

## **How well you are teaching graphicacy and spatial thinking in your map-work?**

Monitor and review your own practice, using the following questions.

### **Which of these aspects of map skills are you including in lessons?**

- Skills in reading and interpreting maps at (different scales/types)
- Using maps outside the classroom
- Using aerial (or aerial oblique) photographs
- Students constructing maps – sketch maps, distribution maps to organize/investigate data
- Affective mapping
- Interpreting spatial distributions – on a local, regional or global scale; describing, generalizing, classifying spatial patterns from maps
- Identifying physical, political or economic features from maps; using maps to describe the geographical context
- Using atlas maps (including developing place knowledge) and/or Google Earth
- Using one or more forms of computer mapping – GIS, digital mapping
- Drawing maps to present findings and conclusions

### **For a sequence of lessons that you are planning, consider:**

- What opportunities have you included for your students to improve or consolidate their graphicacy and spatial skills in this lesson sequence? If you have none, should you consider including any?
- What assumptions have you made about the students' levels of graphicacy and spatial literacy? How will you check this early in the lesson sequence?
- What different *aspects* of graphicacy and spatial skills are you including in the lessons? Are these appropriate for the geographical content of the lesson/s? Are there any alternative aspects or map resources that you could consider?
- Will you need to teach new graphicacy and spatial skills during the lessons? Will all students require the same teaching, or will you need to differentiate the skills you introduce? How will you organize this?
- What role do graphicacy and spatial thinking play in fulfilling the overall geographical aims of the lessons? Are there places in the sequence of lessons where you could introduce more of these elements?
- To what extent does your work allow for differentiation in graphicacy and spatial skills?
- Have you all the resources that you need? Sufficient copies?

### **Reviewing graphicacy in your teaching after the lesson sequence**

- Were your thoughts about the students' levels of graphicacy and their spatial skills correct? Were there any surprises?
- Did you teach any new graphicacy skills or spatial thinking? Was this successful? Did you need to teach/revise any skills that you had not anticipated?
- Did you differentiate the skills you introduced? How did you organize this? Was this successful?
- Were the opportunities to improve or consolidate students' skills effective? How do you know?
- Did you include all the aspects of graphicacy and spatial thinking in the lessons as intended? Were they appropriate for the geographical content of the lesson/s? Were there any alternative aspects or map resources that you could have used?
- What role did graphicacy and spatial thinking play in fulfilling the overall geographical aims of the lessons? If you taught this lesson again would you do it differently? Would you use more/less elements of graphicacy and spatial thinking?

(Last updated June 2021)