

## Geography Alive: Early Stage 1 Geography (Unit 2)

Lesson 1: Exploring maps		
<p><b>Content focus:</b></p> <p>In this lesson students are exposed to a range of maps. It gives students the opportunity to explore these map types and their different features. In doing so, students discuss collaboratively what they know about maps drawing from their existing knowledge base. The teacher provides students with the opportunity to express what they would like to know about maps and what types of maps they would like to learn about.</p>		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• A range of maps. These can range from treasure maps, maps of local areas, maps of school and/or classroom, street directories, an atlas or a GPS system.</li> <li>• A globe of the world</li> <li>• Interactive whiteboard</li> <li>• A map of the school</li> <li>• Access to Google Earth</li> <li>• <a href="#">Resource Sheet 1: Sample school map and Google Earth image</a></li> <li>• <a href="#">Worksheet 1: Neighbourhood map activity</a></li> <li>• <a href="#">Resource Sheet 2: Vocabulary cards</a></li> <li>• Enlarged teacher copy of the neighbourhood map</li> <li>• Colour pencils and glue</li> </ul>
<p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• What is a map and what are they used for?</li> </ul>	<p><b>Outcomes:</b></p> <p><i>A student:</i></p> <ul style="list-style-type: none"> <li>• identifies places and develops an understanding of the importance of places to people</li> <li>• communicates geographical information and uses geographical tools.</li> </ul>	<p><b>Lesson sequence:</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Introduce the topic to students by displaying a copy of a map of the school on the interactive whiteboard. Give students time to look at it closely and see if they can identify anything that looks familiar. Bring up a Google Earth image of the school. Have the students compare the map of the school and Google Earth image. Ask students if they can identify any of the features show in the Google Earth image. Ask the students which of these artefacts is it a map? And, what do we use maps for? See <b>Resource Sheet 1</b> as an example.</li> <li>• <b>Step 2:</b> Discuss with students what maps are and what they are used for. Maps are representations of the world created by people called cartographers to help people locate places. Maps contain information for people to find their way from one place to another. They also display features such as landforms, vegetation, town and cities, land uses, transport networks and political boundaries. Maps have a number of features in common. An indication of direction, grid references, legends (keys), an indication of the scale the map is drawn at and a title.</li> <li>• <b>Step 3:</b> Make a vocabulary wall for students and discuss the meaning of some of these words: <ul style="list-style-type: none"> <li>Features – a distinctive aspect of something</li> <li>Direction – The position towards which someone or something lies, moves or faces</li> <li>Map – A drawing of the earth’s surface, or part of that surface, showing the shape and position of different features.</li> <li>Aerial view – View from above, looking down; also known as ‘bird’s eye view’</li> <li>Above – A physical position in relation to another object or feature – over, on top of, higher</li> <li>Below – A physical position in relation to another object or feature – Beneath, lower, further down</li> <li>Beside – A physical position in relation to another object or feature – next to, nearby, at the side of</li> <li>Place – A space, area or spot set apart or used for a particular purpose.</li> </ul> </li> </ul>

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		<p>Earth – The name of the planet we live on Legend – The words written next to a map that explain what it is about or what map symbols mean Symbol – A sign, shape or object that is used to represent something else</p> <ul style="list-style-type: none"><li>• <b>Step 4:</b> Place a range of map-based resources around the classroom for students to explore. Give students time to view all the different types of maps. You may also like to display magnifying glasses for students to use.</li><li>• <b>Step 5:</b> Students return to the floor and discuss the features of some of the maps they looked at. Did they see any symbols? Legends? Where was the map showing? Show students enlarged copy of a neighbourhood map (<b>Worksheet 1</b>). Discuss the things they can see and compare these with things they might find in their neighbourhoods. Students glue their copy of neighbourhood map into their books to complete during next lesson.</li><li>• <b>Step 6:</b> Conclude lesson by returning to Google Earth [<a href="https://www.google.com.au/earth/">https://www.google.com.au/earth/</a>] and search an address to show students where their house is on a map.</li></ul>
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