

Mediascape: exploring personal geographies at KS2 & 3 through virtual fieldwork

Lesson 1 – Identify a student’s home and route to school by use of maps and/or aerial photography

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Key Question

What is your route to school?

Learning objectives

Must be able to identify home and school on an aerial photograph

Should be able to annotate map to show home, school and route and develop a key

Could be able to identify and annotate more than one route

Learning outcomes

A personalised map of the student’s local area showing their route(s) to school with the beginnings of the development of a key.

Resources

ICT Based (PC, some mapping software such as Memory Map or downloaded from the Map Pilot Scheme). This requires some additional IT Skills which would need to be developed. A screen shot could be taken from Google Earth, Flash Earth or Google Maps and pasted in to Paint or Photoshop. This could then be printed and copied for students to use in the classroom OR it could be used electronically in Paint or other image manipulation software. Quikmaps and Palatial Maps both offer online editing tools.

Brief activity description

This description is based on paper-based activity in classroom. Students will need to be issued with an A4 map of the local area. The start of the lesson could be teacher-led on the interactive whiteboard discussing areas of interest on the map or asking students to identify areas which have specific land use. Then the discussion can be developed further to find out about students’ experiences of the local area, good, bad, exciting, safe or unsafe. This can be based around memories and/or a combination of recent experiences.

Next, students need to identify their homes and the school and make appropriate symbols for each (these could be prepared earlier). They can then think about what route they normally take to school and attempt to mark it on to the map using a pencil and a ruler. It should be encouraged for the students to make up a key instead of writing anything on the map.

Where next (or extension)

Students may have alternative routes which they take to school. Maybe when they walk they go a different way to when they go in a car. Encourage students to think about other ways in which they go to school and why. These can also be marked on a map as well perhaps in a different colour. At this stage it is worth considering the students’ routes to school and how many of them come in cars. If they do, ask them why. Many parents say it is for safety reasons - do the students agree? Or do they come in a car only when the weather is bad? Again perhaps some of these reasons can be written down through some form of key or code.