

Take a Closer Look at Landscapes



The *Take a Closer Look at Landscapes* learning journey relates specifically to:

Key Stage 2 Art & Design, Unit 6C, 'A Sense of Place' (Yrs 5/6).

Exploring and developing ideas (2): ...ask the children to use viewfinders to select views they think include interesting features, e.g. fields, walls, hedges, waste spaces, waterways, details of buildings, such as decorative work, columns, windows, towers, doorways.

The learning journey can be used along with the following suggested activities to meet the above criteria. Links to other relevant units of the National Curriculum are given at the end of this sheet.

Activity One

As a precursor to children undertaking the on-line activity a class discussion on the following topics may be appropriate:

- establishing the difference between man-made and natural features in the local landscape
- the history of the local environment and why it looks the way it does
- different ways of recording the environment such as taking photographs or painting and drawing it

Children should then be introduced to the *Take a Closer Look at Landscapes* learning journey as a preliminary to recording aspects of the environment for themselves. The learning journey will introduce them to interesting features in the landscape in small, easily digested sections:

- Walls
- Fields & Hedges
- Waterways
- Waste Spaces

A simple image-text format is used to show examples of different features and to give a brief description/history of them. At the end of each section of the learning journey is an option to choose a relevant *Print & Play* sheet. Some are simple puzzles and games others have a more focused content. Teachers may wish to use some of the *Print & Play* sheets as class worksheets – this could be as a follow-up exercises after the children have completed the on-line activity.

Activity Two (Walls)

Once children have worked through the learning journey they should be encouraged to search through the SINE database to find their own examples of landscape features. Ask the children to use the search function on the SINE website to search by structure type for examples of walls, (Tip: search in the singular rather than plural). If the children search correctly they should obtain 230+ search results. Ask them to work through their search results to find the

best pictures of a wall in the following situation:

- a wall that has been built as a boundary or frontier
- a wall that has been built to protect or enclose something
- a wall made from bricks
- a wall made from stone

Make sure the children understand that clicking on the thumbnail image will make it larger. Also, encourage the children to use the zoom function on the larger pictures to home in on details such as the brickwork or stonework and any quirky or interesting features in the walls.

Ask the children to save the images they choose to a file, allocating each image to a separate page. Children should be encouraged to record information on the page about the image such as:

- what and where it is
 - how the wall was constructed
 - why they think it was constructed
 - who constructed it
 - whether or not it is part of a structure
- etc.

This could be in a tabular format or as bulleted points.

Activity Three (Aerial Views)

Ask the children to complete the *Print & Play Sheet: A Bird's Eye View* which appears at the end of the Fields & Hedges section of the learning journey. Make sure they understand the concept of an aerial view and discuss with them how they think an aerial photograph is taken.

Using the *Norman McCord Collection* of images on the SINE website ask the children to look through the images for good examples of fields and hedges in the landscape. Encourage them to look for images which show:

- the patterns and textures fields and hedges make on the landscape's surface
- markings in the landscape which are man-made, not natural features (such as old mine works, roads, railway lines etc.)
- markings on the landscape which indicate the remains of ancient settlements (roman forts, iron age settlements, etc.)

Make sure the children understand that clicking on the thumbnail image will make it larger. Also, encourage the children to use the zoom function on the larger pictures to home in on details such as man-made features in the landscape like roads and unusual markings like the remains of ancient settlements.

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Ask the children to save the images they choose to a file, allocating each image to a separate page. Children should be encouraged to record information on the page about the image such as:

- what and where it is
- whether it is a natural or man-made feature
- if natural how did it occur
- if man-made, who made it and why etc.

This could be in a tabular format or as bulleted points.

Activity Four (Waterways)

Using the mapping function on the website ask the children to focus on a river and work through the different scales of mapping to see how it is depicted. Some good examples to suggest might be the River Tyne, River Tees or River Wear or a well-known river in the locality. As they progress to the larger scales of map more detail will become apparent. They will need to use the compass tool to make sure they are zooming in on the right area.

Once the children have become familiar with the mapping function ask them to locate the Tyne Bridge in Newcastle using the search facility. Once they have located a thumbnail image of the bridge they must click on it to obtain a larger image. They are then given the option of viewing a map showing the location of the bridge.

If they do this and select the 1:5000 scale mapping they will get a close-up view of the bridge and its location on the river. Ask the children to use the compass function to help them follow the river's path out to the coast. As they follow the river Eastward ask them to write down the names of all the different types of structures they see named on the map of the river and its embankments e.g. London Wharf, travelling cranes, Parish Quay etc. (Note: specific names must be recorded where given).

Once the children have completed the first part of the task ask them to refer to their lists. Using the search facility of the website ask them to search the database for pictures of the structures they have noted, this may be by structure name or structure type.

Ask the children to select their favourite examples and store them in a file. They can then select one, print it out and use it as a basis for a sketch.

Alternatively they could draw a map of the river using perhaps the 1:25000 scale mapping or a printed map as a guide. Once completed the printed images of structures could be added to the drawing in the manner of a collage.

Activity Five (Waste Spaces)

After children have worked through the section of the learning journey relating to Waste Spaces ask them to complete the *Print & Play Sheet: Before and After*. If fieldwork is not possible try to provide some examples of local waste spaces for children to work from.

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A class discussion could be held on the following topics:

- how physical and human processes can both play a part in changing places
- ways people can damage the environment
- ways people can improve the environment

Fieldwork

These activities are not intended to replace fieldwork but to act as preparation for such an opportunity. Children should still be encouraged to use sketchbooks to record from personal observation the different environmental features outlined in the learning journey.

Children with learning difficulties

Children with learning difficulties may need to be provided with a prepared selection of examples of different features in the landscape. These could be selected and printed off from the SINE website or stored electronically ready for use. They could then be encouraged to use the selected images in parallel activities to those outlined.

Curriculum Links

This learning journey and its associated activities may also be linked to other elements of the National Curriculum for **Key Stage 2** such as:

English (Reading)	Reading for Information	(3.a),(3.c),(3.d),(3.e)
English (Writing)	Composition	(1.a),(1.e)
ICT	Finding things out	(1.a)
	Developing ideas and making things happen	(2.a)
Geography	Geographical enquiry and skills	(1.a), (2.c), (2.d)
	Knowledge and understanding of places	(3.e)
	Knowledge and understanding of patterns and processes	(4.a), (4.b),
	Knowledge and understanding of environmental change and sustained development	(5.a)

Specific Units of the National Curriculum which may be linked to the learning journey and its associated activities are:

Art & Design Key Stage 1, 2 and 3 (Years 1, 2 and 7)

Unit 2B: Mother Nature Designer

Unit 7C: Recreating landscapes

Geography Key Stage 1 and 2 (Years 1, 3, 4 and 6)

Unit 1: Section 1: Where do I live? Where do other pupils live?

Unit 1: Section 3: What can we see in the streets around our school?

Unit 1: Section 4: What are our immediate surroundings like?

Unit 1: Section 7: Are there any changes taking place in our area?

Unit 6: Section 2: Where is the locality in relation to other places? Where is our school?

Unit 6: Section 3: What is the village like?

Unit 6: Section 4: What are the main land uses in the village?

Unit 8: Improving the environment

Unit 14: Section 3: Where is this river? Where does it go? Etc. ...

History Key Stage 1 and 2 (Year 3)

Unit 18: Section 1: What is our area like today?

ICT Key Stages 1 and 2 (Years 3 and 6)

Unit 3A: Combining Text and Graphics

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

Citizenship Key Stages 1 and 2 (Years 3-6)

Unit 9: Section 4: Taking responsibility – what new uses can we find for empty buildings?