| **Lesson Title** | A Geographer's Toolbox: Map Skills |
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| **Objective**  | To understand the key components of a map, to understand the importance of maps to geographers, to practise map-making with personal geographies of students’ journey to school. |
| **Geographical skills** | Map interpretation- By learning to interpret map keys and symbols, students understand how abstract representations can convey information about real-world geography (e.g., roads, parks, landmarks).Map making: Drawing personal maps enhances students' cartographic abilities, helping them understand how to organise information visually.Place-making and interpreting - Mapping a personal journey helps students understand the interaction between individuals and their environment. |
| **Careers Links**  | Cartographer, Pilot, Navy Captain, Transportation Planner, Flood Risk Engineer, Archaeologist |
| **Tier 3 vocab** | Map, Compass, Scale, Key, Navigation, Geographical Information Systems |
| **Equipment** | Atlases  |

|  | **Task** | **Instructions**  | **Rough timings** |
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| Starter | Do Now | **Student instruction:** DO NOW: Imagine you are packing a Geographer’s ‘toolbox’ with equipment a geographer may need when exploring / researching - list what you would pack! **Challenge**: What geographical skills would someone need to be able to use the equipment?**Teacher instruction:**Circulate as students are listing their equipment **Follow up:**Once students have finished, ask students to share their ideas. Reveal the suggested / potential answers and explain that this lesson will cover maps/ compassesMove onto the next slide and explain the definition of a map, getting students to write out the key term. Also discuss that cartographers are people who make / update maps - students could also write down this key term if there’s time.  | 15 minutes  |
| Main tasks  | Map components  | **Hand out the atlases to each pair of students** **Student instruction: Using the atlases** Identifying map components:Step 1 - Start at the contents page (p. 2-3)Step 2 - Find a map of the United Kingdom (first pair to find the map will receive a house point each!) Step 3 - Talk to your partner: What key components can you see on this map? What makes it a good map?**Teacher instruction:** Circulate to help students who may be struggling to use the Atlas, suggest to the class the index is another useful tool to use. **Follow up:**Ask students what the key components of a map are? What can they see on the map which would help understand what is on there?Reveal the key components of a map and ask students to bullet point the four key components (just the bold)  | 20 mins |
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| Importance of maps | **Student instruction:** Turn and talk: With your partner, discuss why you think maps are so important to geographers. **Challenge**: What geographical jobs can you think of that would require map skills?**Teacher instruction:**Give students 5 minutes to discuss the importance of maps and then cold call students to share their ideas.  |
| 20 mins |
| Personal Geographies: Abstract mapping  | **Student instruction:** **Reflection -** Take a few moments to think about your daily journey to school. Consider the following questions:* What route do you take?
* What transportation do you use (walking, biking, bus, car, etc.)?
* What landmarks, neighbourhoods, or significant places do you pass?
* Are there any specific experiences or memories associated with your journey?
* What are some elements that make your journey unique (e.g., a favourite coffee shop, a park, or a busy crossing)?

**Map-making**Design Your Map:* Create an abstract representation of your journey to school. It doesn’t need to be to scale.
* Use geographic symbols for significant locations (e.g., a sun for a park, a bus for transportation) and include directional arrows to illustrate your route.

**Personal ‘Place’ Elements:*** Add symbols that represent your emotional experiences at key locations (e.g., a heart for a favourite spot).
* Use colours to convey your mood during different parts of the journey.

**Annotate Features:*** Write descriptive labels for significant places (e.g., “The park where I relax” or “The busy crossing I cross”).

**Teacher instruction:**Discuss with students their journeys to school and what is unique/special about them. Explain how students are to design their personal maps and as the students get started circulate to help prompt those who need it. Use the previous reflection question to help prompt discussions / ideas.**Follow up:**If time, or at the start of the following lesson, you could do an art gallery style task whereby students circulate to look at their peers’ maps and comment on what they notice about each others’ approach to the task.  |
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| Plenary  | Geography Riddle  | **Student instruction:** Try work out this geography riddle:“You’re standing on the surface of the Earth. You walk one mile south, one mile west, and one mile north. You end up exactly where you started. Where are you?” | 5 mins |

| Prep Learning / Homework | **Student Instructions****Prep Learning Task:** Exploring Space and Place Maps **Objective:** To understand how different types of maps represent both physical space and human connections to places**Instructions**:**Map Comparison:**Find two different maps of the same area (e.g., your town or country). These could be:* A road map or satellite map (focused on **space**).
* A cultural or historical map (focused on **place**).
* Print or draw them, or provide links if digital.

**Questions to Answer - you can answer these in your books or annotate the maps with your answers** **Space Map:*** What features does the map focus on (roads, buildings, natural landmarks)?
* How does this map help you understand the physical layout of the area?

**Place Map:*** What social, cultural, or emotional connections does the second map show?
* How does this map offer a different perspective on the area compared to the first map?

**Reflection (1-2 paragraphs):*****How do maps of space and place help us understand geography in different ways?*** |
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