

Using Photographs and Non-Fiction Texts

Photographs are an ideal, immediate and creative way of introducing children to Geographical enquiry (Early Years: Knowledge and Understanding of the World). The following activities develop children's thinking skills. They encourage children to pose questions about what they see (enquiry), to suggest hypotheses (creative thinking), to judge the value of what they see and develop criteria for judging the value of their ideas (evaluation skills). Through photo activities children can be given opportunities to sort, classify and compare images, to select relevant information and analyze the evidence before them (information-processing skills).

Language Development

Geographical enquiry is a process where pupils are encouraged to pose questions, define problems, plan what to do, how to research, to predict outcomes and test conclusions to improve ideas.

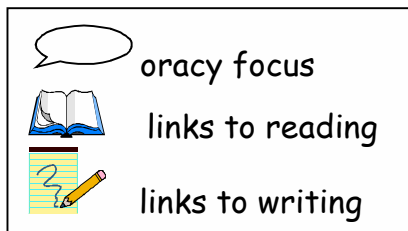
Through observation of photographs pupils directly use a range of geographical vocabulary, descriptive, comparative and expressive language.

Key Questions

- ❖ What is it? What can I see? (pupils use a wide range of geographical vocabulary)
- ❖ Where is this place? (prepositions of place, distance, location)
- ❖ What is this place/person/object like? (descriptive & comparative language)
- ❖ How did it come to be like this? (sequencing, reasoning language)
- ❖ What do we (I) think about this place/person/object? (expressive language, oral presentations, creative writing)

Activities using Photographs and Non-Fiction Texts

Key:



1.

Use the photos in the non-fiction texts and photo-pack depicting different people and places around the world as a way of initiating discussion about homes or journeys.

 The discussion can be structured by asking questions such as:

- Do you think this is a hot place or a cold place?
- How many people do you think live in this building?
- What type of material is this home built from?
- Is this home in a town or in the country?

The children can be asked to make comparisons between the different types of home and environments depicted in the pictures.

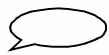


Children can be asked to write captions for the photocards. The photocards and captions can then be displayed in the classroom



Ask children to look through the non-fiction texts and find a picture of something specific, for instance: find a picture of a place near the sea.

2. Pupils are divided into groups. Each group is given a photograph or shown a photograph from a non-fiction text and asked the following questions-
- What is it?
 - What can you see?
 - Where is this place?
 - What is this place/person/object like?
 - What do we (I) think about this place/person/object?



Ask pupils to present their answers in an oral feedback session:

- What information did they find in the photographs to help them answer the questions?
- Did they agree on their answers and if not what caused confusion?
- How did they come to their conclusions to the question 'What do we (I) think about this place/person/object?'

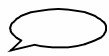
Ask children to comment on each group's presentation, do they agree/disagree and why?

3. Give each group a range of photographs and ask them to sort them into different homes using their own criteria. Discuss. (Each group could have the same selection of photographs and compare their criteria) You may want to photocopy pictures from non-fiction texts.



Write captions for the groupings of photos they have selected, e.g. 'These homes are made from wood.'

4. Shuffle the photograph captions and photographs and ask groups to match them.



Discuss what information did the photograph and text gave them that helped them to make the match?

5.



Ask children to write their own captions to accompany a selection of photographs.

Can they sequence them? If you are using non-fiction texts cover the captions, ask children to write their own captions and then reveal the actual caption.

6.



Ask a group to study a photograph of people - a home scene or market place, for example.

- Ask children to think about what the people in the photograph might be saying and to write this on a sticky speech bubble. Groups can then present their idea to the class as a still tableaux.

- Ask the rest of the class what they think is happening? Where is this place? What are people doing?

- Children then bring the picture to life using the speech and thoughts they have devised for the people.

7.



Children look at a locality photograph and list Human and Physical features they can see in the photograph under the two headings. In addition ask children to do this activity using two photographs of contrasting localities, one of which could be their own. Then compare the localities using the information gained. This will encourage children to use geographical and comparative language.




Shared writing: Write sentences about the comparisons that have been made orally. E.g. the town is busier than the country.


8. Ask children to look at photographs of different homes. What materials are the homes made of? What might the materials tell us about the environment the home is in? How do you think this home was built? What do you think it is like to live in this home? Ask children to compare the homes to where they live. What is different and what is similar?




See shared writing activity described above

9.  For this activity pupils work in pairs. One pupil from each pair is given a photograph. They must describe this photograph in detail and their partner must draw the image described to them in colour. Encourage pupils to build up the picture in layers. Compare the photograph with the drawn image.

10. Photocopy a photograph and chop it into 2 or 4 pieces. Ask pupils to draw on the missing part of the photograph using the information they can see to help them. Now look at the original photograph. Is it what they expected?


11.  In pairs or groups children are given a photograph and asked to write down questions they would like to ask about it on a large piece of paper.



12.  After studying photographs ask children how they would portray their own homes and locality. If they had to include six photographs of the area around the school what would they be of? Ask pupils to think carefully about what information they want to convey to the user of the resource and talk about reasons for their choices.




Children write down the places they would like to take photographs of, e.g. 'I would like to take a picture of... because...'

13. **JOURNEYS:** Ask pupils to sequence six - eight photographs to tell the story of a journey. Pupils can mount the photographs on a large map and draw in the streets, roads, buildings and features. Present the story to the class as a play using the map as a backdrop or use the map as the base for a simple track game.

14. **HOMES:** Look at a range of photographs of homes around the world.
 Which home would pupils most like to visit and why. Look at the differences and similarities between two homes.

15. I would like to meet...
From a selection of photographs ask children to select a photograph of a person they would like to meet.
 Children write down questions they would like to ask this person.
 As a group discuss your questions and what the answers could be. Follow this with a paired role-play: one child is the person in the photograph while the other plays themselves. Take it in turns to ask each other questions.

16.  Ask pupils the following questions about a photograph:

- Why do you think the photograph was taken?
- What is the purpose of the photograph?
- Who do you think took it?
- Who is it appealing to?
- What do you think is going on just outside the photograph?
- What different pictures of the same thing could have been used instead?

17.

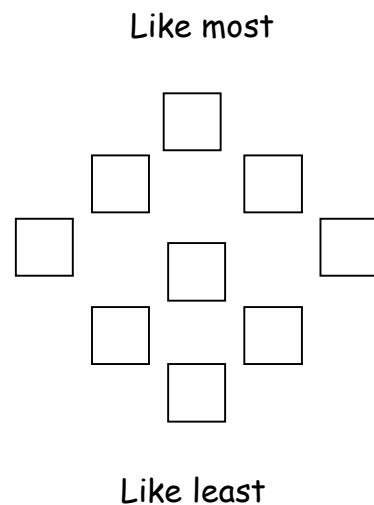
Diamond Nine:

Ask pairs or groups to rank nine photographs of people, places and activities.



Pupils need to negotiate in order to agree on the final presentation of photographs in a diamond.

They should start with the photo they like best and place this at the top of the diamond.



18.



In groups ask children to look at the front covers of non-fiction texts.



Ask children to predict what the book might be about.

- What information on the cover helped them decide?
- Ask children what they would expect to find out from this book.
- Can they think of three questions the book might answer?
- Using the contents page, ask children to see if they can locate the answer to their questions and share the answers with the other groups.

19.



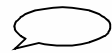
After looking at a variety of non-fiction books on your theme ask children to write their own non-fiction text using a simple writing frame. Children might want to collect photographs to illustrate their own books.

20.

For Journeys StoryTent



In a group look at the *Wake Up World* book in the resources box



Ask children to talk about a typical day in their life and how they would present it in their own book. Introduce children to the characters in the book and locate their homes on the inflatable globe. Before reading the text ask children to talk about what they think a typical day would be like for Alexis, Shakeel, Natali and Anusibuno in small groups. Ask the children to make comparisons. You may want to structure this activity by giving the children a time frame.

Example-

My name is Natali.
When I wake up I.....
I start the day by.....
At school we learn....
At playtime I play.... etc.



Now read the text together and see what the children actually said.

21.



Ask children to create their own A-Z Atlas. Use the inflatable globe to locate places. You could also include children's names. Talk about how children would travel to the countries from the U.K. and what these countries might be like. Are they near the sea? Are there mountains?

Children can make a simple chant of their A-Z, e.g. Angela arrived in Africa and they write this as a wall frieze, display or their own illustrated globe.

