

Making a table top map

The purpose of the lesson is to reinforce the skills and concepts that have been learned over the previous lessons by making a model.

Programme of study

- 1a ask geographical questions
- 2a use geographical vocabulary
- 2e make maps and plans

Learning objectives

Children should learn

- to make a model of the local area;
 - to draw a picture map and a plan.
- Children should demonstrate the geographical knowledge and understanding they have been accumulating over the previous lessons.

Prior learning

This lesson builds on and consolidates the knowledge and geographical skills gained over the term.

Key geographical vocabulary

local area, picture map, plan

Resources

- base map
- list of selected local buildings or photographs of local buildings
- selection of cardboard boxes and other materials for making model buildings
- paper, cardboard, glue, scissors, pencils, crayons
- **activity sheet:** *Plan and picture* (Unit 1 AS 9)

Advance preparation

In advance of this lesson you will need to prepare a large base map on which to build the model. (This could be similar to the one used in Lesson 9.)

Introduction

Outline the purpose of the lesson

Tell the children that you are going to make a table top map (a model) of a local street. Show them the prepared route map and tell them that this will form the base of the map.

Activities

1 Making model buildings

- Using the list or photographs of local buildings ask each of the children to make a model of one of the buildings in the street and place it on the table top map.
- Learning outcome:** Children make models of local buildings, drawing on their knowledge of the area.

2 Drawing a plan and a picture

- When the table top map is completed distribute the **activity sheet:** *Plan and picture* (Unit 1 AS 9). Ask the children to draw a plan view by standing above the model and drawing exactly what they see (e.g. tops of buildings, the roads) from above. Then ask the children to sit or kneel so that their eyes are level with the buildings on the model, and to again draw exactly what they see (e.g. pictures of buildings).
- Learning outcome:** Children can distinguish a plan and a picture map of the same scene.

Conclusion

With the whole class, emphasise that the plans and picture maps the children have drawn represent the same features, and explain the usefulness of both.

Year 1

Around our school

Unit 1

Making a table top map

Lesson 10

Differentiation

The modelling aspect of this lesson need not be differentiated but the activity sheet could be used to assess what the children have learned over the first section of this unit.

Assessment opportunities

Children can understand the usefulness of maps and are able to draw a simple map with a degree of confidence.

Extension activities

Encourage the children to improve their modelling skills by making models from boxes at home.

Teacher's notes

(This area is intentionally left blank for the teacher to take notes.)

Year 1

Activity sheet 9

Unit 1

Plan and picture

Lesson 10

Look down on your model and draw exactly what you can see.



a plan



Look straight ahead at your model and draw exactly what you can see.

a picture map

