

Stay Home: mapping stories and identity in current times

WHAT: Funded by the Arts and Humanities Research Council, 'Stay Home Stories' has three interconnected strands: [Documenting Home](#), [Practising Home](#), and [Mapping Home](#).

WHO: RGS + Queen Mary University of London, University of Liverpool and National Museums Liverpool on the Mapping Home strand which encourages children to map and record their experiences of home during the COVID-19 crisis.



LESSON 1: HOME IS WHERE THE HEART IS

LESSON 2: WINDOW ON THE WORLD

LESSON 3: MEANINGFUL MAPS

LESSON 4: MISSING PLACES

LESSON 5: FUTURE PLACES

+ A suite of resources aimed at primary

Paula Owens

Why does this matter?

Goal 4.7 aims for all learners to acquire the knowledge and skills needed to promote sustainable development

I drew my house because it is very special to me, because there are lots of memories

I decided to show these places because they mean something to me, I grew up here.

....I love my local area

What we do not love we will not save.'

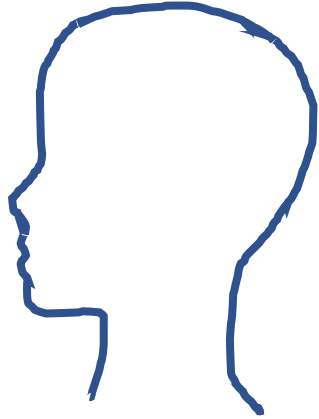
(McFarlane 2017)

Early childhood experiences matter in later pro – environmental behaviours

(Catling et al 2010).

Children respond to places by exploring, knowing, feeling and doing.

HEADS

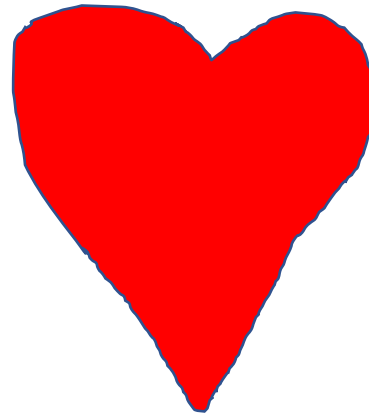


Cognitive

Mental Maps: psychological processes that register, code, store, then call to mind and decode, information on our everyday spatial environment.

(Downs & Stea 2005) Importance of lived experience and identity
(Vujakovic 2016a, 2016b, Vujakovic et al 2018)

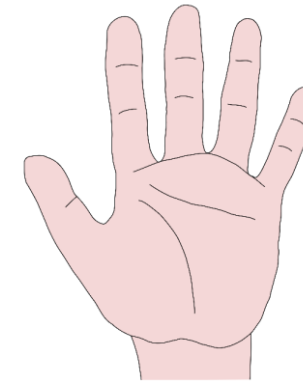
HEARTS



Affective

Significant, first hand experiences and affective perception of places influences memory (Catling et al 2010); feelings of belonging, emotional responses & sense of place (Relph 2010, 2015; Ross 2007)

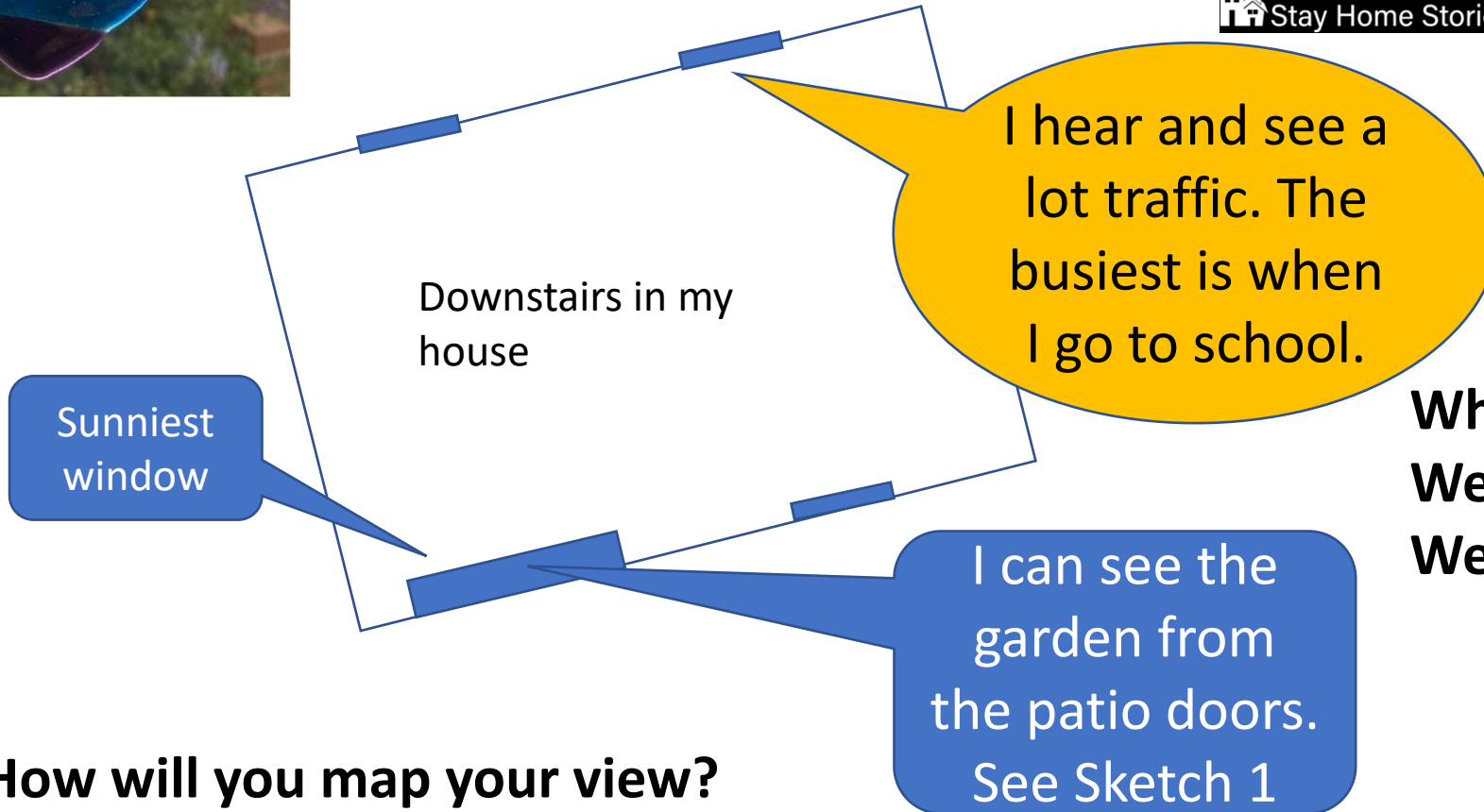
HANDS



Agency

Children as effective environmental change agents and stewards in the protection of nature and co - constructors of futures. (Hicks 2014, Owens 2017, Scoffham & Barnes 2017).

2. Window on the World



What can windows tell us?
We look out.
We look in.

How will you map your view?

3. Meaningful Maps



I decided to do where I live to school because I know them places the most and I thought of all the shops I remember near my house and school. I think that there are so many shops that it makes the places special and I think that the factory makes the places special ..

... I decided to do where I live to school because I know the places the most and I thought of all the shops I remember near my house and school. I think that there are so many shops that it makes the places special and I think that the factory makes the place special because the factory is near houses.

4. Missing Places (and people)



Within 1 km of my school I missed:

- Going on the train
- My friends' houses
- Going climbing
- Playing at the sport's club
- Being out with friends

Draw a 1 Km buffer zone around your school. Identify features within it that you have missed.

Use emoticons.

Zoom out on your map to find other places you have missed that are further away.

5. Future Places

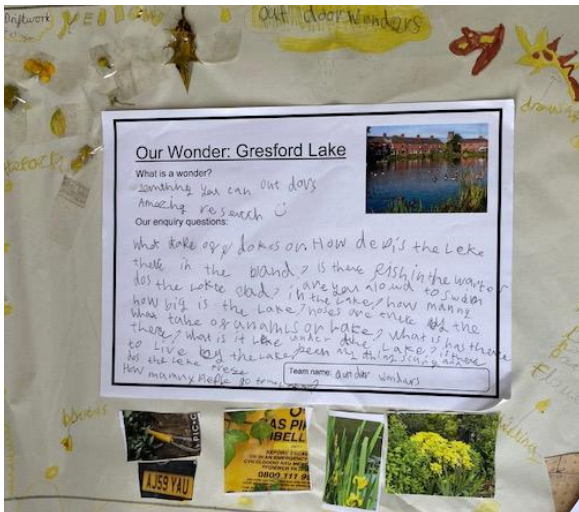
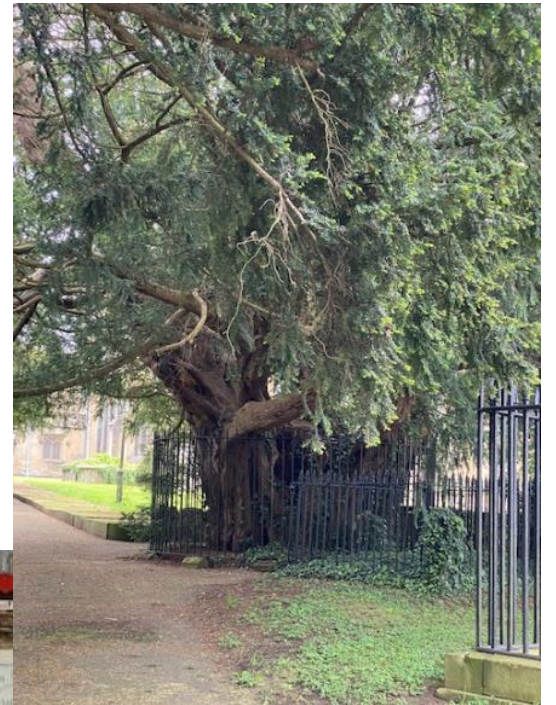
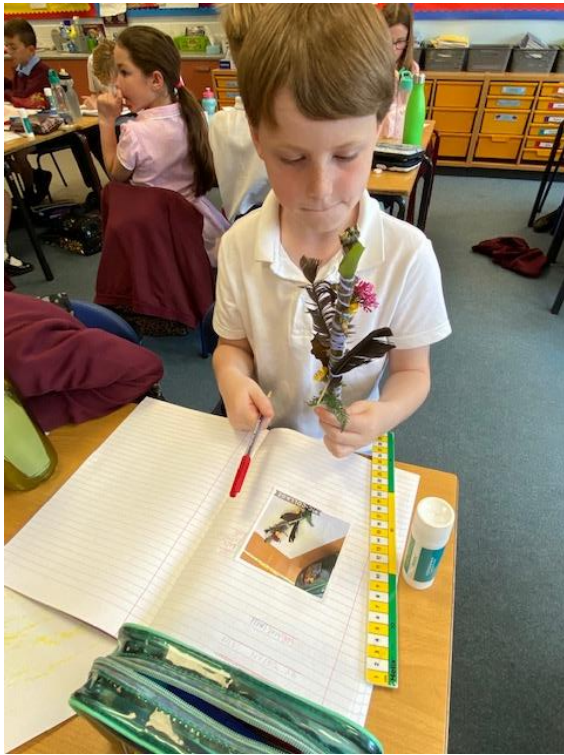
Wonder:

- a) rapt attention or astonishment at something awesomely mysterious or new to one's experience.
- b) feeling of doubt or uncertainty

On the doorstep of Gresford School, children discovered the Gresford Yews, already thought to be a wonder of Wales.

- Where were they?
- How old were they?
- Why were they there?
- What were they like?

Developing a sense of place
(Tuan 1977)



Implications for Practice

Children love and value their home space, they conjure 'place' through meaning imbued with emotions and intrinsic values.

- Authentic place dialogue and settings
- Power and potential of the emotions
- Time to make and share personal meanings, to value difference
- Critical enquiry with real agency – an authentic curriculum (Sobel 2008)
- Opportunities to build and share place reputation
- Develop vocabulary in meaningful contexts
- Supports formal map-making and sense of scale (areas for development Ofsted 2021).

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