

## Resource 6 – Geography

# What are the links between colonialism and the environment?



Key stage

3

**Creative thinking habit – Inquisitive**

Problem-based learning, exploring and investigating, challenging assumptions, and questioning

Inquisitive prompts, questions and class discussion marked in pink.



**Teaching for creativity**  
Supporting teachers to develop young people's creativity through a broad and diverse curriculum

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DIRECTION**

We create **opportunity**

## Introduction

A New Direction is a London-based not-for-profit organisation that generates opportunities for children and young people to develop their creativity.

Of equal priority for us is helping to broaden and diversify the curriculum in response to the combined crises facing young people, including the climate crisis, the call for a more equitable society, prompted most recently by the Black Lives Matter movement, and the COVID-19 pandemic and its associated impact on the economy and wellbeing.

This pack draws on the expertise of London's cultural sector to provide rich learning materials that help develop young people's creativity and their ability to navigate these times. For those schools wishing to provide a broad and balanced curriculum, these thoughtful and engaging learning sequences explore some of the lives of individuals who are new to or under-represented in the curriculum, a focus on Black History in London, lessons that support the new Relationships and Sex Education programme of study, nature-inspired design activities for exploration within KS2 – 3 Design Technology, and pupil investigation in Geography exploring the climate crisis.

The resources employ a variety of strategies which place an emphasis on effective education being an active process that is participative in nature and which develops children's ongoing capacity for learning. As such, they can be used by teachers across the curriculum.

We believe in the possibility of a better world and want to support teachers and educators in doing what you do best. We have consulted with teachers throughout the development of these resources, which are part of a longer-term commitment to generating relevant and accessible learning materials that help us to have braver conversations in the classroom and to articulate the power of creativity.

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A special thank you to the teachers who took the time to read through drafts of this resource and provide feedback during such a busy time.



# The five-dimensional model of creative thinking

For creativity to flourish, it needs nurturing and young people need access to excellent resources.

**‘Creativity in the classroom does not happen by accident – we need to be deliberate and proactive in developing our pupils’ creative skills and habits. Now more than ever, creative thinking is the key to their future. These resources breathe life into new areas of the curriculum and make explicit the vital and life-giving creative habits which will enable students to thrive in complex times.’**

– Bill Lucas

These learning sequences focus on curriculum-linked topics for exploration with creative learning at the heart.

They are underpinned by the Creative Habits of Mind drawn from the five-dimensional creative thinking model and decades of research from Professor Bill Lucas, Professor Guy Claxton and Dr Ellen Spencer.

Creativity is a multi-dimensional idea and education researchers are showing just how valuable Creative Thinking is in helping our pupils learn in an increasingly complex world. The model has been widely adopted into learning policies across the globe, based on years of field trials through the Centre for Real-World Learning at the University of Winchester that included schools participating in Creative Partnerships, the UK government’s flagship creative learning programme (2002 – 2011).

The Centre for Real-World Learning’s model below features five Creative Habits of Mind and offers a means of tracking the development of creativity in pupils.

A New Direction, like many others, believes creativity can be taught and learned, and we want to support schools and teachers to feel equipped to do just this. The five Creative Habits of Mind are drawn out in the resources, each resource making explicit one particular habit with learning strategies and class discussion for pupils to understand the definitions for their own learning and articulate their own skills development.

## Professor Bill Lucas

Director of the Centre for Real-World Learning, University of Winchester. Co-chair of the PISA 2021/2022 Test of Creative Thinking. Academic advisor on creativity to Arts Council England. Co-author of more than forty books including the internationally acclaimed, *Teaching Creative Thinking: Developing learners who generate ideas and can think critically*. Curator of Creativity Exchange platform: <https://www.creativityexchange.org.uk/>

Lucas, Bill and Spencer, Ellen (2017) *Teaching Creative Thinking: Developing learners who generate ideas and can think critically*, Carmarthen: Crown House Publishing Ltd



## Foreword

I warmly recommend this resource to you. Creativity in education is needed now more than ever.

We need teachers and leaders working within their communities who are focused on 'finding a way through' for all learners. As a headteacher, my own school was fortunate to receive funding as a School of Creativity, this was an initiative building on Creative Partnerships inspired by the work of the late great Sir Ken Robinson. We were able to share so many aspects of an alternative improvement agenda that was built on inclusion, trust and agency with high standards as a by-product replacing a deficit reinforcement of stereotype leading to failure.

Building on decades of rigorous research, the OECD ranks creativity and critical thinking amongst the top skills that our young people need. Teachers and leaders with creative approaches are able to use these skills to constantly navigate the challenges of the education system to positive effect. Having the humility and openness to work alongside artists as part of this leadership opens up new spaces in our collective thinking.

Leading the Chartered College of Teaching, I am committed to building a profession that is confident about being open to new ideas, restless, inventive, persistent about what matters, generous and empathic. All of these dispositions offer states of mind that build capacity for learning amongst our children and young people. I encourage you to absorb these resources in pursuit of this goal.

**Professor Dame Alison Peacock**

Chief Executive

Chartered College of Teaching



## How to use this resource

These resources are designed to put the learner in the driving seat, with open-ended engaging activities, learning strategies and questions to prompt dialogue and debate, critical thinking, and creative response.

They take a **'split-screen' approach** covering both a curriculum area and a creative habit in a single set of activities.

There are three or four lessons in each topic that can be used as standalone activities with the noted minimal duration time or as fuller learning sequences to expand as you see best for your pupils.

To support each resource, you'll find downloadable and printable [Appendix material](#), including differentiation tips for students with SEND and extension activities, hosted on

[www.anewdirection.org.uk](http://www.anewdirection.org.uk)

You are the experts, and these sequences just build on what you already do – pick from some or all to suit your needs. We would love to hear from you about how you get on, any questions you have, and what you'd like to see more of!

[#letsresettogether](#)

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### Artsmark

If using these resources helps you to develop your curriculum, build skills and knowledge across a range of art forms, and support student voice and wellbeing, you could gain recognition and accreditation with an [Arts Council England Artsmark Award](#). The Artsmark Award is accredited by Arts Council England and presented to schools where arts and culture provision fulfils eight criteria and seven quality principles. It complements your school improvement plan and recognises commitment to a broad and balanced curriculum. Completing the activities in this resource can contribute to your Artsmark journey and provide evidence of impact in a number of areas. Links to each Artsmark criteria are highlighted in an [Appendix](#).

The Artsmark self-assessment framework and a suite of supporting documents are available and free to download on [A New Direction's website](#). Artsmark is a supported journey that connects you to a network of like-minded settings. Talk to the team at A New Direction if you want to find out more.

[#artsmark](#)

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**Writer** Climate Museum UK



**Duration** Three 90-minute lessons

Extension activities offered in the Appendix

**Curriculum links:**

**KS3**

- Place knowledge: understand geographical differences and links between places through the study of human and physical geography of Jamaica and Nigeria.
- Human and physical geography: understand how human and physical processes interact to influence and change landscapes, environments and the climate, and how human activity relies on the effective functioning of natural systems.

**Objectives and outcomes**

- I have an understanding of the impact industry can have on the landscape and natural resources of a place.
- I understand how human processes can affect the effective functioning of natural systems.
- I can investigate the impact of colonialism by following a line of enquiry.
- I can use a range of sources/evidence to explore the impact of colonialism
- I can recognise how we might use creativity and critical thinking to influence how we interact with landscapes, environment and the climate.
- I have shown inquisitiveness in how I approach an independent exploration.
- I have developed my questioning and research skills to widen and deepen my understanding.

Over three learning sequences, this resource focuses on two locations to explore questions about British colonialism and links to the climate crisis we face today: Jamaica and Nigeria.

The overarching question: 'What are the links between colonialism and the environment?' focuses on the exploration of companies and nations that have mechanisms to allow them to operate in other countries – military power, legal challenges, land-grabs and 'social licence'. The impacts of colonialism have been devastating to biodiversity, and therefore to people who live with close dependence on thriving ecosystems. In turn, the damage to the planet is escalating and impacting on all humans and species.

In these three learning sequences, pupils explore the many ways we can imagine alternative ways to live and communicate these ideas.

## Being inquisitive as a creative habit

These sequences focus on the skills of being **curious** and **inquisitive** – creative habits at the very heart of what it means to be a creative learner. Pupils will focus on **enquiry-led learning**, **challenges** and **tricky questions** where there aren't simple or immediate answers. They will foster independent **exploration** and develop confidence in a range of **questioning techniques**.

## LESSON 1

# Wondering about Jamaica

This introductory lesson explores being **inquisitive** and applies this to a case study location, Jamaica. Pupils focus on the colonisation of people and nature in Jamaica, which prepares them for independent exploration in further lessons.

### Duration

90 minutes

### Resources

- A selection of everyday classroom objects e.g. pen, cup, chair, conker, pebble, lanyard
- 8 Jamaica enquiry cards (see resource [Appendix A](#))
- Access to computers or tablets for internet research
- Mini whiteboards / paper and pens for notetaking

### Warm up and introduction: Getting to the why questions (15 minutes)

The most skilled interviewers get very quickly to the how and the why questions. What, when, who questions generate useful data, but how and why questions help us to see patterns and meanings.

Lead a short activity to help pupils understand that questions range from simple to complex. As a class they are to come up with a series of questions (about anything!) to illustrate this range.

*What does inquisitive mean? (Yes – it means being curious, showing an interest and asking questions).*

*Come up with a question that:*

- most people obviously know the answer to
- you only need to search or ask someone to get the answer to
- you might need to do a test or observation to find the answer to
- you've wondered about, or are still trying to work out
- you're certain will never be answered.

*Which questions made you feel the most **inquisitive**?*

### Playful experimentation (15 minutes)

Pupils work in pairs or small groups. They look at a random or found object from your selection or you can give them 30 seconds to find an object of their own.

*Working fast, think of as many different questions as you can about this object.*

*Choose the question that makes you the most inquisitive. Try to answer it.*

*Let yourself ask more questions so you think even bigger and deeper, about our world, materials and how people live in nature.*

*How did it feel to be asking all those questions about a random object?*

### **Main activity: The colonisation of people and nature in Jamaica** (45 minutes)

Explain to the class that they will be focusing on Jamaica through 8 questions but first they will have 1 minute to write down what they know about Jamaica already and 1 minute to write down as many inquisitive questions as possible about Jamaica.

Use a timer – this isn't about getting down absolutely everything the pupils know so they don't need a long time. The aim is to get them thinking about the topic, having a chance to demonstrate what they might already know and generating a few of their own questions. You might want to do this in a 'KWL' grid and return to the final column when you reflect on the lesson at the end. In some cases, pupils might find that what they write in the first

column is later challenged by their investigations, while in other cases it may be confirmed.

KWL grid

K – What I know	W – What I want to find out	L – What I learned

Lead a brief discussion about the phrase – ‘Earth crisis’. What do students think this is? Explain that this refers to the climate emergency, and includes ecocide and environmental harm.

Divide the class into eight groups and pass one Jamaica Enquiry Slide to each group. Each slide has a **driving question** for exploration from the list below:

1. *Why is English the main language used for public life in Jamaica?*
2. *What are the key features of Jamaica’s physical geography and how did colonialists adapt to them?*
3. *What impact did the British have on the island, its people, land and natural resources?*
4. *What can you tell us about how slaves in Jamaica resisted and rebelled?*
5. *What impact has bauxite mining had on Jamaica’s landscape?*
6. *What evidence is there that hurricanes affecting Jamaica have grown worse?*
7. *In what ways did the biodiversity of Jamaica change with the production of coffee, bananas and sugar?*
8. *Why does Jamaica support the oil and gas industry?*

In their groups, pupils **investigate**, searching out evidence and answers to their question. They could also **ask more questions** based on the questions they wrote before they started investigating.

As this is a long activity, we recommend you have a couple of mini plenaries to check how groups are getting on.

They then work as a team to prepare a short presentation back to the class.

*Your challenge is to present back everything you found out in 60 seconds. You can use sketches, numbers, or short sentences but you need to be quick!*

### Plenary and self-reflection (15 minutes)

Each group shares what they have discovered with the class.

Lead a shared reflection to end this first lesson. You might want to give the young people time to reflect on white boards, in their KWL grids or with a partner before sharing their reflections.

- *What do you think about what we have explored today? (e.g. about the creative habit and how they found practising it, or about what they learnt about Jamaica and links to the Earth crisis)*
- *What has it made you think about? (e.g. injustice or stopping harm)*
- *What do you want to find out more about?*

*You were great at asking good questions today and starting to investigate some driving questions – some fundamental questions about Jamaica. Asking good questions is key to us being creative individuals, and curiosity through exploration is also crucial.*

- *Do you think you were inquisitive today?*
- *How could you develop it as a skill?*





## LESSON 2

# Colonialism and fossil fuels

### Duration

90 minutes

### Resources

- Internet access
- Large sheets of paper, white boards or online boards (e.g. Google Jamboards)
- 'Timeline Cards' printed out and cut up for group work (see resource [Appendix B](#))
- Nigeria Research Sheet with weblinks & notetaking template (see resource [Appendix C](#))

Pupils explore the **driving question** 'What impact has colonialism had on Nigeria?', developing an **inquisitive creative habit**, this time about **British exploitation of Nigerian resources**.

### Introduction activity: Timeline of Britain, colonies and fossil fuels (15 minutes)

Share the Timeline Cards around the room depending on your groupings, and challenge the class to piece together a timeline in a set amount of time.

Once completed, compare notes and check in on the correct timeline together.

### Activity 2: Exploring Nigeria (45 minutes)

Briefly recap on what inquisitive means and how they started to demonstrate this last lesson.

*Working in your groups / pairs you are going to take on a tricky question each – there are no immediate or easy solutions to be found. You're going to be inquisitive and curious, and you will need to think critically and creatively.*

This activity will require pupils to populate a big sheet of paper that shows their rough findings and the outcome of their investigation, ready to share back with the group. You could suggest that pairs take notes either in a 'Chalk Talk' format or use the 'Microlab Protocol' for talking through ideas – depending on how much support your students need with collaboration.

Ask pupils to explore the driving question:

*What impact has colonialism had on Nigeria?*

Pupils should start by drawing on their question bank of good questions, and by quickly recording what they already know. They can use the Nigeria Research Sheet ([Appendix C](#)) to help them, which includes a template for taking notes. They can also use the Timeline Cards ([Appendix B](#)).

With what they know, and showing **curiosity** to find out more, they should explore the following questions:

- *Why were the coastal areas of Nigeria so interesting to European colonisers?*
- *What peoples have lived in the area now called Nigeria? How have they been affected by colonisation?*
- *Where in Nigeria has oil been extracted? Who has been involved? Where has it been exported to? Have other fossil fuels been extracted in Nigeria?*
- *What impact did oil extraction have on the local people and the environment?*
- *How and why have Nigerian people resisted and protested?*

As this is a long activity, we recommend you have a couple of mini plenaries to check how groups are getting on, e.g. What questions have you come up with and what led you to ask them?



### Plenary and self-reflection (30 minutes)

Ask pupils to share their findings in three-minute presentations of their group/pair work to another group/pair. Draw the lesson to a close reflecting on each group's ideas and common themes across them.

- *How did you find that investigation?*
- *What did it make you want to find out more about?*
- *What do you think about the way things are?*
- *What questions do you have now about Nigeria?*

### Extension

- With more time, this investigative activity could follow a core approach within the **inquisitive** creative habit, the **Mantle of the Expert**. Groups or pairs take this work further as if they are an imagined group of experts. They assume an expertise, **investigate more fully** and step up in this drama-based and enquiry-led task to then present back in character. You can find out more about this activity online.

## LESSON 3

# Questioning power

### Duration

90 minutes

### Resources

- Creative supplies and art materials to support writing, making placards or collage etc.
- Use [letterstotheearth.com](http://letterstotheearth.com) for further pupil inspiration of 'Letters to Power'

**This lesson encourages pupils to reflect on what they have learned about colonialism and the environment, and to express their personal feelings and ideas about it. They will have learned about real harm that has been done to people and places elsewhere in the world, and they might feel empathy and a sense of injustice about this.**

In this lesson, you can emphasise that the harms of fossil fuel extraction affect everyone wherever they live. These harms include the pollution of air and oceans, biodiversity loss and climate breakdown.

Pupils further explore the **driving question**: *What are the links between colonialism and the environment?* developing an **inquisitive** creative habit, using a variety of sources and evidence to focus on demonstrating their understanding of:

- the impact industry can have on the landscape and natural resources of a place,
- how human processes can affect the effective functioning of natural systems, and
- how we might use creativity and critical thinking to influence how we interact with landscapes, environment and the climate.

### Introduction activity: Shared discussion (15 minutes)

- *Can you think of an example of when you have been told off for being inquisitive?*
- *Thinking about what you've learned in these lessons, why or when might it be a problem if you ask a lot of questions?*

*(You might uncover secrets or find out wrongdoings. You might question a situation that is comfortable or profitable for some but uncomfortable for others. You might ask questions in a large group that people find exposing.)*

- *Which questions were the most productive or interesting in these lessons? What makes you think that?*
- *Why or when is being inquisitive a good thing?*

*We've asked questions about and discovered how fossil fuel extraction affects local communities.*

*Thinking about the impacts of the fossil fuel industry on these places and the global climate, what questions do you want to ask people in power?*

*(These might be past or living people.)*

### Activity 1: Creative expression (10 minutes)

*You are going to do a 'freewrite', a brilliant writing activity that's like brainstorming but written. No one else will see this and it's not about spelling or grammar, there's only one rule and that is you can't stop writing – if you stop your thought flow, you simply write 'and and and' until the next thought comes.*

*In this 'freewrite', you're going to express your feelings and views and reflect on what you have found out about the exploitation of people and*

*places, the power of the fossil fuel industry and the impacts of ecocide and climate breakdown today.*

Give students 5-7 minutes for the freewrite. Having key words and names on the board from previous lessons will help to prompt them e.g. Nigeria, oil, Jamaica, colonialism, bauxite etc. You might want to practice for 1 minute first, using the word 'inquisitive' as a prompt.

### **Activity 2: Write a letter to power (45 minutes)**

Using their raw material from the 'freewrite', pupils are going to take their reflection and feelings forward into a powerful, creative appeal to people in power about the injustices of the Earth crisis as inspiration to kick-start ideas.

Pupils start in this lesson and then continue for homework, drawing on creative materials as they see best to present their work, either written or drawn as placards, printed, collaged, painted etc.

Give these challenges to pupils:

#### **Think about your audience**

If you address one person, you can make it more personal, but if you make it an open letter to anyone you need to appeal to universal feelings. You could really send this letter, so it could be to your MP, a Minister, a member of the House of Lords, the CEO of an oil company. Or you could decide to address young people your age, your parents, teachers, media companies or celebrities. You might want to select someone for the class and provide some background information on them.

*Once you know who you are writing to, what will hook them in?*

*What do they care about?*

#### **Think about your stories**

Effective letters to power include stories about people and places. Your story might be about people affected by the harm of fossil fuels, told with feelings and facts. Your story might be about you and how your family has been affected, or how you see the future for communities around the world.

#### **Think about your 'ask'**

What are you asking the powerful to do?

You could ask them to have a conversation with you, to vote a certain way, to change their habits, to investigate an injustice.

*What action is within their power on one hand, but also big enough to make a difference on the other hand?*

#### **Think about your method**

You could combine writing with graphic design and turn it into a poster, or you could write and record a spoken word piece. Or you could write a really simple short letter which is memorable, and ask other people to memorise it and pass it on.

*This is where you get even more creative.*

*What challenging questions and phrases will you use?*

*How will you choose to share this letter to power?*

*Might it be a display? An assembly?*

### Plenary and self-reflection (20 minutes)

*You have worked so well together – I have seen so much creative thinking in how you have approached this topic; but what about you?*

- *How have you found this independent exploration?*
- *What have you learned about the world?*
- *What assumptions and opinion have you challenged?*
- *Were your own assumptions challenged, how?*

With this being the last in the sequence, pupils revisit the learning objectives and compare their outcomes:

- I have an understanding of the impact industry can have on the landscape and natural resources of a place.
- I understand how human processes can affect the effective functioning of natural systems.
- I can investigate the impact of colonialism by following a line of enquiry.
- I can use a range of sources/evidence to explore the impact of colonialism
- I can recognise how we might use creativity and critical thinking to influence how we interact with landscapes, environment and the climate.
- **I have shown inquisitiveness in how I approach an independent exploration.**
- **I have developed my questioning and research skills to widen and deepen my understanding.**



### Video CPD

For some additional tips and guidance on delivering activities in this resource and measuring success, check out the accompanying CPD videos [here](#).

**Climate Museum UK** is a mobile and digital museum stirring and collecting responses to the climate and ecological emergency. A team of creative people based in the UK, passionate about the planet, we produce and gather art, objects, ideas, games and books, and then use these to activate people. These activations help people to play, make, think and talk about the Earth crisis and to open their imaginations to possible futures.

[climatemuseumuk.org](http://climatemuseumuk.org)

This resource is delivered as part of Reset – our programme of support in response to the pandemic.

Though COVID-19 has caused huge disruption to our lives, our professions, and our learning, it is important to remember that we are resilient, strong and good at what we do.

We know that we can adapt and work differently, move quickly and innovate. Let's take this chance to reset and move forward with what we know works, leave behind what doesn't, and introduce new ways of working, together.

To find out more, go to:

**[www.anewdirection.org.uk/reset](http://www.anewdirection.org.uk/reset)**

## LookUp

Our online LookUp platform allows you to quickly and easily browse schools programmes, events, resources and opportunities from London's arts & cultural sector, and refine results based on Key Stage, artform and more: **[lookup.anewdirection.org.uk](http://lookup.anewdirection.org.uk)**

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