

| Video summary | Before watching the video | During the video |
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| <p>Joe Crowley demonstrates how GPS trackers and smartphones can be used for 'geocaching'.</p> <p>Geocaching is like a high-tech treasure hunt. Participants track down 'hidden treasure' by logging on to a number of websites which give the co-ordinates for geocaches all over the world. GPS trackers will take participants to within a few meters of the cache, and then a manual search begins.</p> <p>We see three young people using their initiative and skill to locate the cache once they are in a rough area. It's an entertaining blend of high tech and the great outdoors.</p> | <p>Ask students if they have been geocaching before, and if anyone has ask them to describe the process of geocaching and why they enjoy doing it.</p> <p>Introduce key terms such as:</p> <p>GPS: Global positioning system. A satellite-based navigation system that enables users to determine a location.</p> <p>Geocaching: An outdoor treasure-hunting activity where participants use GPS devices or smartphones to find hidden containers.</p> | <p>You may wish to stop at relevant points during this short film to pose questions and check understanding or wait until the end.</p> <p>Useful questions might include:</p> <ul style="list-style-type: none"> • What is geocaching? • Why is it important to be able to read co-ordinates when geocaching? • Why are your powers of observation important when geocaching? • What might you find in a geocache? • Who goes geocaching? |
| After watching | | |
| <p>Use OS maps with your class asking them to pick out different locations on the map using grid references. Four-figure grid references could be used first and then six-figure grid references once students feel more confident. Students could then pick out 10 grid references on the map to test their peers with.</p> <p>Students could also plan routes between two locations using grid references. They could describe the route between the two using geographical vocabulary, including compass directions.</p> <p>1:25,000 and 1:50,000 maps could be used to show the differences in scale and how grid references can be used in the same way across both scale maps.</p> <p>Look at the maps and ask students where they think a good place would be to hide geocaches. You could ask students to 'hide' some geocaches and to write a series of clues for the locations for other students to follow.</p> | | |

| Curriculum notes | Where next? | Links |
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| <p><i>This geography topic appears in OCR, Edexcel, AQA, WJEC KS4/GCSE in England and Wales, CCEA GCSE in Northern Ireland and SQA National 4/5 in Scotland.</i></p> <p><i>Map skills are also relevant across KS3 geography in England.</i></p> | <p>The Ordnance Survey website provides a great opportunity to practice different skills and gain helpful hints and tips on all aspects of map reading.</p> <p>Your class could also look at whether there are geocaches nearby to investigate.</p> | <p>OS map skills: https://www.bbc.co.uk/bitesize/guides/zp6kbqt/revision/5</p> <p>Grid references: https://www.bbc.co.uk/bitesize/guides/z6j6fq8/revision/4</p> <p>Measuring distance and grid references: https://www.bbc.co.uk/bitesize/articles/zhnrg7h</p> <p>Geocaching in Dundee: https://www.bbc.co.uk/bitesize/articles/zhhqxg8</p> |