

Task 1: Work has continued in last two sessions to improve pupil confidence in use of a wider range of specific geographical vocabulary. This has been done using a large vocabulary bank and through the use of different urban and rural images pupils have been encouraged to choose words that best describe the image they see.

Pupils are encouraged to use new vocabulary in the context of a spoken description. Question and answer during this task helped to explore the understanding of the words being used further.

Reflections:

The use of a varied and new vocabulary list encouraged pupils to take risks with their use of descriptive words. It was a good to see pupils explore often familiar words but used in a geographical context, e.g. ghetto and heart. All pupils engaged with the task and explained their choice of words.

Task 2: The main task for this session was focussed around the use of the school flip cameras to record live descriptions of an area familiar to them. Pupils chose their own small groups (of three). They were asked to choose one spot in the school grounds where they would record a 360 degree spoken description of their surroundings as they panned the camera around in a circle.

Pupils were allowed to use the vocabulary list; used earlier in the session, along with a wipe board to write down their planned running order of words. The hope was that this would produce a slightly better planned and indepth description. A 5 minute maximum movie time limit was imposed on all groups.

Reflections:

Pupils were very enthusiastic about this task and rushed off to find an area that they felt held enough interest to be described, such as the area closest to the school bins. I found that they were drawn to describing their immediate surroundings on a small scale (minute detail) rather than the landscape overall including foreground and background. Pupils also rushed into recording rather than planning out what they would speak about which served to highlight the limited nature of their vocabulary.

Further work needs to be done to promote more natural and confident use of a variety of appropriate geographical words. Perhaps it might also be useful to develop a framework for descriptions, for example by using the 'What do you hear, see, smell, feel?'; or by trying to encourage pupils to differentiate between foreground and background descriptions.

Next session:

I would like to set up this task again with a slightly more rigid framework for descriptions. The visit of community geographers will increase staff to pupil ratio and there will be an adult for every two groups.