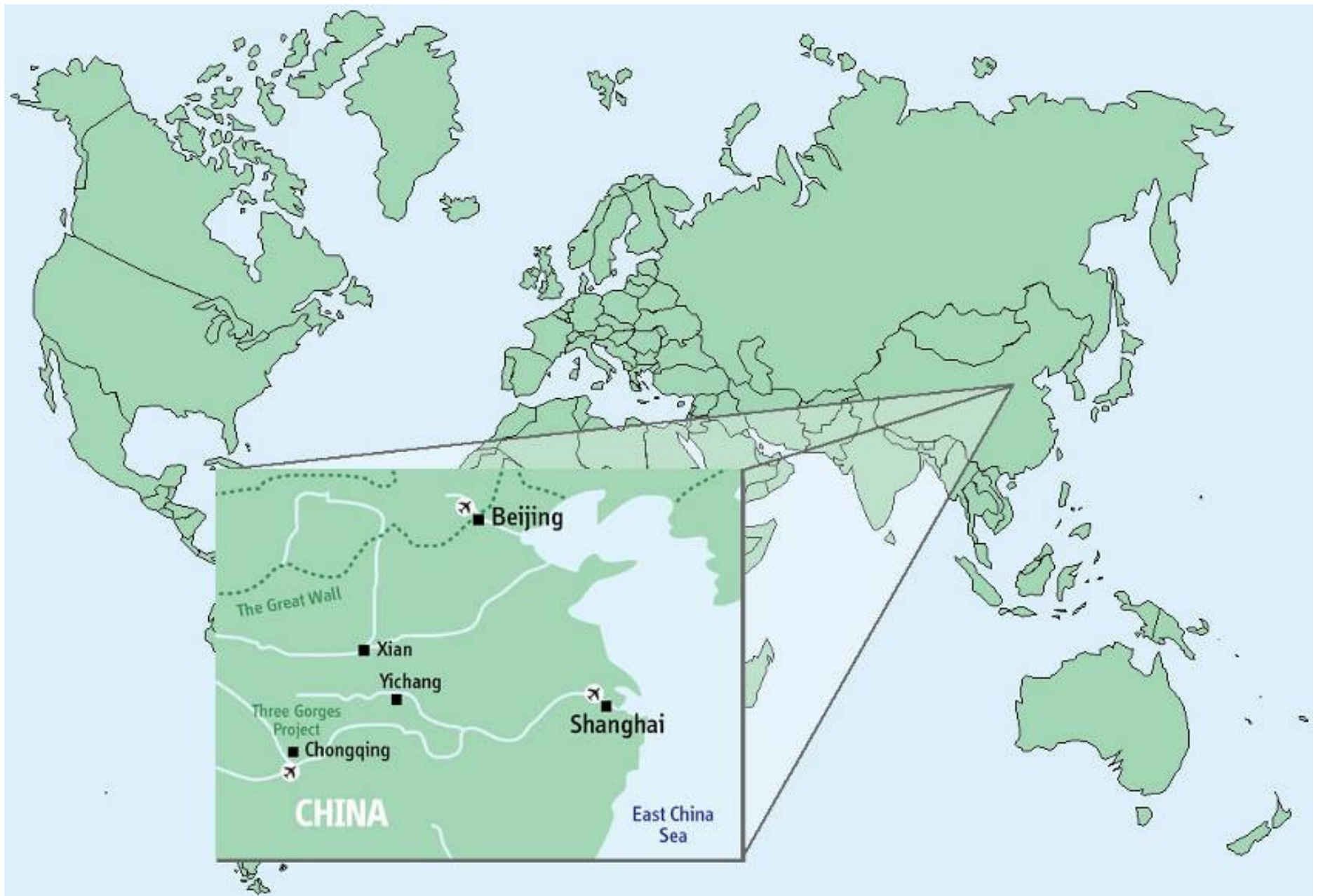


China - Maps



China - Activities Overview

Programme Benefits

Suitable for combined year groups with visits and activities relevant to both KS3 and KS4
Educational resources directly linked to “new look” Geography programmes of study, attainment levels 4-8.
Activity sheets are provided for pre-visit preparation and follow up, as well as for each visit option.
Visit options are excellent for the study of physical, human and environmental geography, as well as offering cross curricular opportunities.

Key stage 3 relevance: (The study of geography should include)

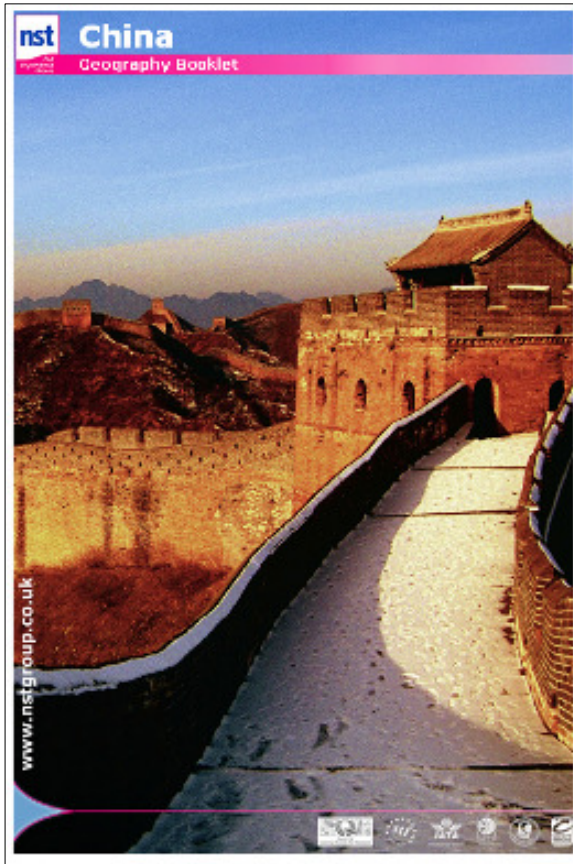
a variety of scales, from personal, local, regional, national, international and continental, to global
a range of investigations, focusing on places, themes or issues
the location of places and environments
key aspects of the UK, including its changing human and physical geography, current issues and its place in the world today
different parts of the world in their wider settings and contexts, including the EU and regions or countries in different states of development
physical geography, physical processes and natural landscapes
human geography, built and managed environments and human processes
interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.

Key stage 4 relevance:

1. Coastal management
2. Geographical information systems
3. Geography in the news
4. Travel and tourism destinations
5. Planning where we live
6. Urban transport for sustainability
7. Geography through fieldwork
8. Living with floods
9. Introducing Cultural Geography

Therefore the selection of a tour to China is very propitious as it is a destination directly relevant to all the above 9 themes.

China - The Accompanying Booklet



You are advised to download and use the pupil booklet which accompanies this resource.

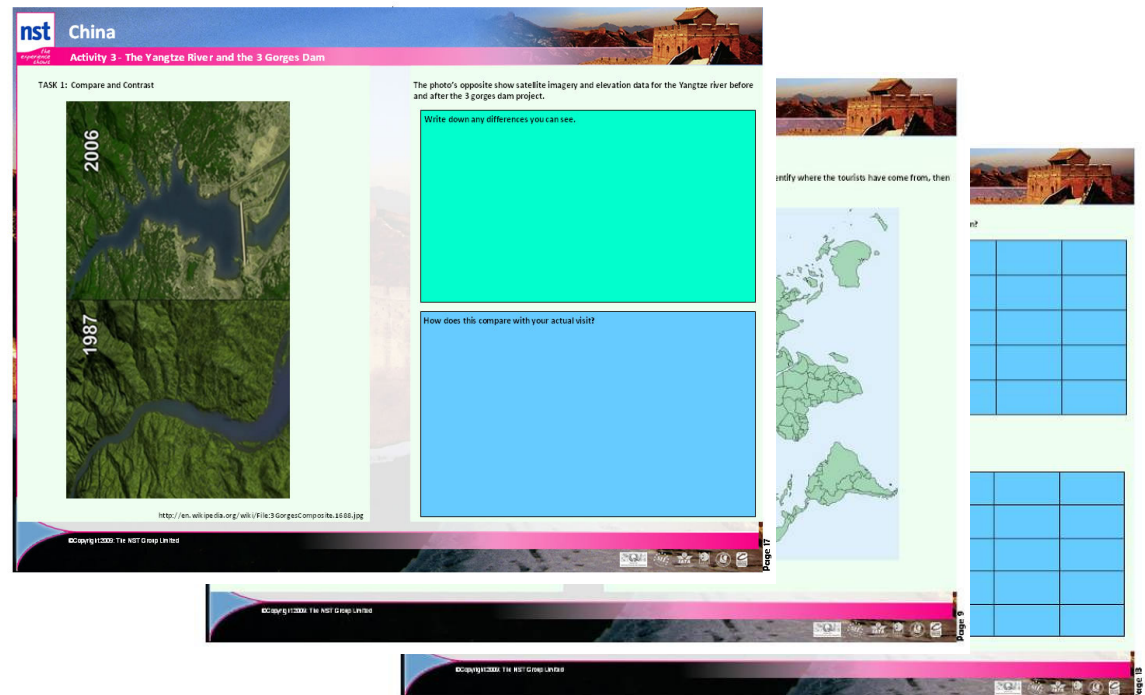
It is recommended that you download the booklet, and allow pupils to write notes/ ideas in this booklet before you go on your visit.

Just prior to your visit, you should print off each booklet for your group, and allow them to continue writing and sketching on the hardcopy during your visit.

Once back in the classroom your pupils should type up their notes from their visit, and add any digital images/video clips to their booklets and keep as an electronic copy as evidence.

Alternatively, print off individual hardcopies at the start of the project, and allow pupils to use these as their evidence throughout their learning experience.

The booklet is in “publisher” format and has been set up to print “back to back” on A4. If you alter your printer to the “back to back” setting, then your booklet’s should printout correctly.



China - The Great Wall

nst China

Activity 1 - The Great Wall of China

TASK 1: This activity will investigate the patterns of visitors to the Great Wall.

Question 25 people at the Wall. Ask them whether they live in the area or are tourists.

Fill in the chart below by putting a tick for each person in the correct column.

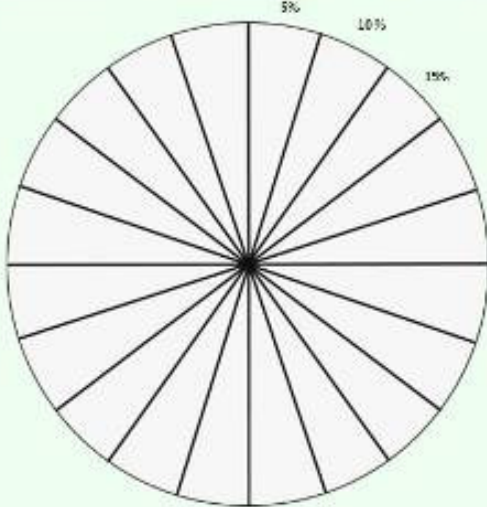
Put one tick per person in the correct column	Local	Tourist	Other
Total			
% (Total x 4)			

On the pie chart template provided, finish labelling the percentages. Then shade the pie chart to display your results.

What do your results show?

How might your results differ according to time of day or time of year?

Why may the results be biased? How could you avoid this in the future?



Page 7

Task 1 is a simple Tourism activity.

For this activity you can utilise Google Earth/panoramio pre visit to allow the pupils chance to have a look at what they might see.

Other info

It should be an easy task for students to distinguish between tourists and locals. It is entirely up to you whether you complete this task by your learners talking and asking people at the wall, or by visual discernment.



TASK 1: This activity will investigate the pattern of visitors to the Great Wall.

Question 25 people at the Wall. Ask them whether they live in the area or are tourists
 "Do you live here or are you a tourist?" " Ni Shi Ben Di Ren Hai Shi Wai Di You Ke?"

Fill in the chart below by putting a tick for each person in the correct column

Put one tick per person in the correct column	Local	Tourist	Other
Total			
% (Total x 4)			

On the pie chart template provided, finish labelling the percentages. Then shade the pie chart to display your results.

What do your results show?

How might your results differ according to time of day or time of year?

Do you think that modernisation, development, tourism and changes in Xi'an have helped everyone equally? Explain.

My Observations

My Research

My Interview

Task 3: Cultural Geography

It is usual for tourists and geographers alike to look at a location from a perspective based on their own age, culture, class, religion, likes and dislikes etc.

This task is designed to let you metaphorically step out of your own shoes and view a location from a range of different perspectives.

At one level you can do this task through careful thought and observation - even better if you can confirm your views by doing extra factual research.

Best of all, can you politely seek out and interview people from these groups to see whether the views of real individuals actually confirm your own thinking or findings.

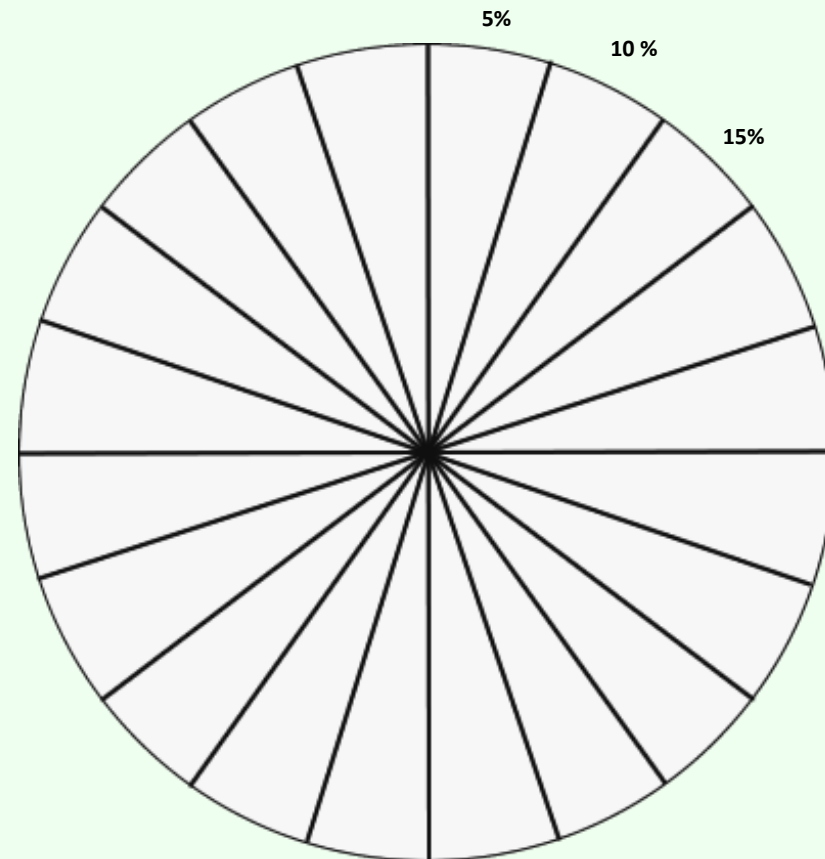
A word of warning: asking sensitive questions requires caution. Be careful to explain why you are asking these questions and don't pressurise reluctant interviewees, China does not yet have freedom of speech as we understand it in the UK.

Here are your five target groups: (groupwork may allow you to study one or two of these each)

- **Ethnic minorities** (can include European ex-pats)
- **Religious minorities** (can include Christian or Muslim)
- **Gender issues** (here focusing on the role of women)
- **Children and young people** (not the very young in this case)
- **The elderly.**

On the next pages are 3 questions you can ask a person from any of these groups. Try to add at least two questions of your own.

My Target Group is:



Why may the results be biased? How could you avoid this in the future?
