

Geography Alive: Stage 1 Geography (Unit 3)

Lesson 3: Local places and me		
<p>Content focus:</p> <p>In this lesson students will investigate the concept of 'local' and what constitutes an important local place. Students discuss why people go to such places and how they are able to access them.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • IWB and internet • Copies of a local map – one per student • iPads connected to the internet
<p>Key inquiry questions:</p> <ul style="list-style-type: none"> • What do we mean by the term 'local'? • Where are important local places located and how do we get there? • How are people connected to places? • What factors affect people's connection to places? 	<p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> • develops and understanding of the term 'local' and what features of the local area are seen as being important • describes features of places and the connections people have with places • communicates geographical information and uses geographical tools for inquiry. 	<p>Lesson sequence:</p> <ul style="list-style-type: none"> • Step 1: Ask students: What does the word 'local' mean?" Brainstorm some places that are local to them. • Step 2: Identify the 'local' places identified on a map of the local area. Use Google maps, students could find their school, a park, local shops, their home, etc. If possible, take students on a local walk and photograph places in their local area to add to a large map displayed in the classroom. • Step 3: Ask students: 'Why do you come to school?' Record answers. Ask: 'How do you get to school?' Record their answers. Identify that different people have different reasons for going places. There are also different ways of getting to places. Discuss factors affecting students' accessibility of getting to school (people to drop them off, distance, available transport, etc.). • Step 4: Students are given a copy of a map of their local area. They must colour in places of interest as previously discussed. They must then pick one local place and write down how they would get to that place from home. Students might also like to explain why they cannot for example, catch a helicopter to the park. • Step 5: Students should be encouraged to then experiment with technology to investigate their chosen local place. Have students explain how technology can improve our access to places. For example, 'with an iPad and the internet I can access bus timetables to find out where the bus stops are, and when the bus will be there. It can tell me the distance and the time it will take'. • Step 6: Reflect upon what students have learnt this lesson.