



Sample Lesson Plan
The Big Bus Activity: Looking At Maps



**Looking
At Maps**

Title

Using *The Big Bus* **Looking at Maps** to introduce map symbols and four-figure grid references.

Introduction

Looking at Maps uses the power of the computer to provide clear, graphic explanations. Interactive exercises test and reinforce the skills introduced.

In this lesson

The children are introduced to the symbols used in the program and then taught how to use both a key and four-figure grid references.

Age Range: 7 – 11 years

Lesson Plan

Learning objectives

Having completed this activity most children will have developed their ability to:

- Use maps and plans at a range of scales
- Read and plot four figure grid references.

Technical preparation

Install *The Big Bus* CD-ROM on to the computer. After a short opening sequence select the button to take you to either **Explorers' World** or **Bo Bear's World**. Open the notebook index and scroll through the available activities. Select **Looking at Maps**.

Previous experience

If the children already have some practical experience of using maps, understanding that they are a 2D representation of their 3D world with a key using symbols to represent objects on the ground, this will enable them to gain maximum benefit from the use of this activity.

Introducing the activity

Gather the children around a large computer monitor or interactive whiteboard.

Recap the **key terminology** the children will encounter in the activity. Discuss the use of symbols in a key and explain that they are going to learn about, and practise using a grid system to pinpoint accurately points on a map.

Direct the children's attention to the computer monitor or whiteboard then select "**Start the activity**". Select **Symbols**.

Using the mouse, click on various symbols on the map to show how the explanation panel on the right changes to show a close up of the symbol and an explanation of its meaning. Point out to the children how hovering the mouse pointer over a symbol causes it to change to a finger, indicating a link to further information. Ask the children to suggest what a few of the symbols may represent, and then check to see if they are right.

Click on **Return to Menu** and then, **Grids**. Work through pages 1 – 4 of this exercise, then click to move on to page 5. Explain the children are going to need to use their knowledge of Map Symbols to move on any further. Complete this page, and then tell the children they have enough information to continue alone.

After this initial demonstration, and if more than one computer is available, the children could now break into working groups and undertake the activity for themselves. Provide them with the **Symbol Identification Sheet**, and instruct them firstly to complete this with the help of the **Symbols** section, and then move on to complete pages 1 – 6 of **Grids**. Allow the children about 20 minutes to complete the activity, and then gather them back together to discuss how they got on. Do they have a special way to help them remember the order in which a grid reference is read off? When would it be important to be able to use a map accurately in this way?

Classroom management

A single classroom computer running *The Big Bus*, using a large monitor or interactive whiteboard, is an effective whole class teaching resource. Introduce the activity to the whole class before pupils break into their groups.

If you have access to a computer suite this activity can be completed as a whole class lesson.

If you have access to only one or two computers, pupils will need to complete the activity on a rotational basis.

Duration

Each group of children will require approximately 20 minutes of computer time. The teacher introduction and follow-up time will take approximately 15 minutes and 10 minutes respectively.

Differentiation

- Reduce the number of symbols to be identified in the first section
- More able children can be allowed to continue to the end of the **Grids** activity. This will introduce them to six figure referencing.

Extending the activity

- Undertake the third section on **Contours** to increase the children's map reading skills
- Challenge the children to plot their own positions on classroom maps
- Reinforce map-reading skills by introducing orienteering as an extra curricula activity.

Curriculum Information

The National Curriculum in England for Geography (KS2)

**Knowledge Skills and Understanding:
1a, 2a, 2c.**

The Scotland 5-14 Guidelines for Environmental Studies

Social subjects – Using Maps.

The Northern Ireland Curriculum for Geography (KS2)

Geographical Skills: a, d, e.

The National Curriculum in Wales for Geography (KS2)

Ge1: 1.7.

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