



Project template: Travel guides - good for 7-11 or mixed ages

Summary	This template can be used (optionally) with Connecting Classrooms East Asia project forums. Using stories and memories (past and present) to describe local buildings such as churches, farms, shops, homes and factories and mapping skills to pinpoint and explain locations. Sharing timelines through urban development and population changes. Showcasing ICT and creative skills (imagining the future).
First activity	Investigating and preparing resources on local buildings - could be done in teams focusing on themes such as building materials; or by choosing one building per group. Include mini-interviews with people and photos of places in your locality. You could even put all your work together and index it to make a map and visitor guide to your locality. Pack it up (keep copies!) and send it to your partner school with questions that have arisen during your project.
Exchange	Examine and respond to the work your partner school has sent. You could find similarities and differences with your own project, or relate their work to a study of another aspect of their world region such as climate or culture. Prepare answers to their questions.
Share	Send or email your answers, or take part in a shared feedback session by video conference, message board or live online discussion.
Extension activities	Find some of the buildings mentioned by your partner school using Google Earth. Imagine how your towns will develop in the future and write poems or draw pictures.
Useful resources	<p>http://www.irespect.net/stories/index.htm Could you find 'untold stories' like these ones from Gloucestershire?</p> <p>http://www.youtube.com/watch?v=mWXTXGegbWI takes you from London to Syhlet on Google Earth and is a 6min tutorial on using the online mapping tool.</p> <p>http://www.plan-ed.org/learningcentre/ghana/ shows cultural dialogue between UK and Ghana.</p>



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Joint Curriculum Project Notes

Project: Travel Guides (7-11 or mixed ages)

Aims and Outcomes: This project invites students to explore their local surroundings. They collect information about local buildings such as churches, farms and shops. They think about their historical development, architecture, building materials and functions in the past, present and possibilities for the future. The students share this information with their partner school.

UK Curriculum links:

History key stage 3

The *'Travel Guides'* project fits in well with the key concepts of History at Key Stage 3.

1.1 Chronological Understanding

Developing a sense of period through describing and analysing the relationships between the characteristic features of periods and societies.

Building a chronological framework of periods and using this to place new knowledge in its historical context life.

1.3 Change and continuity

Identifying and explaining change and continuity within and across periods of history.

Art and Design key stage 3

This project also ties in with the key concept of Art and Design key stage 3 at Key Stage 3.

1.2 Cultural Understanding

Understanding how products evolve according to users' and designers' needs, beliefs, ethics and values and how they are influenced by local customs and traditions and available materials.

Geography

1.1 Place

Understanding the physical and human characteristics of real places.



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1.2 Space

Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.

Cross-curriculum dimensions:

The 'Travel Guides' project engages students in the following cross-curricular dimensions:

Identity and diversity

Students understand the factors that influence and change places, communities and wider society, such as migrations, economic inequality and conflicts.

Community participation

Students examine how sustainable communities evolve, change and diversify over time. Students are given the opportunity to consult with and collaborate with those in their community, including those they may not usually associate with.

Global Dimension and sustainable development

Students communicate with people from a range of countries and cultures. They explore their own place within a changing world.

Personal, Learning and Thinking Skills:

The 'Travel Guides' project helps learners develop the following PLTS areas:

Team workers: collaborate with others to work towards common goals and reach agreements and take responsibility, showing confidence in themselves and their contribution.

Independent enquirers: analyse and evaluate information, judging its relevance and value and plan and carry out research, appreciating the consequences of decisions.



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Key language:

Talking about locations

Giving directions to pinpoint locations

Using maps

Buildings in a village, town or city

The English language used in the 'Travel Guides' project can be supported and extended through the following links from British Council's Learning English website:

Quiz about places in a town such as libraries, museums and shops.

<http://learnenglishkids.britishcouncil.org/en/language-games/monkey-squash/places-town>

Vocabulary worksheet for places in a city

http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/places-in-a-city-activity_0.pdf

Flashcard pellmanisms cards for places in a city/town

http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/places-in-a-city-activity_0.pdf

Following directions and reading a map

<http://learnenglishkids.britishcouncil.org/en/short-stories/the-treasure-map>

Giving directions worksheet

http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/directions-activity_0.pdf