

A Compass Canter

Learning Walks for Schools

Activity 1

Take a bearing and go for a walk in a straight line. On your walk record everything that is on that bearing. Go around the obstacle and carry on your walk in the same direction. Your findings can be recorded in words or pictures along the line that you walked. As you walk discuss directional language to describe your location (e.g. distance including near and far, compass points, left and right). What happens when you walk back the same way?

Activity 2

Take a compass for a walk and record your position from a fixed point. It helps if this point is a tall building or something that can be seen throughout your walk. Pace out the distances and every time you change direction record the new compass bearing. Can you work out how to get back to your original point, using your bearings? Do you end up in the same place?

Activity 3

Take a map and identify where you are. Can you give grid references for the beginning and end of your walk?

Activity 4

Everyone faces north and closes their eyes. Call out compass directions and everyone faces in that direction. Repeat this several times. Who is facing the correct direction by the end of the game?

Activity 5 – Literacy

Using the data collected in **Activity 1**, create a Textwork based on the work of Richard Long for example “*A Line of Ground 226 miles Long*” or “*Two continuous walks following the same line*”.

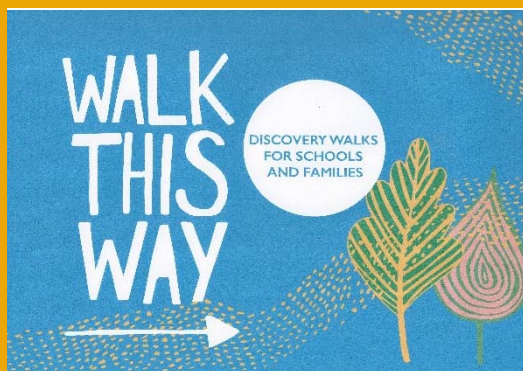
Geography Walks
Curriculum Area:
Geography

Links to:
Literacy

Walk Length
1-1½ hours

Suitable for Key
Stage 2

See the walks of
Richard Long made
into textworks:
<http://www.richardlong.org/Textworks/textworks11.html>



Human Impact Walk

Learning Walks for Schools

This walk looks at the impact that humans have had on the local area, and aims to show why parks and open spaces are so valuable in built up and urban areas. As you walk look for both positive and negative examples of human impact on the landscape.

Activity 1

Use fieldwork and observational skills and to identify key human and physical features of the surrounding environment. As you walk discuss how man has influenced them. There is a work sheet on p2.

Activity 2

As you walk discuss why this has happened and what could be done to improve the situation. Why are parks and open spaces important?

Activity 3

Follow up work could include examining maps of the wider area. The “*Find a Park*” facility on Richmond Council website might be of use

http://www.richmond.gov.uk/home/services/parks_and_open_spaces/find_a_park.htm when discussing the human impact of built up and urban areas

Activity 4

Also examine old images of the local spaces. Note the open nature seen in many of the photographs and images. There are a number of online sources that may be useful including the Local Studies Library Collection of images which also shows the same view as it is today. Borough in Prints

http://www.richmond.gov.uk/home/services/libraries/branch_libraries/local_studies_collection/borough_in_prints.htm

Geography Walks
Curriculum Area:
Geography

Walk Length
1 hour

Suitable for Key
Stage
1 and 2

Page 1 of 2

Tip!
Visit two different parks and compare your results.

Human Impact Walk

Name:

Date:

Beneficial impact

Include reasons why you think that this is a beneficial impact

Tree planting

Negative impacts

Include reasons why you think that this is a negative impact

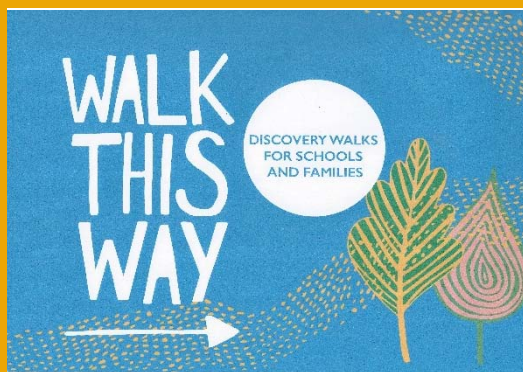
Litter



Human Impact Walk

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A Mapping March

Map your walk in the park by marking significant features that you find as you walk.

Use the grid on page 2.

Activity 1

Compare your maps with aerial photographs of the park.

Can you improve your map using the photos?

This walk can be used to support other areas of the curriculum:

Activity 2

History – local history

Compare the landscape today with maps historic maps of the local area noting changes in types of settlement land use and economic activity. The Local Studies Collection has a large collection of these maps. The collection also has a large collection of prints of local scenes some of which are available online

http://www.richmond.gov.uk/home/services/libraries/branch/libraries/local_studies_collection/borough_in_prints.htm

Activity 3

Art or technology

- Draw your landscape using different media or
- Make a scale model of what you see using different media. Use your map as a basis for your models.
- Take photographs using a fixed point over several seasons and compare changes in the landscape over time.

Learning Walks for Schools

Geography Walks
Curriculum Area:
Geography

Linked to:
History
Art and Design

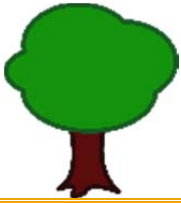
Walk Length
1½-2 hours

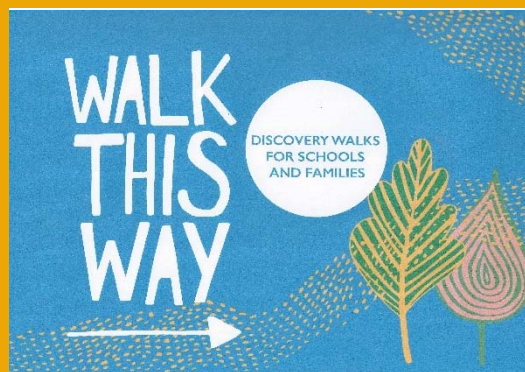
Suitable for Key
Stage
1 and 2

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Local Studies
Collection, Old Town
Hall, Whittaker
Avenue, Richmond,
TW9 1TP 020 8734
3309 localstudies@richmond.gov.uk

Key:

Natural Features		Manmade features	
Tree		Roads	
Woodland		Paths	
Grassland		Playground Equipment	
Ponds		Houses	
Rivers		Shops	



A Weather Wander

Take a compass, thermometer and a piece of ribbon with you on your walk.

Activity 1

Use the ribbon and compass to record the direction of the wind. On your walk stop to take temperature and wind speed measurements, and see if there is any variation over the course of your walk. A measurement chart and suggested symbols can be found on Page 2. If you have a barometer you could take this with you too, or look up the air pressure before you go and record this data on your sheets.

Activity 2

If it is a sunny day you could mark the movement of shadows. On your walk look for the shadow of the tree and mark the top of the tree with a stick. When you come back to the same spot later in the session look to see if the shadow has moved. Has the shadow of the tree changed shape? Use a camera to record your findings.

Activity 3

On a sunny day mark the perimeter of a puddle with chalk and when you come back later in the day investigate whether the puddle has evaporated.

Activity 4

Take a look at the clouds and see how many you can identify. The Met Office website has instructions for making weather gauges which you could trial on your Weather Wander.

Learning
Walks for
Schools

Curriculum Area:
Geography

Walk Length
1 hour

Suitable for Key Stage
1 and 2

Page 1 of 2


Equipment Required:
Compass,
thermometer and
ribbon

You can find current
weather data on the
Met Office website
www.metoffice.gov.uk

Weather Wander

Name:

Date:

Time	Weather symbol	Temperature C°	Wind Direction e. g. NE 	Wind Strength (Low, Medium, High)	Cloud type



A Weather Wander

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Weather symbols

Sun	Rain	Rain with sun	Cloud	Snow
