

# References and resources



## References

DfEE/QCA (1998/2000) *A Scheme of Work for Key Stages 1 and 2: Geography*. London: DfEE/QCA.

DfEE/QCA (2002) *A Scheme of Work for Key Stages 1 and 2: Citizenship*. London: DfEE/QCA.

Kitchin, R. (2000) *Changing Geography: Disability, Space and Society*. Sheffield: Geographical Association.

Young, M. and Commins, E. (2002) *Global Citizenship: The Handbook for Primary Teaching*. Cambridge: Chris Kington Publishing/Oxfam.

## Related fiction

### ***Are We There Yet?* by Verna Allette Wilkins (Tamarind Books, 1995)**

This is a picture story book about Dad driving his two children to a leisure park for a day out. Dad is a wheelchair user. It indicates the range of things his children can do, some of which Dad joins in. This story can be used to discuss the different forms of transport Dad and his children can access, and where there might be differences related to safety, interest and available access. Children can create a map of the leisure park to show the features and routes that wheelchair users can use.

### ***Nattie and Nuffin* by Giles Brandreth (Viking, 1996)**

This illustrated novel tells of wheelchair-user Natalie's adventures at home and on a day out by the river, kite flying with her golden retriever puppy, Down Boy, and her peculiar friend Nuffin. The story paints a positive picture of her life and mobility. It provides a basis for examining movement around the home, and travel and play in an open area, as well as considering the difficulties and dangers of steep slopes for wheelchair users. Children can discuss places they know which would be safe and which might be more hazardous for wheelchair users and others who find mobility challenging, leading on to identifying ways in which places might be made more accessible and how this can be done.

### ***The Wind Garden* by Angela McAllister and Claire Fletcher (The Bodley Head, 1994)**

In this picture story book, Grandpa is confined to his top-floor flat, because of infirmity. He gets about using a stick. The story focuses on how he and his granddaughter create a 'chime' garden on the flat roof space outside his window. It could also be the basis for discussing the mobility difficulties and access problems of the elderly and infirm. Children could suggest ways in which those who are elderly and infirm can be enabled to get out and about for shopping, visiting friends, leisure activities, etc.

### ***Naomi Knows It's Spring Time* by Virginia L. Kroll (Boyd's Mill Press, 1993)**

Naomi is sight-impaired. In this picture story book she smells, feels, hears and tastes the coming of spring. Illustrated with hazy watercolours, this is an evocative tale, underlining the ways in which people with impaired vision experience the environment. It provides the opportunity to explore questions such as: How does Naomi get about? How does she use her senses to get out and explore? What concerns might arise about her safety in the environment, especially if the story were set in an urban or suburban environment? How could these concerns be overcome? The story can stimulate children to consider how variedly (or not) we 'sense' our environments, how rich or dull they are for visually impaired people, and how we might improve opportunities for all.

## Some non-fiction resources

The following information texts and packs contain references to mobility and access needs, opportunities and issues:

Bryan, J. (1996) *We're Talking About Disability*. Wayland.

Rieser, R. (2004) *All Equal All Different: Disability and Inclusion in Early Years and Key Stage 1 Resource Pack*. Disability Equality in Education and UK Disability Forum European Affairs.

Rowe, D. (2003) *Just Like Us!: A pack for key stage 2 and key stage 3 on disability*. John Groom.

White, P. (1998) *Think About Being Blind*. Belitha Press.

Wooley, M. (1998) *Think About Being Deaf*. Belitha Press.



## Other sources of information

Visit your local Tourist Information Centre to find out what information, advice and guidance is offered for those with disabilities making visits to local places of interest, including printed and online information.

Using your local Council's website, check planning policies in relation to disability, and access to buildings, services and facilities. Find out how to contact the Council officer responsible for disability access issues, and invite them into school.

## Bibliography

Catling, S. (2003) 'Curriculum contested: primary geography and social justice', *Geography* 88 (3), pp. 164–210.

Catling, S., Bendall, G., Cook, N., Elgie, S. and Hammond, S. (forthcoming 2005) 'Getting about', *Primary Geographer*.

Connors, C. and Stalker, K. (2003) *The Views and Experiences of Disabled Children and their Siblings*. London: Jessica Kingsley Publishers.

DfEE/QCA (1998/2000) *A Scheme of Work for Key Stages 1 and 2: Geography*. London: DfEE/QCA.

DfEE/QCA (2002) *A Scheme of Work for Key Stages 1 and 2: Citizenship*. London: DfEE/QCA.

Gleeson, B. (1999) *Geographies of Disability*. London: Routledge.

Hart, R. (1997) *Children's Participation*. London: Earthscan/UNICEF.

Kitchin, R. (2000) *Changing Geography: Disability, space and society*. Sheffield: Geographical Association.

Learning Through Landscapes (2004) <http://www.ltl.org.uk>

Matthews, M.H. (1992) *Making Sense of Place*. Hemel Hempstead: Harvester/Wheatsheaf.

Young, M. and Commins, E. (2002) *Global Citizenship: The handbook for primary teaching*. Cambridge: Chris Kington Publishing/Oxfam.