

Teaching about distant localities

CPD activity 3: Choosing a locality

Aims:

To help participants clarify their reasons for choosing a particular locality for study.

To enable participants to share this reasoning with other staff in their school and to achieve consensus in their choice.

To identify criteria, other than material resources, for choosing a locality.

What to do:

Before the course, look at the **worksheet: Criteria for choosing a locality cards** (below) - you may want to leave out some of the criteria and add your own. Photocopy one set per three participants.

In groups of three, ask participants to discuss the criteria and rank the cards in a diamond shape, with the most important at the top and the least important at the bottom. Then ask each group to share what they have prioritised with everyone, and discuss the reasons for their choice.

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Worksheet: Criteria for choosing a locality cards

Pupils' cultural links - i.e. original localities of ethnic groups of families overseas.

Interesting, well-presented teaching packs with a range of materials - e.g. videos, photos.

Links with the curriculum of the secondary school to which pupils will be going.

Need to cover thematic material which is difficult to integrate elsewhere - e.g. rivers, settlement, environmental change, and weather.

Existing curriculum and resources.

Children's own knowledge and experience (particularly in a multi-cultural school).

A locality in a country where English is spoken, so that there is the possibility of correspondence with pupils in the locality in the South.

Somewhere that is often in the news.

Opportunities to focus on similar issues being faced by the distant locality and the locality of our school.