LIVING AND MOVING AROUND THE WORLD

TEACHERS NOTES

UNIT 1 – MAPS & MAPPING
Lesson 1
This unit is divided into lessons. Each section contains a sequence of activities with related objectives and outcomes. You can view this unit by moving through the lessons.

Aim: Research on different countries

-INTRODUCTION

- Presentation Power Point
  (Plenary session)
- To introduce concepts and vocabulary about Maps & Mapping

- Activity 1 –
 Skills: Listening, Reading and Speaking
 (plenary session)
 (the same information as in the Power Point)

- Objectives:

- ✓ to investigate places
- ✓ to respond to geographical questions
- ✓ to use and interpret globes, atlases and maps

- ✓ to use secondary sources

- **Language:**
In this activity the children are likely to use:
Vocabulary:
- ✓ *Map*
- ✓ *Country*
- ✓ *Continent*
- ✓ *Main features*
    - o *The highest mountain*
    - o *The longest river*
    - o *Borders (neighbouring countries)*
    - o *Coast (sea, ocean)*
- ✓ *Language*
- ✓ *Population*
- ✓ *Capital City*
Ask and answer questions about physical features:
- ✓ *How many continents do you know?*
- ✓ *Why are these natural borders?*
- ✓ *Which language do they speak in……?*

- **Activity:**
In this activity the pupils will get familiar with the concepts they are going to use to make a research about a country.
Ask the children to read the information about *Maps, Continent, Main Features, Language, Population and Capital City*. Then, in a plenary session the teacher will ask questions such as:
-*"Can you tell me the name of a very high mountain?"*
-*"Can you name the continents?"*
Oral work to get familiar with the concepts.

- **Resources**:

- Peters World Map
- Maps
- Atlases
- Books
- Access to the internet

- Activity 2 – **Skills**: Reading and Writing (Individual work)

- Objective:
Get used to the three colours they will find on physical maps:
    o   BLUE for the names related to water
    o   GREEN for the names related to land
    o   YELLOW for the names related to mountains

- Language:
In this activity the children are likely to use:
    ✓ *"Colour in………"*
Names of physical features:
    ✓ *maps*
    ✓ *continents*
    ✓ *rivers*
    ✓ *mountains*
    ✓ *borders*
    ✓ *coast*
    ✓ *language*
    ✓ *population*
    ✓ *capital city*

- Activity:
Ask the children to read the presentation text with the information and make them colour the words:
    o   BLUE the names related to water
    o   GREEN the names related to land
    o   YELLOW the names related to mountains
After that they can write the names in the boxes provided in the worksheet

- Resources: - Text provided

- Activity 3 –   **Skills**: Writing   (Individual work)

- Objective:
 Make lists of words. Classify the words.
     o   Vocabulary they already know
     o   New words

- Language: The same as in the previous activities (Activities 1 & 2)

- Activity:
 Ask them to classify the words in two lists and then to write them down in the bubbles:
     o   Words *"I already knew"* in Lisa's bubble
     o   Words *"I have learnt"* in Bart's bubble

- Resources: -Text provided

- Activity 4 –   **Skills**: Writing   (Plenary session)
- Objective: To understand physical maps by identifying the colours.

- Language:
 In this activity the children are likely to use:
 When they look at physical a map, the *colours* they will notice are:
    o   *BLUE for water*
    o   *GREEN for land*
    o   *YELLOW or BROWN for mountains*

- Activity: Ask the children to complete the sentences in the worksheet and show them maps, books, atlases, etc. to check the importance of these colours on physical maps.
- Resources: -Maps   -Atlases   -Books

- Activity 5a and 5b – Skills: Speaking and Writing (Plenary session)
- Objective: To make a prediction

- Language:
In this activity the children are likely to use:
-Countries: *China / Kenya / India*
-Questions:
    ✓ *What do you know about India/China/Kenya?*
    ✓ *Which is the highest mountain in India?*
    ✓ *What is the population in China?*
    ✓ *Which language do they speak in Kenya?*
-Names of the *continents*
-*Main features* of the countries
    ✓ *Mountains*
    ✓ *Rivers*
    ✓ *Borders*
    ✓ *Seas or oceans*
-*Languages* spoken in different countries
-*Population*
-Names of *capital cities*

- Activity:
Ask the children to make a prediction of a country. *What do they already know about China, Kenya or India?*
Discuss with them what they think they already know and tell the pupils they are going to will fill in a chart with information about India, China or Kenya.
In plenary session ask them questions first about their own country.
    ✓ *What's the name of your country?*
    ✓ *In which continent is it?*
Then, divide the children in groups and ask them to fill in the tables with their prediction. There is a different country per group.
When they finish their prediction, the teacher will keep the worksheets until the end of Unit 1 – Lesson 2
Tell the children that when they finish the final research, the teacher will give them the worksheets back to compare the results.

- Resources: -Activity sheets -There are Answer Sheets provided for the teacher