

Suitable for Geography Year 7 and other ages

## Teachers Notes

### Making Connections

#### Introduction

These teacher's notes describe a set of activities based on Ordnance Survey mapping, to satisfy learning objectives from the National Curriculum. These activities should be used in conjunction with the QCA key Stage 3 scheme of work Unit 1 'Making Connections' which can be found at [www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)

#### Facilities needed

This task requires direct use of the MapsDirect website. OS maps at a scale of 1:25000 and 1:50000 and road atlases should be available for pupils to use, together with a range of resources about the school's general locality e.g. aerial photos, advertisements from local papers, brochures, information from estate agents etc.

#### Key Aspects

##### Geographical enquiry and skills

Pupils will

- ask geographical questions
- collect/record/present evidence
- communicate appropriately
- use atlases and maps
- use secondary evidence
- draw maps, plans and graphs

##### Knowledge and understanding of places

Pupils will

- locate places and environments
- describe scale contexts
- describe and explain human features

##### Knowledge and understanding of patterns and processes

Explored through

- settlement
- population movements

#### Links

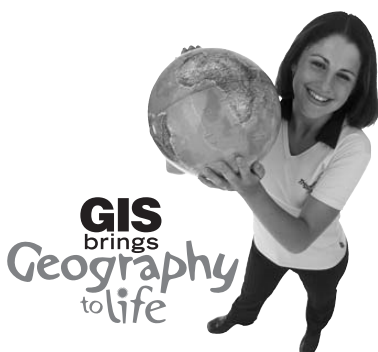
The activities in this unit link with

- mathematics – handling data
- ICT – using mapping packages
- Key skills – improving own learning and performance
- Thinking skills – processing information

#### Mapping access tools

**MapsDirect for Schools** ([www.maps-direct.co.uk/schools/](http://www.maps-direct.co.uk/schools/)) is a new Internet service provided jointly by Ordnance Survey and ESRI (UK) to provide easy access for schools to large-scale Ordnance Survey mapping and data. Using the web browser, schools can instantly find map data covering an area of interest by typing in a postcode or place name, and the maps can be printed out or copied into documents for schoolwork. Some basic drawing and measurement tools are included.

A separate Practice Exercise worksheet is provided to help children get to grips with using the MapsDirect site, and this has an accompanying 'Introducing MapsDirect' help sheet. It is strongly recommended that this exercise is completed before starting the units below.



Suitable for Geography Year 7 and other ages

## Teachers Notes

### Making Connections

#### Where is our place and what is it like?

##### Learning objectives

Pupils should learn:

- To use maps and plans
- To use appropriate graphical techniques to present evidence
- To identify important features of a place and its location
- To describe the geographical context of the local area
- To make comparisons
- To write persuasively in ways appropriate to the task and audience

##### Learning outcomes

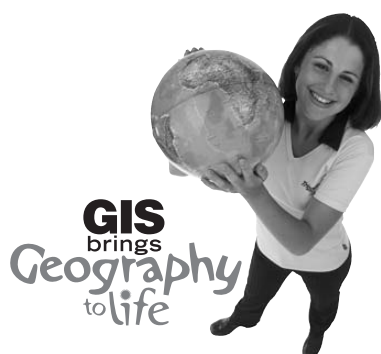
Pupils

- Understand the concept of 'our place' by identifying characteristic features
- Use basic map skills accurately
- Describe the regional context of the local area
- Record evidence using appropriate techniques e.g. annotated map/field sketch
- Describe features of the local area to encourage a chosen person to come and live there
- Plan and write a piece of continuous persuasive text aimed at a particular audience

#### Pupil's tasks

To do these tasks you need to use the Internet website called MapsDirect

1. Click on *Locate by postcode* and type in the postcode of your school. Zoom to scale 1:2500. Find your school. Colour it by clicking on *Flood Fill* and clicking on the school
2. Can you locate your former primary school? If not, zoom out until you can see it. Zoom in on it. Colour your primary school in a different colour to your present school.
3. Plan a route from your primary school to your present school. Zoom out until you can see both schools on the screen. If this isn't possible because of the distance between the two, use an O.S. map or road atlas. Draw an annotated map or write a list of instructions to tell someone how to get from one school to the other. (Pupils new to the area will need to be catered for).
4. Draw and measure the route from your primary school to your present school. Click on the primary school, click on each change of direction and click on your school. Record the distance.
5. Print out your map. Click on *Print map*. In response to any prompt click OK. Insert a title 'The route from [name of your primary school] to [name of your present school]'. Click on *File* (top left). Go to *Page setup*. Click on *Landscape* and OK. Click on *File* then *Print* and *Print* again.
6. Draw your route on the printed map.
7. Click on *Zoom in* and then click on the primary school. Zoom to scale 1:1250. Imagine you are standing on the playground. List all the features you could see.



Suitable for Geography Year 7 and other ages

## Teachers Notes

### Making Connections

8. Find your present school by typing in the postcode. Zoom to scale 1:1250. Use the map to list the features you think you will see from the classroom window.
9. (**Demonstrate** how to draw and annotate a field sketch using a slide/photograph in preparation for drawing a sketch through a window/from a viewpoint at the school. At the chosen location ask pupils to identify and sketch important geographical features and add notes to their sketch.) Look out of the classroom window and draw a field sketch showing the important geographical features. Add notes to your sketch.
10. (In the classroom, in groups, ask pupils to compare the new locality with the old and, through discussion, consider what makes their 'new' place distinctive.) Compare the locality of your old school with your present school. What makes this locality distinctive?
11. Using MapsDirect zoom to scale 1:2500. What buildings are located near your school? What types of houses are there?
12. Zoom to scale 1:5000. Use the map and your own knowledge of the area to make a list of the top 10 features of the locality. (You can ask members of your family for their views).
13. Locate as many of the 10 features as possible on a 1:25000 scale paper map of the area.
14. Draw a map showing the school and the top 10 features.
15. (Discuss with pupils the nature and purpose of persuasive writing. Provide a range of resources about the school's locality e.g. aerial photos, advertisements from local papers, brochures. Ask them to use these and what they have learnt to persuade someone to come and live here. Give them a choice of audience but discuss how age, sex, circumstance etc will affect what they include in their writing and its tone. The emphasis should be on the attractive features/characteristics of 'our place'. Weaker writers will need more structured support e.g. a persuasive writing frame) Use your map and other resources to help you write a piece of writing to persuade someone to come and live in the area. Emphasise the attractive features/characteristics of the locality. Aim your writing at a particular audience and make your writing appeal to that person/family.

**Note.** See the QCA Key stage 3 schemes of work Unit 1 Making connections for two related activities: 'How is our place connected to other places?' and 'What do we know, think and feel about other places?'

