

E-Learning Conference

21st October 2005

ICT Capability in Geography

At

The Grammar School

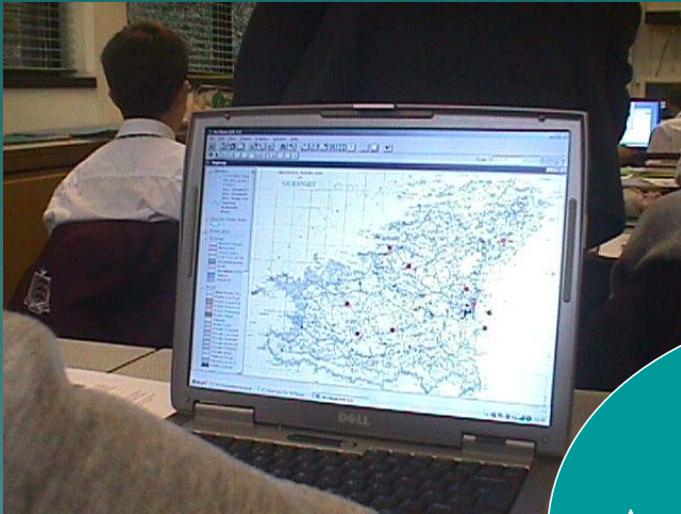
The Geography Department

- ◆ Builds on ICT capability throughout Key Stage 3

which in turn

- ◆ Enables students to cope with fieldwork, coursework and research in Key Stage 4 and at Post 16

Year 7



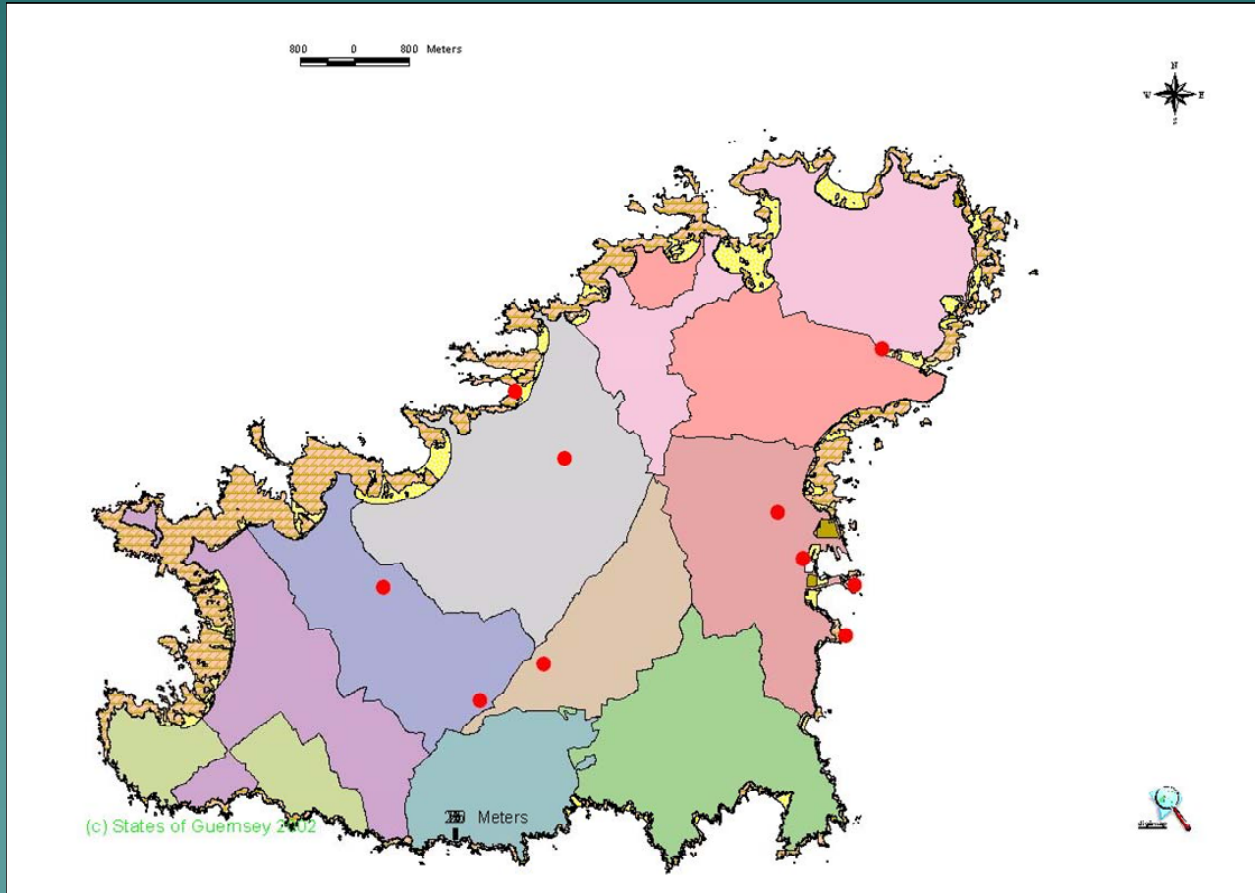
A Sense of Place



A Sense of Place

- ◆ Students vote for the ten most popular places in Guernsey. The votes are put on a grid.
- ◆ The ten places are put on Digimap as red dots.
- ◆ The students then have to use Digimap tools to find out which place is which
- ◆ They then annotate the map with details of the place and print their results

Guernsey with the places marked with a red dot

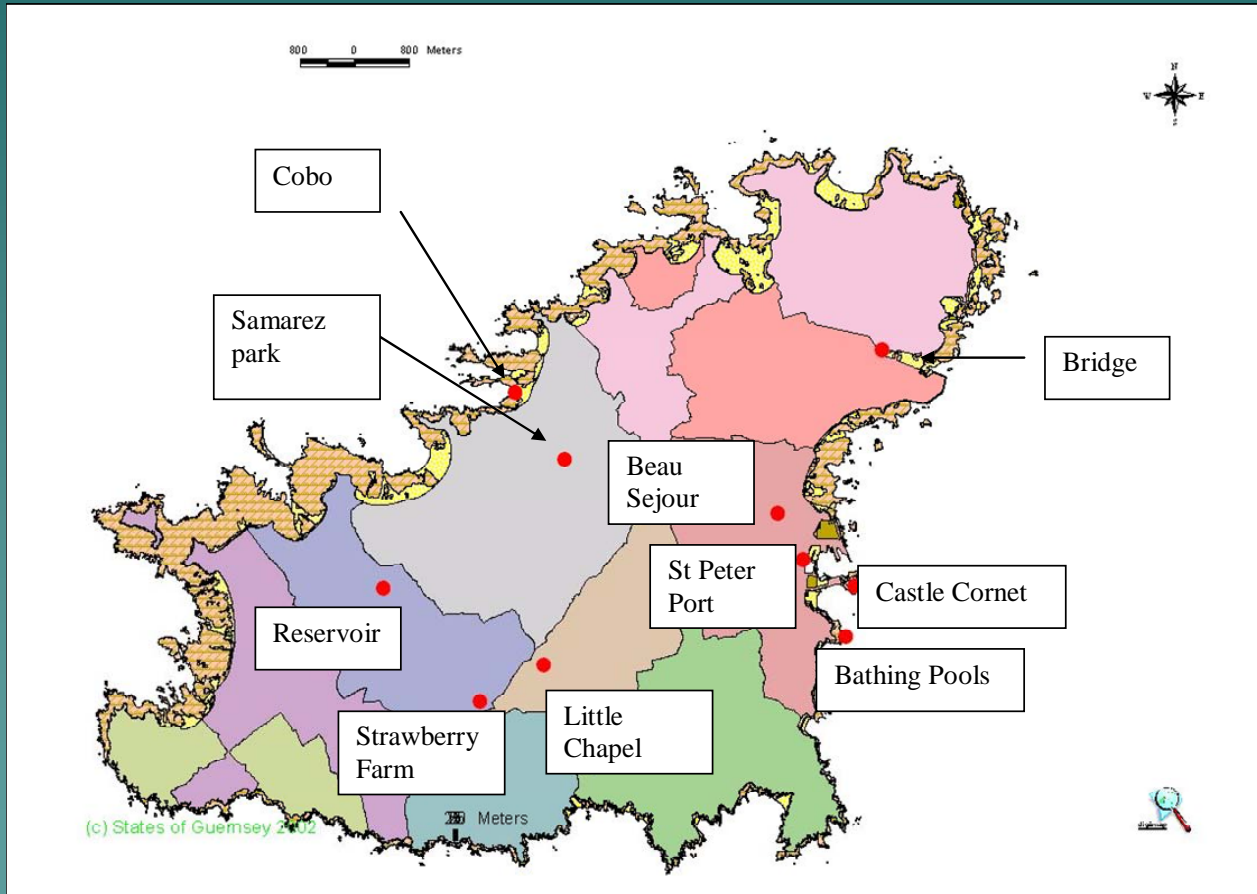


Ten Most Popular Places In Guernsey According to 7B

How it looks on Digimap

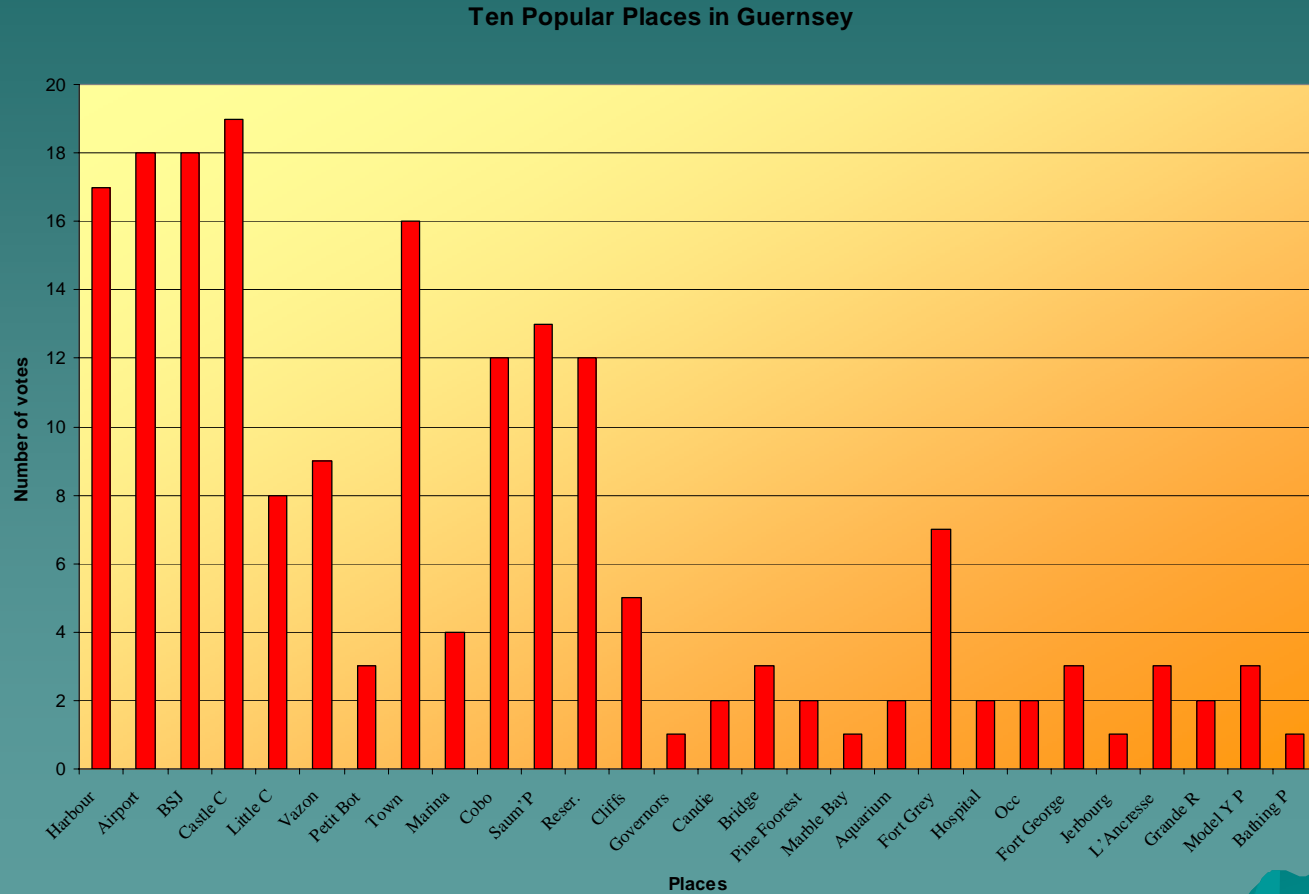


Guernsey with the annotation by a student



Ten Most Popular Places In Guernsey According to 7B

A graph can be created from the data collected at the vote



OS Map Work

- ◆ Students need to be able to understand maps
- ◆ The different symbols need to be learnt
- ◆ Contours lines need to be interpreted
- ◆ To help students learn this the interactive whiteboard is used
- ◆ OS map symbols and cross sections from contour lines can be practised

Matching the OS symbols

Name that O.S. symbol!



B406



A1



Main Road

Secondary Road

Youth Hostel

Railway Station

Church (tower)

Church (spire)

Non-coniferous forest

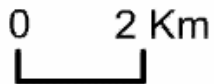
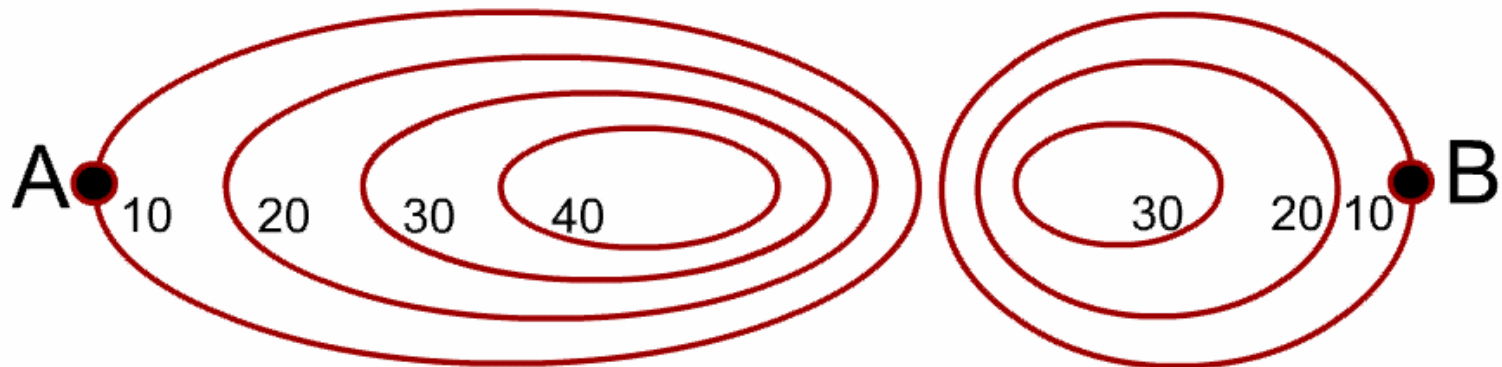


Interpreting Contour Lines

Drawing cross sections



Draw a straight line through your route - A to B.



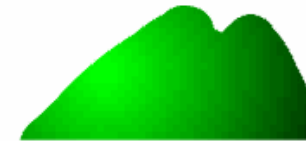
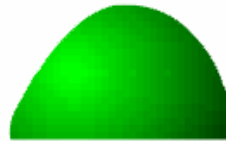


Match the cross section with the contour pattern.

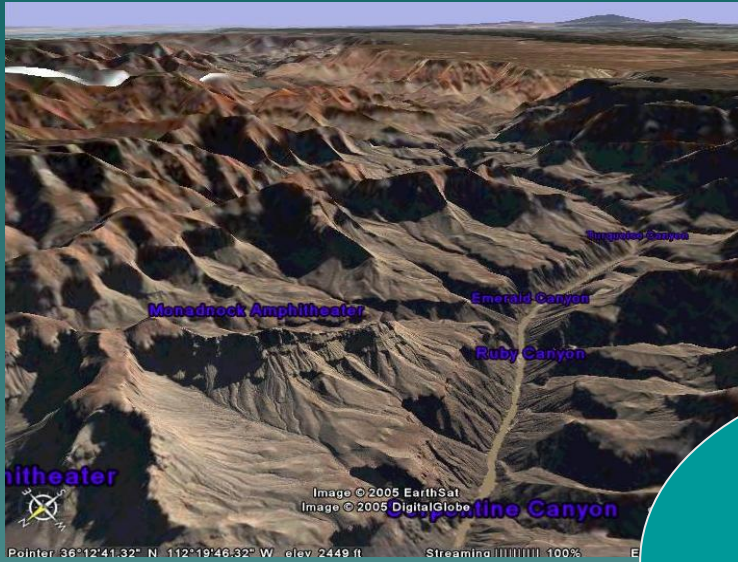
Contour Pattern



Cross section



Google Earth



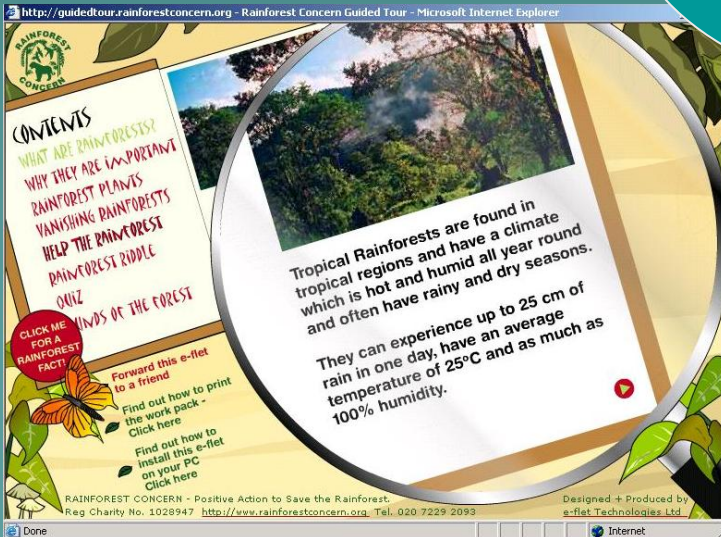
Year 8

www.geographicalassociation.org



Sustainability

www.rainforestconcern.org



www.nationalgeographic.com



Research into G8 Conference June 2005

- ◆ What are the aims of G8
- ◆ Which countries are involved in G8
- ◆ What part is Live 8 playing
- ◆ What is Fair Trade
- ◆ What are the effects of Global change
- ◆ Present your findings as a PowerPoint presentation
- ◆ The slides that follow are taken from a variety of the Year 8 results



GO AFRICA

HuNgEr, PoVeRtY aNd AiD

By Year 8

What is the G8?

- The G8 stands for group 8- this is the 8 most powerful men in the world from the 8 most powerful countries in the world.
- It began in 1975 with the leaders of Japan, U.S.A, Germany, U.K



Who does it consist of?

- The U.K - Tony Blair.
- France - Jacques Chirac
- Russia - Vladimir Putin
- Germany - Gerhard Schröder
- U.S.A - George W Bush
- Japan - Junichiro Koizumi
- Italy - Silvio Berlusconi
- Canada - Paul Martin



What is the G8 Deciding about?



Leaders of G8 countries aim to:

- Boost cooperation over trade and finance.
- Strengthen the global economy.
- Promote peace and democracy.
- Prevent and resolve conflicts.

What is Fair Trade?



- A fair trade partnership works to provide low-income artisans and farmers with a living wage for their work.
- Allowing farmers or other food producers to get value for money and be given enough money as they deserve compared with English work



Poverty in Africa



Making Poverty History good/bad



- A better quality of life for all of our planet.
- Everyone will have equal chances in life.
- Reduces the amount of deaths in poorer countries.
- Some people would rather have pride than money in poorer countries.
- America will have to cancel out massive debts to Africa.

What is Live8?



- Live 8 is 10 concerts around the world made to raise awareness for poverty in Africa.
- Live 8 was organised by Bob Geldof who also organised Live Aid 20 years ago.
- LIVE 8 is calling for people across the world to unite in one call – in 2005 it is your voice they are after, not your money.

The Greenhouse Effect

- ❖ The greenhouse effect is very important when we talk about climate change as it relates to the gases which keep the Earth warm. It is the extra greenhouse gases which humans have released which are thought to pose the strongest threat.



Best's Brickfield



Year 9

Mont Cuet



Waste Energy Plant in Guernsey

Belle Greve Vinery



Longue Hougue II



Where would you put a waste energy plant?

The class will be divided into 5 groups. Each group will investigate one of the aspects shown on the table.

Each group will put together a power point presentation using images and data from Digimap, slide folders and other sources.

The presentations will be made to the rest of the class.

Aspect or Issue	Data From Digimap and Presentation Materials
Visual Intrusion	Contour map Island Map with Location Assessment of existing visual quality
Building characteristics, land parcels, and impact on local people	Map showing buildings Use of census data. Possibly demographic characteristics. Property details. Population size.
Agricultural land use, general land use, in the surrounding area, and land values.	Map, photograph, and overlays showing land use, agricultural use.
Accessibility	Map, photograph. Details of road network. Identification of hazard black spots. Road traffic flow data?
Pollution issues. Land, air, water Disposal of ash.	Map, photograph. Overlays of water courses. Relationship to Catchment areas and water abstraction. Airflow. Transport of ash to landfill.

Year 10

- ◆ For GCSE coursework students study Chouet headland
- ◆ They use all the ICT skills learnt at Key Stage 3 to complete their work
- ◆ The following slides show some of the finished work

Matrix



Very High Conflict

No Conflict

	Landfill	Recreation	Green waste	Farming	Residential	Conservation
Landfill	x	The landfill creates an 'eye-sore' on the headland for visitors and the members of the public who spend time in that area.	The rubbish from the landfill is blown about onto the green waste and rots. The lorries destroy it on journeys to and from the landfill.	The noise can be insulting and the rubbish can affect the farming or the cattle.	The noise can make living in the area unpleasant. The lorries can be dangerous for children that live in the area.	The rubbish and noise can affect the wildlife in the area from being blown around.
Recreation	Slow down process of land filling.	x	The recreation creates unnecessary erosion even if they stay on the paths.	Disrupts the farmland because walkers may trespass through fields.	It can make the residents uneasy. E.g. stray golf balls	Recreation disrupts nature people sometimes pick and uproot rare plants and disturb birds.
Green waste	No conflict	There will be foul smelling areas for recreation in the area	x	It can make foul smells for the farmers.	Rotting waste creates unfavourable smells which can affect residents if the wind is in their direction.	It disturbs the birds and animals in the area.
Farming	Slow down process of land filling.	Reduces area of recreation sports.	No conflict	x	Smell can be foul when slurry is spread on the fields. This also causes flies in the area.	Cattle can chew and trample rare plants and orchids.
Residential	No conflict	Recreational persons must be careful not to disrupt the residents of the area.	No conflict	If trespassed on it can chew up the farming fields.	x	Residents can cause erosion and can disrupt the wildlife.
Conservation	Protected sites may restrict expansion of landfill.	Access may be restricted for recreational use.	Rare habitats may have been lost when original quarry was excavated.	The farmers will need to be aware of conservation.	Conservation can restrict some areas.	x

Annotated Tor

What is a Tor?

A Tor consists of a mass of bare rock protruding through the ground surface. The most rapid weathering occurs along the joint planes of the rock. Where the distance between joints planes was largest, masses of rock remained unweathered. Subsequent denudation removes the residue of weathering leaving the unweathered blocks standing out as Tors. The pattern of vertical and horizontal joints greatly increases the surface area over which weathering can occur.

Vertical Faults

The vertical joints are formed by the magma in the rock. The magma in the rock cools and expands to crack the rock.

Horizontal Faults

Horizontal faults were formed from the pressure of other rocks on top of it millions of years ago

Wave Action

When the waves hit the rock it breaks down and sometimes is undercut. This along with the weak faults in the rock will sometimes cause it to collapse.

Physical Weathering

There are several forms of physical weathering: Abrasion, Wetting and drying, Freezing and thawing, Thermal expansion and contraction of minerals. Many of these processes help chemical weathering as larger surface areas are produced.

Sand Movement

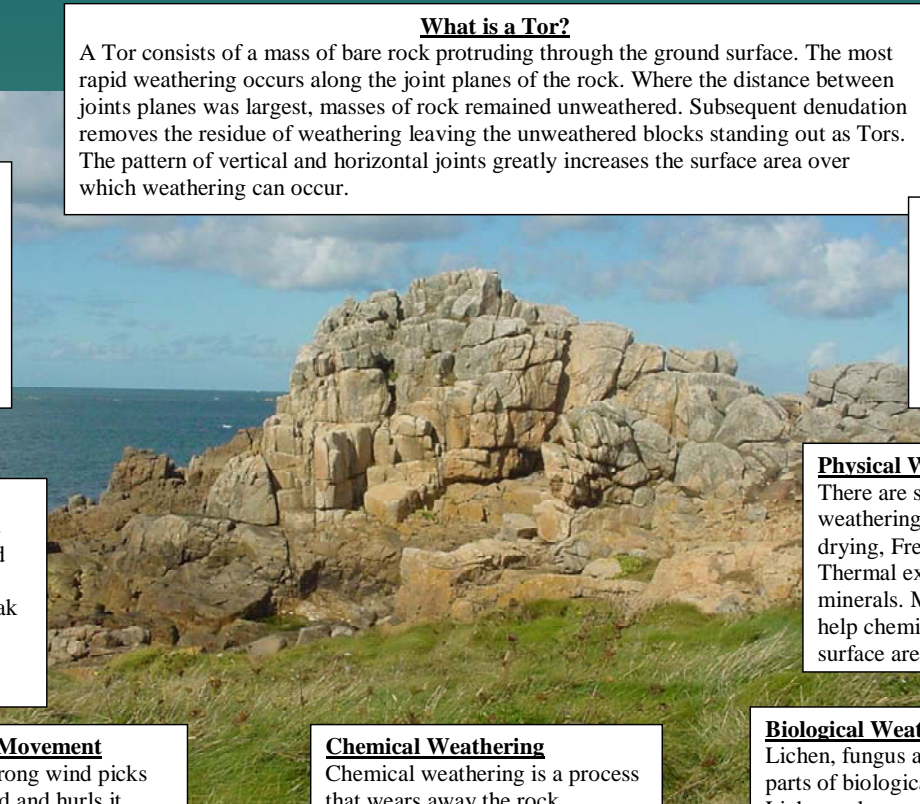
The strong wind picks up sand and hurls it against the rock. Gradually this breaks down the rock which will cause it to disintegrate.

Chemical Weathering

Chemical weathering is a process that wears away the rock. Chemical weathering involves the breakdown of the original minerals within a rock. When it rains the acid found in the rain

Biological Weathering

Lichen, fungus and mould are all parts of biological weathering. Lichens play an extremely important part in weathering, because they are rich in chelating agents. These trap the elements of the decaying rock in an organo-metallic compound.



Many Thanks To

- ◆ Mrs Jenny Falla
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