



## Visualising Scotland at Livingston Village Primary School

*Livingston Village School is situated in the heart of Livingston, West Lothian and since opening in 2001 it has become the centre of community life in this rapidly growing area of Scotland. The school has over 200 pupils, from Nursery through to Primary 7.*

### How was the Visualiser used?

Using an AVerMedia CP155 Visualiser, Lucy Hare was able to show pupils the major characteristics of Scotland's landscape and explain how these were formed. During this topic the children celebrated St Andrew's Day so pupils were encouraged to build up a display about Scotland and St Andrew, using symbols/objects, posters and leaflets brought from home

Where is Scotland situated in the world? By using the Barnaby Bear's E Atlas CD-Rom, pupils could see where Scotland is situated in the World, scope was narrowed to British Isles and subsequently, Scotland itself. By looking at maps, pupils could pick out major geographic features and identify and label main rivers, mountains and lochs. The Visualiser was used to work with Ordnance Survey maps and pupil generated maps, symbols and keys.

### Advantages of using the Visualiser

By looking at maps, photographs and other media under the Visualiser, pupils found out that Scotland is part of both a continent and the UK. The landscape could then be described in terms of its cities, towns, rivers, mountains and lochs. The formation of geographic features, such as mountains, valleys and lochs could be examined and traced back to the Ice Age.

***All for the children, for all of the children!***

Livingston Village School motto

## Advantages of using the Visualiser - continued

Investigations were made to find out the effect of the Ice Age on the landscape and how geographical features were created through web simulations and use of the Visualiser with ice and rocks. Pupils worked collaboratively to make a 3-D model of Scotland's landscape. This was shared with peers using Visualiser. Peer feedback was encouraged to improve the knowledge of the pupils.

The Visualiser was also used to compare and contrast the content and layouts of tourist attraction leaflets from various regions of Scotland to explore how the landscape has been utilised in the past and at present. The class worked collaboratively in pairs to produce their own tourist attraction leaflets. The leaflets were then put forward for peer assessment, again using the Visualiser.

Finally, the class looked into what it meant to be Scottish; exploring dialect, faiths, music and dress. In groups of three, pupils investigated the historical background to the sporran. They then examined sporran designs using the Visualiser before making sporrans of their own. The Visualiser was then used to image capture pupils sporrans and a text tool was used to annotate the images.

### Did the visualiser have any impact? How do you know?

The children's understanding of Scotland's location in the world and unique geographical characteristics was greatly enhanced. The visualiser allowed the whole class to view and interact with maps and promoted discussion of compass points, scale, grid references and symbols. Opportunities for peer assessment were facilitated through the sharing of science experiments and 3-D models of the landscape. The layout and contents of tourist leaflets was explored in depth and annotation of sporrans.

### Conclusion

The visualiser is used everyday across all curricular areas, particularly to aid discussion of peer writing and to facilitate the uplevelling of children's writing in real time. The children use the Visualiser independently when presenting processes and products. Given the positive impact of the Visualiser on pupil learning the school and Parent Council have jointly funded the purchase of a Visualiser for each class in the school.

### How have pupils used the Visualiser to improve their learning experiences?

*We practise our handwriting - Ellissa*

*For correcting our work - Indy*

*To share our work - Jordan*

*To copy information like places on a map - Fraser*

*To read a long a story / pictures - Stephanie*

*To share our artwork at assembly - Matthew and our stories - Katie*

*To 'uplevel' our stories - Hollie*

*To improve our technology by getting feedback from our classmates - Yasmine*

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