Making connections (upper key stage 2)

What the photo says
This image, taken in 2007 on the station concourse at London’s Waterloo station, is full of movement, energy, possibilities, transience … Here it is used as a basis for an enquiry in the children’s local area – building on their everyday experiences, and helping them to realise that geography can be ‘about them’. It will also help them to make connections between their own and other places, and encourage them to see places through the eyes of others.

Lesson idea
Context: Knowledge and understanding of places, patterns, and processes

Other resources
OS map, road atlas, Google Maps or aerial photos which show the locations of three trains stations in the children's local area. These should differ in size and importance (i.e. main line station, village station). In the south east, for example, you might choose a London main line station (Victoria), Sittingbourne, Bekesbourne; in the north east, perhaps Darlington, Middlesbrough, Danby.

Suggested activities

1 Match the photo to the location
In pairs, children examine the photo, look at the accompanying map(s) and discuss these questions:
- At which of these three stations do you think the photo was taken?
- Why do you think this?
- Which is most likely/least likely?
- Can you think of a reason why the least likely station might look like this?

Encourage use of geographical language and concepts; relationships between places; settlement type and size.

2 What is this place like?
Imagine being in the station as:
- a) a seasoned commuter
- b) a newly arrived traveller
- c) waiting for someone
- d) an official
- e) a pickpocket.
How would these different people feel about/perceive this place? How would they use it? How, for them, is it connected to other places? How are the ways they use this place similar or different?

Curriculum opportunities
Global dimension: Making links between global and local.
Sustainable development: Further discussions on environmental impact and possible benefits of rail travel.
Personal, learning and thinking skills: Use of enquiry skills.

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