

# Top Ten Ideas: Primary-Secondary Transition

The GA's Secondary and Early Years & Primary Phase Committees have teamed up to prepare these useful ideas and resources to help support and inform geography teachers in both phases. To find out more about the work of the GA's Working Groups and Committees visit the [GA website](#).

These ideas are just part of the discussion process. We would like to involve the wider GA community in gathering together ideas and materials which can be shared on the GA website. If you'd like to contribute, contact Tom Biebrach at [trbiebrach@aol.com](mailto:trbiebrach@aol.com).

## 1. Globingo

Using a [basic template](#) of 16 boxes, students interact and actively seek out other members of the group with particular geographical interests, attributes and/or experiences. For example:

- a person who lives in a different village to you
- a person who speaks a different language
- a person who went to a different school to you
- a person who has studied rivers before

These can be developed with particular contexts in mind and could also be devised by current Year 7 students based on their own experiences of starting geography at Key Stage 3.

## 2. Geography Passport

Year 6 students complete entries on a geographical 'passport' which records geographical topics, concepts and/or skills that have been studied in primary schools. In Year 7 these can be used to stimulate discussions about the different geographical experiences that students have had, along with influencing the curriculum planning process.

## 3. Geography Portfolios

Year 6 students collect an example of geography work that they are most proud of in a learning portfolio which they bring with them in Year 7. Encourage a 'show and tell' approach that celebrates the geography carried out in Primary school.

## 4. 'Fieldwork Familiars'

Small groups of Year 7 students (possibly Gifted & Talented) accompany Year 6 students on fieldwork in the local area. This provides an opportunity to share experiences and the potential to encourage familiarisation with new skills.

## 5. Urban Walks

The recent work by the Urban Earth project (<http://www.urbanearth.co.uk>) has the potential to raise students' awareness of their local areas. Similar 'journeys' could be carried out as a transition project. Through physically walking and recording images of the places passed along the way (along with sights, sounds or even smells) the students become aware of both the physical and psychological journey whilst exploring concepts of place and interconnectedness. Meeting your new teachers and fellow students along the way could also emphasize this journey further.

## 6. Changing Places

Many new Year 7 geography lessons start by focusing on a 'my place' unit of work in which students explore their local and global connections. To encourage continuity between the phases, students could be asked in Year 6 to reflect on how they feel 'their place' is going to change in Year 7, then to reflect on how their place actually has changed once they have arrived.

## 7. E-Geobuddies

Pairing up students in Year 6 and 7 then enabling them to communicate via carefully controlled email links or video conferencing can encourage a greater sharing of geographical ideas.

## 8. Coming to our school (top tips)

As part of a homework task in the summer term of Year 7, students reflect on their experiences of geography. They then suggest one 'top tip' that they would give to new students that would help them prepare for geography in Key Stage 3. These 'top tips' are then collated and given to Year 6 during open evenings / transition days.

## 9. Emotional mapping

Year 6 students carry out a geographical enquiry into where the happiest places around their school are found. Using GIS packages (e.g. AEGIS3) or Google Earth/Maps in the secondary school, on a transition day, Year 6 map these places with Year 7 helpers. In the first term of Year 7, students carry out a similar activity based on their new school. One of many examples is available [here](#) from the Ordnance Survey.

## 10. Virtual Transition

The wealth of virtual mapping sites (e.g. Google Earth/Maps, Bing Maps etc) enable new students to 'virtually' tour the secondary school with spatially located images, written messages from Year 7 about different places and/or audio/video clips about different places around the school. Using online mapping, students can also map their journeys from their junior schools to their current place.

