



Support units: Language of geography

Illustration 1: Teaching literacy in geography – Year 8

Geography through art

The text below uses descriptive language and references to describe a place that has been observed. Read the paragraph and imagine what the place might look like. Your teacher will work with you to explore this further.

Children had loved the place and this became the experience to tap. Suddenly it seemed obvious and easy to point out the poetry of the buildings, their relationship to colour, sky, field, and trees. We noticed how the strength and maleness of Georgian buildings contrasted with the delicate and feminine Regency styles; how the relationship of glazing bars to glass was different, how the set of the windows (deeper in the Georgian style) and the respective roofscapes spoke differently. Victorian indulgence and opulence contrasted with the cool and classical. Mists and ploughed fields of autumn presented a different face from the clearer, more brittle light of spring, when the cherry blossom became more important than the street furniture. The changes in light, shape, and tone as trees and buildings threw shadows became more important than questionnaires asking who shopped where, or 'Do you like living in your village?' Instead, it seemed important to ask, 'Do these new buildings "agree" with the rest?' Do those? What about the "new" church (non-conformist 1920s)? Does Mill Lane feel differently from the Broadway? Can we work out why?'

Brough, E. (1983). Geography through art. In J. Huckle (Ed.), *Geographical education: Reflection and action*. Oxford: OUP, p. 62. © Oxford University Press, 1983. Reproduced with permission of the publishers, Oxford University Press, UK.