

**The Stone Story Store Key Stages 1 and 2 – Geographical Association Conference Sheffield April 2018 – Nell Seal and Paula Owens**

<b>Ages 5 – 7 Sticks to Stones</b>	<b>Ages 5 – 7 Map expeditions</b>	<b>Ages 7-9 Story Stones for settings</b>	<b>Ages 9 – 11 Emojiography</b>	<b>Ages 7 - 11 OS maps</b>
<p>Map a journey using a journey stick approach, use symbols and appropriate geographical vocabulary for feature names and direction.</p> <p>Create symbols on stones to match the items on a journey stick collected from a walk. Use specialised vocabulary to describe and compare the stops made and items found. Tell a recount / story or write a poem using the stones as prompts.</p> <p>Maths - Use mathematical language to compare size and shape of items found and position along a drawn path, using direction terminology. Sequence found items.</p> <p>History - Do a virtual journey stick collecting images of old buildings or monuments on a walk. Convert these into symbols on stones and order them from oldest to newest. You could collect images of one kind of built feature, such as doors or windows, and recreate their pattern on stones afterwards.</p>	<p>Ask children to create their own character on a stone (superhero, fairy, elf, animal, human, dinosaur, wizard): a character they would like to help them explore a place.</p> <p>Provide maps and aerial photos for the children to explore with their character. They can take their character for a 'walk' and say what they see as they journey along.</p> <p>Create a map showing an ideal locality for your character: what would they like to have in their perfect place? Present the map along with your character to a peer group.</p> <p>Using the character and the created locality children can construct adventures that may take place there. These adventures can be shared in small groups and developed into stories. The maps and characters can be used as aide memoirs when it comes to story sharing with the rest of the class.</p>	<p>Have sets of stones relating to places or environments: eg Peru, coastal towns in the UK, your own village/town.</p> <p>Give appropriate sets of stones to pupils and ask them to use the stones to create stories that take place in the localities you are studying in Geography (create simple settings and plots).</p> <p>Use stones as an organisational device when creating the story.</p> <p>Create sets of vocab stones relating to topics. Challenge children to use the words displayed on geographical vocab stones in their talk and writing.</p> <p>Juliet Robertson suggests groups of three each taking story stones from a bag and each creating a sentence and forming them into a short story. Sentences can be developed into paragraphs at a later point. She also suggests letting children decorate their own stone and use it as listening stone whenever careful listening is required: listening to stories or debate  <a href="http://creativestarning.co.uk/early-years-outdoors/10-ideas-for-using-story-stones/">(http://creativestarning.co.uk/early-years-outdoors/10-ideas-for-using-story-stones/)</a></p>	<p>After discussions of emotions and emojis agree which would be most appropriate for expressing our feelings about place.</p> <p>Undertake a site visit (local area or somewhere a school visit is planned) and take photos of features with the stone in the frame to record associated feelings.</p> <p>Create a large class map of an area you visited. Give each child a set of stones to 'vote' with on the map to demonstrate how we feel about different places: environmental quality assessment. Discuss differences of opinion.</p> <p>Use the stones to celebrate a spiritual/nature connection walk out of doors and record how you felt at each of the 'stopping' points along the way. Use emoji stones to represent these emotions.</p> <p>Whole class use basic emoji stones to 'vote' for their own personal opinion relating to a location/proposal and photograph results by way of recording data.</p>	<p>Create sets of stones featuring <a href="#">OS map symbols</a>. Practice in pairs. Guess what they symbol represents. Check what it really represents on the key. Create odd one out groups of three and ask children to explain their thinking. Group the symbols in any way you please.</p> <p>Use the stones for stories in literacy lessons (refer to 'story stones for settings' column).</p> <p>Explore the local area, take photos and make sketch maps. Pool resources to make a large class map grid of the local area back at school. Add the symbol stones in the correct locations and give grid reference for them.</p> <p>Create maps of your ideal community choosing which symbols to include and locate.</p> <p>Decorate stones and mark with a # (e.g. Stmaryslovesgeography) and hide in the local area for others to find. Using OS maps ask children to write clues using geographical language to help identify the hiding places. Share clues as tweets on the school account and encourage 'finders' to tweet their discoveries.</p>

