

# Mediascape: exploring personal geographies at KS2 & 3 through virtual fieldwork

## Introduction

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**Key Stage/ Year Group:** KS3 - can be adapted for KS2 & 4

**Approach:** To create a unique and personalised interactive piece of fieldwork (Mediascape) (on the school grounds) using digital equipment (digital video camera, digital camera, music, sound files, text based material and Mediascape software).

**Concepts:** Local Actions Global Effects; Sustainability (ESD); Space; Place; Scale; Fieldwork (Learning out of the classroom)

**Key Words:** Carbon footprint, sustainability, distance, scale, maps, aerial, longitude, latitude, GPS (Global Positioning System), PDA, Mediascape, route, risk, personal, memories, experiences, literacy, spreadsheet, GIS (Geographical Information Systems).

## Background

This project is based around a more advanced idea aimed at KS3 which attempts to personalise geography by developing student awareness of their local area by making a Mediascape using a Personal Digital Assistant (PDA) Global Positioning System (GPS). To learn more about this project and see its capability and potential visit the [GA website](#) or contact me at: [tony.battista@bradleystokecs.org.uk](mailto:tony.battista@bradleystokecs.org.uk)

It is acknowledged that many schools do not have access to the resources required to do such a project. The idea to publish these resources is to stimulate creative and geographical ideas through the use of technology.

The pace of these lessons will depend on age and ability of students and how much ICT you involve. I have based this around working with KS3 students (Y7) with a development plan to role it out to KS2 students as part of a transition day at Bradley Stoke Community School in South Gloucestershire.

It would be ideal if the following information could be gathered from students either before they start their lessons or as separate tasks in between lessons as homework/independent learning. Some of the information gathered could be used as part of a wider project such as the school travel plan.

## Photos of the journey to school

This could be limited to a certain number so students prioritise which parts of their journey are the most significant. The idea is that the students will use these photos in Photostory to write some instructional text about how they get to school.

## Distance of journey

Students could either use information from their car's milometer, a digital map or could use a traditional paper based map to estimate the distance they travel school. This information will need to be collated so the information from the whole class is on a spreadsheet. It can be used to demonstrate either how much petrol/diesel (either the amount and/or price) is used to get the students to and from school... OR... how much diesel/petrol is *not* used. This will depend on the school you are in and the location. Nevertheless, once a bit of Maths is done on the spreadsheet you can easily demonstrate how much individual and collective behaviour and decisions can affect not only parents' pockets but also the environmental impact/carbon footprint. Graphs could be developed and used as display either for what individual students/classes/school save/could save with a little bit of thought. See [Lesson 2](#) for more on this.

## Questionnaire

Pre/post unit questionnaire about student perceptions of Geography. This can be completed on paper, but I am going to put the questions in to an acti-vote (promethean whiteboard) flipchart so we can get

immediate feedback from students. The overall idea of this is to redo the evaluation at the end of the unit to find out how students attitudes and awareness of Geography has changes through the lessons. Some of the questions are only appropriate for the end of the unit and of course you could tailor them to your own needs:

1. Rate on a scale of 1 to 6 your perception of how good you are at Geography
2. Rate on a scale of 1 to 6 your ability to use ICT
3. Rate on a scale of 1 to 6 your ability to understand distance
4. Rate on a scale of 1 to 6 your ability to understand direction
5. Rate on a scale of 1 to 6 how good you are at locating areas you feel unsafe in Bradley Stoke
6. Rate on a scale of 1 to 6 your ability to write some instructional writing
7. Rate on a scale of 1 to 6 how much you think you know your friends
8. Rate on a scale of 1 to 6 your understanding of how geography is related to you at a local scale

### **Whole school initiatives covered**

ICT  
ECM (Every Child Matters)  
Personalisation of curriculum  
Numeracy  
Literacy  
Cross-curricular links  
Sustainability (ESD)  
Health and safety  
Healthy Schools  
Citizenship

### **Geographical concepts**

Local actions Global Effects  
Sustainability (ESD)  
Space  
Place  
Scale  
Fieldwork (Learning out of the classroom)

### **Useful websites**

<http://www.mscapers.com/>  
<http://www.maps.google.co.uk>