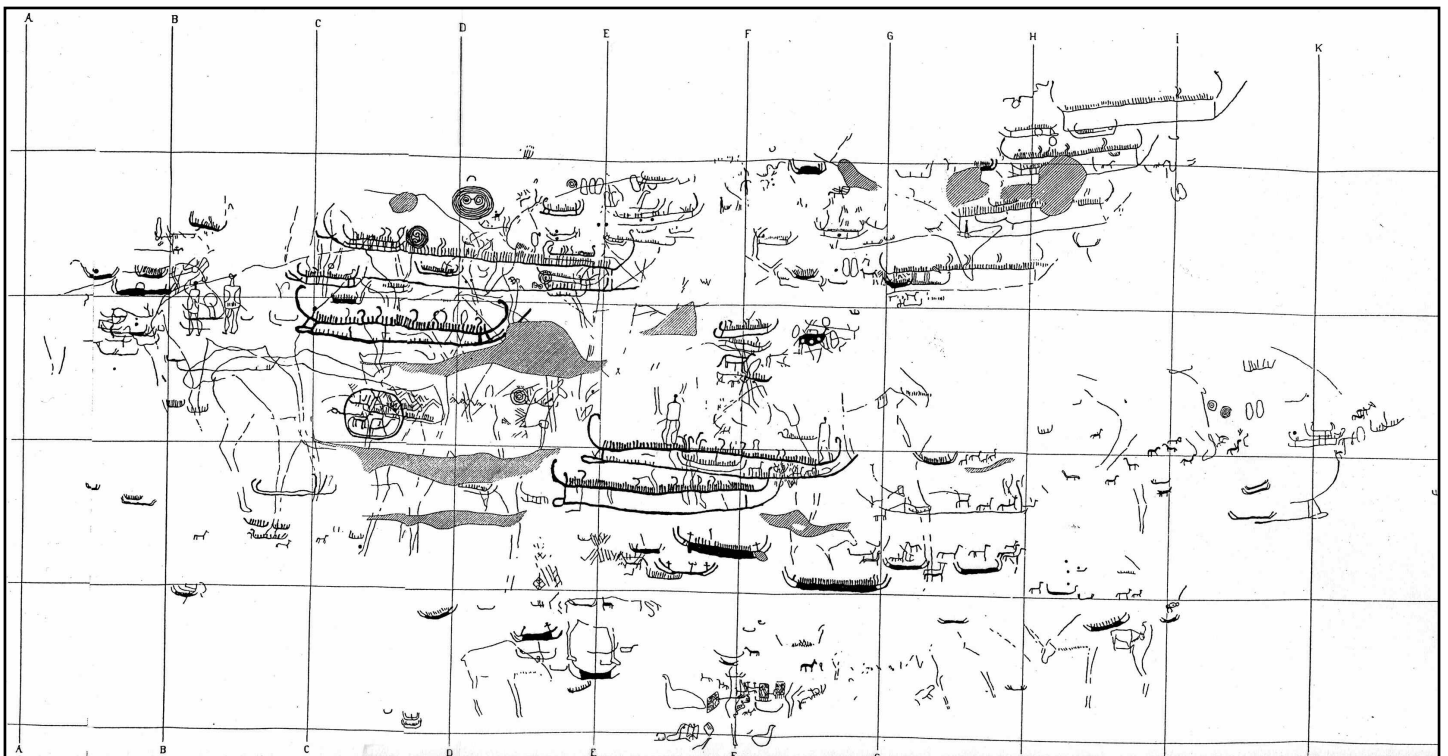
Use in citizenship unit 3

Use in ICT unit 6D

Use in geography unit 18

Suggestion for an extension activity:

Norway is rich in prehistoric rock art, mostly rock carvings. They belong to two different periods: the Stone Age and the Bronze Age. The Stone Age carvings (hunter's rock art) are mostly found in Western and Northern Norway, the Bronze Age ones (farmer's rock art) in the southern part of the country.



Look at the drawing of part of the large rock carving site Bardal, which is in Stjørdal municipality, North-Trøndelag. This site is very special, since motifs and compositions from both the Stone Age and the Bronze Age are carved into the same panel. How many animals can the children find?

Science / geography / ICT – Ask children to choose one of the animals. Encourage the use of library books and the internet to find out five interesting facts about it. List things you want them to find out on the board, e.g. what it eats, what colour it is, how big or small it grows, who its enemies are and how it can disguise itself.

You could make this a group work exercise where each child has to research a different plant/animal from the screen. Children could do group presentations of their completed animal/ plant passports?

Citizenship – Talk to the children about the term endangered species and the responsibilities they have in sharing environmental concerns.

Geography worksheet 4 – A blank passport template for children to research and record animal facts.

Adventure worksheet 1 – A postcard template to describe wildlife seen on holiday.

Possible extension tasks:

- Fold a piece of A4 paper into quarters. Children can design a set of wildlife postage stamps, drawing one animal they have learnt about in each quarter.

(SCREEN 8/9) THE MAGIC OF SVALBARD

Use in a literacy lesson.

Use with art unit 6C

Use with science unit 4C

Poetry - introduce Svalbard using vivid imagery. Get children to close their eyes and read them either poetry about ice or narrative like Ice Palace by Robert Swindells. Show them the site pictures of polar bears and frozen scenery. Ask children to write a poem about the area using superlatives (e.g. deepest water, highest mountain, most beautiful creature), rhythm and rhyme, personification, onomatopoeia and alliteration. Year 6 could use the information as part of report writing.

Younger children could work on describing scenery as a setting for story writing.

Persuasive writing – write a postcard to a friend persuading them to visit Svalbard.

Draw a poster to encourage careful visitors to visit and see the beauty of Svalbard.

Geography worksheet 4 – A blank passport template for children to research and record animal facts.

Geography worksheet 5 – Svalbard poster template – children design poster for tourists.

Adventure worksheet 1 – You can also use this postcard template to record a journey in Svalbard.

(SCREEN 10) NORwegians CARE!

Use with geography unit 8

Use a bag of rubbish as a visual aid to introduce the lesson. Include a glass bottle, plastic item, paper, drinks can, etc. Is it like their bin contents at home/in the playground? What do they throw away? Discuss which items can be reused and recycled. How could they reduce waste? Why is it important to recycle? (Landfills will run out one day; it costs money to make new things; fuels have to be used to make new things and this can harm the planet.) Discuss the fact that it is a shared planet and everyone has a responsibility.

Possible extension tasks:

- design poster to encourage more recycling in school,
- set up a collection bag for cardboard from the class and measure how much is wasted in a week,
- write a letter to the council asking for a recycling bin/wormery.

Acknowledgments

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