

Year 3

GEOGRAPHY - Mapping

Read and draw simple maps including human and physical features.

Lesson 1 - WHAT MAPS SHOW US

WALT: Describe the purpose of a map.

EXPLAIN VOCABULARY

Ensure children understand:

- Map
- Purpose

INVESTGATING SIMPLE MAPS

Ask children to look carefully at a range of simple maps - e.g. zoo maps or theme park maps.

- What is the purpose of these maps?
- What kind of information do they show?
- How is the information shown?
- How are you looking at the site?

Record what we can see on the maps and discuss the purposes of the maps and what they can help us with.

VISUALISING AN AREA FROM A MAP

Give out copies of a simple map and ask children to visualise from the map what it might be like to visit. What might you see and hear? Draw a picture and describe in words.

Lesson 2 - DRAWING A SIMPLE MAP

WALT: Draw a simple map.

MAKING OBSERVATIONS FOR DRAWING A MAP

Go out into the playground and observe the features you can see, such as beach huts, trees and seats.

Make simple sketches and take photos.

(If raining, use inside area.)

Discuss what you would want to include in a map of the playground to help visitors before they arrive and to find their way around when they are here. Why are these things important?

DRAWING A SIMPLE MAP

Model how to draw a small section of the playground, discussing what to include and how to show it. Children then draw their own simple map of the playground, explaining why they have chosen certain features and how they have chosen to picture them.

Lesson 3 - DRAWING A MAP TO SCALE

WALT: Draw a simple scale map.

EXPLAIN VOCABULARY

Ensure children understand:

- Scale

EXPLORING WHAT IS MISSING FROM A MAP

Look again at the simple maps. Identify what things they do not show use. Collect ideas.

Discuss the idea of size. Can we tell how far we might have to walk from one animal/ride to another? Would this be useful?

DRAWING A SCALE

Explain that we could include a scale on our map to let the person using the map know how far places are from each other. How could we do this? Discuss and then model, using squared paper, how each line could be 2 steps/4 steps/ 10 steps. (HLP may think about metres/kilometres etc.)

Using squared paper, children draw a map of the classroom using a scale and explaining how it works.

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GEOGRAPHY - Mapping

Read and draw simple maps including human and physical features.

Lesson 4 - HOW PHYSICAL AND HUMAN FEATURES ARE SHOWN ON MAPS

WALT: Read different features on maps.

EXPLAIN VOCABULARY

Ensure children understand:

- Features
- Physical
- Human
- Key
- Symbol

LOCATING PHYSICAL AND HUMAN FEATURES ON MAPS

Look again at a range of simple maps. What features are physical? What features are human? How do you know?

List examples of both types, and also features that are both (e.g. manicured lawn).

Look at examples of plans which include both physical and human features. How are they shown? What colours have the map makers used?

How do we know what these features are?

USING KEYS

Explain that sometimes it is difficult to know what a feature might be from a map so you might use a key.

Lesson 5 - COLLECTING INFORMATION FOR MAP DRAWING

WALT: Observe and record information to include on a map.

EXPLAIN VOCABULARY

Ensure children understand:

- Observe
- Record
- Collect

FIELDWORK LESSON

For this lesson, children will observe, record and collect information from an area in the local vicinity, in order to draw their own map in the subsequent lesson.

Remind the children of what you would expect to find on a map so that it is helpful for the user.

They will need to collect information about physical and human features and decide on a scale, which will involve some form of measuring.

ENSURE THAT A RISK ASSESSMENT HAS BEEN CARRIED OUT AND THAT ALL PARENTS/CARERS HAVE BEEN INFORMED OF YOUR FIELDWORK.

Lesson 6 - USING INFORMATION TO DRAW A SIMPLE SCALED MAP.

WALT: Use our information to draw a map.

SETTING OUT THE MAP

Revise/model how to use squared paper to set up a scale for the map. Children decide on their scale.

DRAWING THE MAP

Model how to use the information collected to begin to draw the map of the area. Go over the features and using a key. Children then continue to draw their own map based on the information collected.

Look at examples of maps with keys and discuss how helpful they are.

DRAWING PHYSICAL AND HUMAN FEATURES ON MAPS

Using examples from the maps and their own ideas, children develop their own interpretations of how to show various physical and human features on maps and what a key would look like on their own map.

Application of Skill

Task Sheet

Read and draw simple maps including human and physical features.

1. Choose an area to map. (*Route to school, local park, part of the school, imaginary place*)
2. Collect information about the area, including physical and human features.
3. Decide on a scale for the map.
4. Decide symbols for the key.
5. Draw the map using your information, ensuring anyone could use it to find their way around.

Resources: Simple maps - zoos, theme parks, town centres, shopping centres.

Maps with simple scales; squared paper; plans; maps with keys.

