

Mapping Festivals

Lesson 1: The Geography of Glastonbury

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>Place <i>Understanding the human and physical characteristics of real places</i></p> <p>Space <i>Knowing where places and landscapes are located, and why they are there</i></p> <p>Scale <i>Appreciating different scales, and making links between scales</i></p>	<ul style="list-style-type: none"> • A variety of scales • An investigation focusing on a place • The location of places • Key aspects of the UK • Physical geography – the natural landscape of a place • Human geography – the built environment of a place 	<p>Pupils should learn:</p> <ol style="list-style-type: none"> 1. Maps can be used at a variety of scales to describe the location of places 2. The meaning of the terms 'site' and 'situation' 3. That maps can be used to investigate and understand the site and situation characteristics of a location <p>Learning outcomes:</p> <ul style="list-style-type: none"> • Write sentences to describe the location of the Glastonbury Festival • Assess their work against a standard example • Give definitions of the terms 'site' and 'situation', and understand what characteristics are important in the location of a festival • Interpret map extracts and identify the characteristics of the site and situation of the Glastonbury Festival 	<p>STARTER: <i>Where does the Glastonbury Festival take place?</i></p> <ul style="list-style-type: none"> • The PowerPoint Presentation <i>Introduction to Glastonbury</i> guides students through a series of maps at different scales. • Students write a sentence to accompany each map, describing the location of the Glastonbury Festival. • The key terms 'Site' and 'Situation' are introduced. • Students refer to the <i>Mapwork key terms</i> resource. <p>MAIN ACTIVITY: <i>The site and situation of the Glastonbury Festival</i></p> <ul style="list-style-type: none"> • Part 1: A card-sort activity gets students thinking about the features of site and situation that are important in the location of a festival. • Part 2: A map interpretation exercise enables students to identify the site and situation characteristics of the Glastonbury festival, and to complete the <i>Map interpretation table</i> worksheet. • Students refer to the <i>Mapwork key terms</i> resource. <p>PLENARY: <i>Class contributions</i> The map extracts used in Part 2 of the main activity are projected onto the board. Students share their thoughts and ideas about the site and situation characteristics of the Glastonbury Festival.</p>	<p>Interactive:</p> <ul style="list-style-type: none"> • Grid references activity <p>Downloads:</p> <ul style="list-style-type: none"> • Introduction to Glastonbury starter presentation (PPT) • Mapwork key terms resource (Word) • Card sort main activity resource (Word) • Map interpretation table main activity resource (Word) <p>Images:</p> <ul style="list-style-type: none"> • Map extract resource (Word) <p>Links: Glastonbury festival website OS Get-a-map service</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry <i>Thinking critically, collecting and recording information, analyzing and evaluating evidence</i></p> <p>Geographical and visual literacy <i>Use maps at a range of scales</i></p> <p>Geographical communication <i>Communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing</i></p>	<ul style="list-style-type: none"> • Exploring real and relevant contemporary contexts • Using varied resources – maps • Making links between geography and music 			<p>Self-assessment opportunity during starter activity. Completed tables can be assessed by teacher.</p>
				Notes
				<p>The card-sort activity can be omitted if time is short. Less able pupils could be given sentence starters or hints for filling in the table. More able pupils could start to think about the potential impacts of festivals on the local people, environment and economy.</p>

Mapping Festivals

Lesson 2: Glastonbury tour

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place <i>Understanding the human and physical characteristics of real places. Developing 'geographical imaginations' of places</i></p> <p>Space <i>Knowing where places and landscapes are located, and why they are there</i></p>	<ul style="list-style-type: none"> An investigation focusing on a place The location of places Key aspects of the UK Physical geography – the natural landscape of a place Human geography – the built environment of a place 	<p>Pupils should learn:</p> <ol style="list-style-type: none"> That maps can be used to find out detailed information about a place. How to use an enquiry-based activity to interpret maps and practice map skills How to write route descriptions, measure distances, give direction, interpret symbol information and understand relief on maps <p>Learning outcomes:</p> <ul style="list-style-type: none"> Understand which statements in the list are true and which are false. Produce an email reply to an enquiry from someone wanting to know about visiting the festival for the first time. 	<p>STARTER: <i>True or false?</i></p> <ul style="list-style-type: none"> Students are provided with a set of statements on the <i>true or false</i> starter activity. Using the map extract provided, they must decide whether each statement is true or false and complete the table accordingly. Three interactive activities are also provided for students to practise their map skills. <p>MAIN ACTIVITY: <i>You are 'Infoman'!</i></p> <ul style="list-style-type: none"> Students take on the role of 'Info-man', Glastonbury Festival's general enquiries contact. Using the <i>You are Infoman</i> resource and map extract they must reply to an email enquiry sent to them, asking them for information about various aspects of the festival. They use the map extract to interpret symbols and contour information, as well as to describe routes and give distances and direction. <p>PLENARY: <i>Infoman's reply</i> Individual students are asked to read out their reply of a section of the email. The teacher goes through the reply bit-by-bit, using the map to reinforce the information and map skills learnt in the lesson.</p>	<p>Interactives</p> <ul style="list-style-type: none"> OS map symbols snap Scale and distance Contours <p>Downloads:</p> <ul style="list-style-type: none"> True or false starter activity resource (Word) You are 'Infoman' main activity resource (Word) <p>Images:</p> <ul style="list-style-type: none"> True or False map extract (Word) Infoman activity map extract (Tif) <p>Links: Read about Glastonbury's Info-Man OS map symbols: 1:25000 1:50000</p>
Key processes	Curriculum opportunities			<p>Assessment opportunities</p> <p>The true or false starter activity could be marked by another student as it's gone through Class circulation and the plenary session can be used to assess map skills ability. Students' email replies could be formally marked.</p>
<p>Geographical enquiry <i>Thinking critically, collecting and recording information, analyzing and evaluating evidence. Using and applying geographical skills creatively</i></p> <p>Geographical and visual literacy <i>Using maps</i></p> <p>Geographical communication <i>Communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing</i></p>	<ul style="list-style-type: none"> Exploring real and relevant contemporary contexts Using a range of approaches to enquiries Using varied resources – maps Making links between geography and music 			<p>Notes</p> <p>More able students could also be asked to 'correct' the false statements in the starter activity. For students who haven't learnt or practiced map skills previously, or are less able, a 'help box' and email reply writing frame have been provided in the main activity resource.</p>

Mapping Festivals

Lesson 3: Explore the Global Festival Scene

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place <i>Understanding the human and physical characteristics of real places. Developing 'geographical imaginations' of places</i></p> <p>Space <i>Knowing where places and landscapes are located, why they are there and the patterns and distributions they create</i></p> <p>Scale <i>Appreciating different scales, and making links between scales</i></p> <p>Cultural understanding and diversity <i>Appreciating the similarities and differences between places and environments</i></p>	<ul style="list-style-type: none"> A variety of scales Range of investigations The location of places Different parts of the world Physical geography – the natural landscape of a place Human geography – the built environment of a place 	<p>Pupils should learn:</p> <ol style="list-style-type: none"> How to use Google Earth to find a place and placemark its location How to use Google Earth and Google maps to investigate the site and situation of a given festival <p>Learning outcomes:</p> <ul style="list-style-type: none"> Search Google Earth to find the location of an allocated festival successfully Produce a printed or saved map at a suitable scale with a placemark labeling their festival in the correct place Understand how to use Google Earth and Google maps to obtain the information needed to answer a set of questions 	<p>STARTER: <i>Where does my global festival take place?</i></p> <ul style="list-style-type: none"> The <i>Starter cards</i> provide each group with a global festival (5 in total) and instructions for the activity. Students locate their festival using Google Earth, and label a placemark to show the location. <p>MAIN ACTIVITY: <i>The site and situation of my global festival</i></p> <ul style="list-style-type: none"> The <i>main activity instruction cards</i> provide information for each group. There are 2 tasks to complete: <ol style="list-style-type: none"> Task 1 involves using Google Earth Task 2 involves using Google Maps Students follow the instructions and answer a set of questions about the site and situation of their given festival, adding their answers to their Google Earth placemark. <p>PLENARY: <i>Presentation to class</i> Each group presents their Global Festival to the class, showing its location and a summary of their findings about its site and situation on their Google Earth map and placemark.</p>	<p>Downloads:</p> <ul style="list-style-type: none"> Starter cards resource (Word) Main activity instruction cards (Word) <p>Images:</p> <ul style="list-style-type: none"> Sample Google Earth map for starter activity <p>Links:</p> <ul style="list-style-type: none"> Google Earth Google Maps Google Earth online tutorial Google Earth skills sheets
Key processes	Curriculum opportunities			<p>Assessment opportunities</p> <p>Maps produced during starter activity can be assessed, using the sample provided as a standard. Teacher circulation can assess students as they use Google Earth and Google Maps. Opportunity to peer assess presentations during plenary.</p>
<p>Geographical enquiry <i>Thinking critically, collecting and recording information, analyzing and evaluating evidence, solve problems and make decisions</i></p> <p>Geographical and visual literacy <i>Use a range of maps, photographs and geographical data</i></p> <p>Geographical communication <i>Communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing</i></p>	<ul style="list-style-type: none"> Expand personal experiences of geography Exploring real and relevant contemporary contexts Range of approaches to enquiries Using varied resources – maps Making links between geography, music and ICT 			<p>Notes</p> <p>Flexibility for more able / less able pupils – extension activity given for more able pupils during starter activity. Option of dividing tasks 1 and 2 within group during main activity.</p>

Mapping Festivals

Lesson 4: Greening Glastonbury

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place <i>Developing 'geographical imaginations' of places</i></p> <p>Space <i>How and why places are changing, and the implications</i></p> <p>Physical and human processes <i>Understanding how sequences of events lead to changes</i></p> <p>Environmental interaction and sustainable development <i>Understanding the physical and human dimensions which lead to change, and exploring sustainable development</i></p> <p>Cultural understanding and diversity <i>Developing their own values and attitudes about issues</i></p>	<ul style="list-style-type: none"> Range of investigations focusing on themes and issues The location of places Key aspects of the UK – current issues Human geography – the built environment of a place Interactions between people and their environments; the consequences of these, and how to manage future impacts 	<p>Pupils should learn:</p> <ol style="list-style-type: none"> What the potential impacts of festivals are, with examples from Glastonbury The meaning of the term 'sustainable' What Glastonbury Festival is doing to be more sustainable <p>Learning outcomes:</p> <ul style="list-style-type: none"> Be able to state the impacts of festivals and give some examples from Glastonbury Using a map extract to consider impacts of Glastonbury on the environment Understand the meaning of the word sustainable Be able to give examples of how Glastonbury Festival is attempting to reduce its impacts and be more sustainable Be able to carry out independent research and display information appropriately 	<p>STARTER: <i>Scrambled words</i></p> <ul style="list-style-type: none"> The <i>Scrambled words</i> starter resource provides students with a set of scrambled words – all are potential festival impacts and students must first un-scramble them. They are then given a series of statements about Glastonbury Festival and they should match each statement to an impact. <p>MAIN ACTIVITY: <i>Festival impacts</i></p> <ul style="list-style-type: none"> Students use the <i>Festival impacts</i> map extract to answer quiz questions. <p><i>Greenest and cleanest</i> 2 parts as follows:</p> <ul style="list-style-type: none"> Task 1 is to sort facts about Glastonbury's green credentials under headings. Task 2 is to research each heading further using the Glastonbury website, and display the information collected. <p>PLENARY: <i>How would you rate Glastonbury?</i></p> <ul style="list-style-type: none"> Students are asked to consider the impacts of the Glastonbury Festival, and the sustainable management activities they've been looking at during the lesson. They must 'rate' how 'green' Glastonbury is and be able to justify their opinions. 	<p>Downloads:</p> <ul style="list-style-type: none"> Scrambled words starter activity (Word) Festival impacts: Map interpretation exercise (Word) Greenest and cleanest main activity resource (Word)
				<p>Assessment opportunities</p> <p>Students could 'mark' one another's completed starter activity sheets. The matching main activity can be self-assessed. Task 2 of the main activity could be teacher assessed, perhaps as a project / formal assessment.</p>
				<p>Notes</p> <p>A 'must do', 'should do', 'could do' assessment criteria guidance grid could be given to students for task 2 of the main activity, and it could be used as a formal unit assessment task.</p>
Key processes	Curriculum opportunities			
<p>Geographical enquiry <i>Thinking critically, collecting and recording information, analyzing and evaluating evidence, presenting findings to draw and justify conclusions</i></p> <p>Geographical and visual literacy <i>Using geographical data</i></p> <p>Geographical communication <i>Communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing</i></p>	<ul style="list-style-type: none"> Expand personal experiences of geography Exploring real and relevant contemporary contexts Range of approaches to enquiries Using varied resources Examine geographical issues in the news Making links between geography, citizenship and ICT 			

Mapping Festivals

Lesson 5: Mud Glorious Mud!

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place <i>Understanding the human and physical characteristics of real places. Developing 'geographical imaginations' of places</i></p> <p>Space <i>Knowing where places and landscapes are located, and why they are there</i></p> <p>Scale <i>Making links between scales to understand geographical ideas</i></p> <p>Physical and human processes <i>Understanding how sequences of events lead to changes</i></p>	<ul style="list-style-type: none"> A variety of scales The location of places Key aspects of the UK Physical geography – the natural landscape of a place Human geography – the built environment of a place Interactions between people and the environment 	<p>Pupils should learn:</p> <ol style="list-style-type: none"> That flooding can affect major events such as music festivals How to use the 'flood maps' on the Environment Agency website to assess the flood risk for selected festivals <p>Learning outcomes:</p> <ul style="list-style-type: none"> Ability to interpret information from photographs Empathy with someone in an image Produce 'flood risk reports' for each festival by comparing the flood maps on the website with the map of the festival location provided 	<p>STARTER: <i>Flood!</i></p> <ul style="list-style-type: none"> The <i>Flood!</i> starter resource and PowerPoint provide students with a series of images from flooded Glastonbury They must: <ul style="list-style-type: none"> Write a caption to go with each. Write a few sentences to describe the thoughts and feelings of the man in the flooded tent. <p>MAIN ACTIVITY: <i>Flood maps</i></p> <ul style="list-style-type: none"> Using the Environment Agency website, students use the flood map tool to investigate the flood risk at selected festival sites. They are provided with details and maps for 6 festivals and must produce a 'flood risk report' for each. <p>PLENARY: <i>Flood reports</i></p> <ul style="list-style-type: none"> Selected students read their reports for each site to the class Students rank the sites from 1 (most at risk of flooding) to 6 (least at risk of flooding), giving reasons for their answers. 	<p>Downloads:</p> <ul style="list-style-type: none"> Flood! starter resource (Word and PPT) Flood map main activity resource (Word) <p>Images:</p> <ul style="list-style-type: none"> Glastonbury floods from Wikimedia Commons. Maps of festival sites from the OS Get-a-map service. <p>Links: Environment Agency website – 'What's in your backyard?'</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry <i>Thinking critically, collecting and recording information, analyzing and evaluating evidence. Solve problems and make decisions</i></p> <p>Geographical and visual literacy <i>Using maps and photographs</i></p> <p>Geographical communication <i>Communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing</i></p>	<ul style="list-style-type: none"> Exploring real and relevant contemporary contexts Using a range of approaches to enquiries Using varied resources – maps and images Making links between geography and ICT 			<p>Flood reports could be collected and marked, or assessed during the lesson or plenary. Alternatively, peer assessment or self-assessment could be used during the plenary.</p>
				Notes
				<p>All 6 festivals need not be covered by all pupils – this can be 'tailored' to their ability. More able pupils could be encouraged to 'look' around the site to investigate the potential impact of flooding on the wider area, for example on transport routes. Students could also find and label the locations of each festival on a map of the UK or using Google Earth.</p>

Lesson 6: Design your own festival!

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place <i>Understanding the human and physical characteristics of real places. Developing 'geographical imaginations' of places</i></p> <p>Space <i>Knowing where places and landscapes are located</i></p> <p>Scale <i>Making links between scales to understand geographical ideas</i></p> <p>Environmental interaction and sustainable development <i>Exploring sustainable development</i></p> <p>Cultural understanding and diversity <i>Developing their own values and attitudes about issues</i></p>	<ul style="list-style-type: none"> A variety of scales Range of investigations focusing on places and themes The location of places Key aspects of the UK Human geography – the built environment of a place Physical geography – the natural landscape of a place Interactions between people and their environments; the consequences of these, and how to manage future impacts 	<p>Pupils should learn:</p> <ol style="list-style-type: none"> How to use maps to select the most suitable site for a festival To use their knowledge of site and situation to select a suitable site for a festival <p>Learning outcomes:</p> <ul style="list-style-type: none"> Use skills and understanding gained from previous lessons to choose the most appropriate site for their festival from a given choice Be able to use maps to develop written directions and information for visitors to their festival Write an action plan for how their festival will be as sustainable as possible 	<p>STARTER: <i>Choose the site</i></p> <ul style="list-style-type: none"> The <i>Choosing your site</i> starter resource' provides students with a series of maps of the Carlisle area. They must consider accessibility, land-use, relief, proximity to urban areas, and flood risk to select the most appropriate site for their festival, justifying their decision. <p>MAIN ACTIVITY: <i>Festival Planning</i></p> <ul style="list-style-type: none"> Students are divided into groups and each group is given the main activity resource. The <i>Planning your festival</i> resource contains instructions for 3 tasks which should be shared amongst the group members Groups must: <ol style="list-style-type: none"> Write 'getting here' information Produce a 'going green' action plan Produce information about what to see and do in the area Produce a flood risk map. <p>PLENARY: <i>Progress reports</i></p> <ul style="list-style-type: none"> Each group writes a short progress report of their main ideas so far. They then share their best ideas with the class. 	<p>Interactive:</p> <ul style="list-style-type: none"> Interactive site options map <p>Downloads:</p> <ul style="list-style-type: none"> Choosing your site - starter resource (Word). Planning your festival - main activity resource (Word) <p>Links:</p> <ul style="list-style-type: none"> Links to websites provided in main activity instructions.
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry <i>Thinking critically, constructively and creatively, collecting information, analyzing and evaluating evidence, presenting findings to draw and justify conclusions</i></p> <p>Geographical and visual literacy <i>Using maps at a range of scales, and geographical data. Constructing maps and plans</i></p> <p>Geographical communication <i>Communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing</i></p>	<ul style="list-style-type: none"> Expand personal experiences of geography Exploring real and relevant contemporary contexts Range of approaches to enquiries Using varied resources Examine geographical issues in the news Making links between geography, citizenship and ICT 			<p>Students' understanding of site and situation factors can be assessed through oral feedback during the starter activity. The 'planning a festival' activity can be developed into a whole project.</p>
				Notes
				<p>In the main activity, each task has a 'should do' and 'could do' section allowing for differentiation. This activity can be developed further into a whole project if desired – ideas on the teacher's notes.</p>