



Fantastic Places

Situation

You have been asked by the council to produce a poster for a library display, 'Fantastic Places,' as part of an incentive to encourage young people to 'get out and about' in a way that respects the environment.

Task

You need to produce an A2 poster advertising, and informing young people about **three** fantastic places. One of these has to have been built by people. You may choose any three places - places you have studied in class, have been to yourself, or would like to go to.

Your poster will need

- 1) A title of your choice.
- 2) An introduction that states the three places you have chosen, where they are located and why you have chosen these places.
- 3.4.5) Information and a picture of each 'Fantastic Place.'
- 4) Your 'Code of Respect.'
- 5) A conclusion that states what your poster has been about
 - a) Why it has been about this.
 - b) How the places are similar.
 - c) How the places are different.
 - d) What you hope people will do.
- 6) You may wish to include a map to show where your 'Fantastic Places' are.

Time Allowed

Four lessons
Two homeworks

You will need to use your homework time to find out about your three chosen places. Remember that these can be places studied in class. It is your responsibility to bring your information to class.

Hand in Date:

Geography Assessment Criteria

You will be assessed on the key concepts of:

Place
Scale
Environmental Interaction
Changing Physical and Human Processes

You will be assessed on the key processes of:

Enquiry use of geographical skills
Use of Evidence
Presentation
Making conclusions
Geographical communication

Use your levelling grid to work out what you actually need to do for your target level.



Fantastic Places

Preparation Work

- 1) Choose **three** 'fantastic places.'
- 2) Produce four pieces of draft writing, in your own words, on the below things.
 - i) For **each** place you need to say:
 - (a) Where it is.
 - (b) What it is.
 - (c) How it was formed.
 - (d) How it has/is changed/changing.
 - (e) Why it is important.
 - ii) Produce a 'Code of Respect' that would work to help protect your three 'Fantastic Places.'
- 3) Produce images of your three 'Fantastic Places. These might be hand drawn, photocopies or printouts.
- 4) Ask someone to check your writing for spellings and punctuation.
- 5) Plan your poster carefully - it will then look much better. Think about whether or not your writing will be word processed or hand written.
- 6) Produce neat written work.
- 7) Ask someone to check your neat writing for spelling and punctuation.
- 8) Produce your poster.

Useful Vocabulary

physical feature
human feature
landform
landmark
protection
conserve
respect
sustainable actions

Resources you Need

Levelling grid
Resource Sheet B5 Using Sources
Resource Sheet C5 - Planning for Poster
A2 sugar paper or thin card
Scissors and Glue

You will Need to Hand In

Your completed poster
Resource Sheet B5 - Using Sources
Resource Sheet C5 - Planning for poster



Fantastic Places



Use of Sources

As you look up information remember to make a note of the title, author, and date it was published and some notes about whether you think that your information is biased in anyway. Think about whom it is produced by, the focus of the information and when it was produced. All these things can influence bias. You could use resource Sheet B for this. You will need to hand this in.

Writing Styles for Fantastic Places

You will need to use descriptive writing and explanative writing. Remember to use a lot of geographical vocabulary for nouns and verbs. Lots of adjectives will also make your writing more interesting. Make your writing flow well by using emphasis connectives.

Your 'Code of Respect' will need to be written using Instruction Writing; each point you want to make is given as a short statement and these statements are put into a list. Each point then has a number.

In your conclusion will need to compare (say how your features are similar) and contrast (say how your places are different).

Useful Connectives

Connectives for Emphasis

most of all
mostly
mainly
significantly

Connectives for Time Sequence

firstly ...secondlythirdly...
next
then
later
as a result of

Connectives for Comparing

like
likewise
similarly

Connectives for Contrasting

unlike
alternatively
whereas