

Lesson 2: Mapping the world

Key questions

- What is a map?
- How is the world mapped?
- How can we view the 3D world in 2D?
- What is a continent?

Learning objectives

- To begin to understand what a map is and that different maps can show the same place in lots of different ways.
- To begin to use appropriate geographical vocabulary such as country and continent.

Key words

- Continent
- Country
- Equator
- Globe
- Map
- Poles
- Scale

Resources

- **Activity sheets**
 - 4: Continent rap
 - 5: All in a continent!
- **PowerPoint 2**
- **Other equipment**
 - A small inflatable globe (or beach ball) that can be cut up
 - World atlases
 - Selection of different maps
 - Sheets of paper and small balls
 - Artefacts from around the world

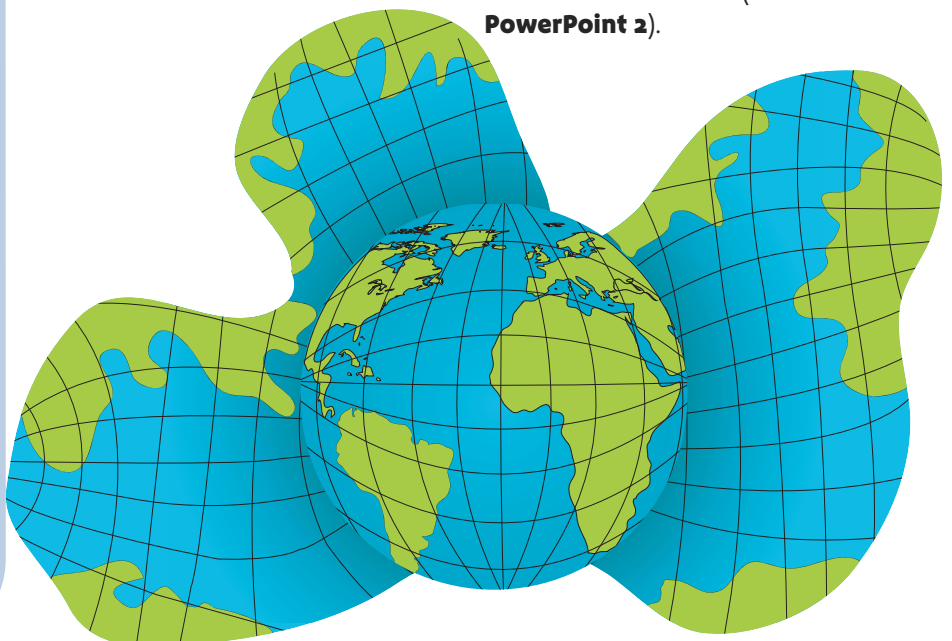


Getting started

Show a globe and a world map. Ask pupils how easy they think it is to make a flat map of the world. Discuss the meaning of 2D and 3D objects and check pupils know which is which.

Divide pupils into small groups giving each a small ball and a sheet of paper. Challenge them to make the paper cover the ball without cutting or folding it – can this be done? Why not?

Looking at a small disposable blow-up globe, ask pupils how you could cut it to lie flat before attempting to do this. Alternatively, make a paper globe using the template at www.derby.ac.uk/files/gore_map_of_the_world2.pdf. Discuss the difficulties of making a 2D map and show some different world views (see **PowerPoint 2**).





Main activities

Learn the *Continent rap* on **Activity sheet 4** and ask pupils to label the continents on the sheet using an atlas or a globe to help them.

Allocate a different continent to each of six groups of pupils and challenge them to find out as many things about it as they can in a given time, using globes and atlases. These could include physical features such as rivers and mountains and human features such as large cities. Give each group a large cut-out shape of their continent to record their written or drawn findings and use these as a display or use **Activity sheet 5**. Model the process with Antarctica as this is a tricky one to do. Ask pupils what they might find in 'their' continent that isn't in Antarctica.

Ask pupils to come and collect artefacts that they think people might use in their continent – have a range that includes everyday things such as CDs, mobile phones, fast food wrappings, knives and forks, chopsticks – all things that will probably be used in every continent – to highlight global similarities.

Play some online games to familiarise pupils with continent shapes and names – see **PowerPoint 2** for links.

Get pupils to trace around some given continent shapes on squared paper and compare the sizes. Which is the biggest? Which is the smallest?

Plenary

Say the *Continent rap*. Ask groups to share what they have found out about 'their' continent. Compare the size of the UK with one of the continents and remind the class how vast these landmasses are.

Extension

Read *If the World Were a Village* and introduce the idea of difference and similarity across the globe.

What next?

Refer to a world map or globe when reading storybooks or discussing events so that places can be quickly located and shared, with reference to both continent and country. This helps pupils to develop the relevant vocabulary and knowledge they need to have an idea of how the world is organised.

Laminate a selection of maps at different scales, showing different kinds of information. Have these readily available in the book corner for pupils to browse.

Have practical activities such as map jigsaws readily available to help pupils develop their locational knowledge and vocabulary.

All references, websites and storybooks for this lesson are on the **Useful information** sheet.

Geography Knowledge and understanding

- Place, space and scale.

Enquiry and skills

- Use maps, globes and atlases at a range of scales.
- Use geographical vocabulary to ask questions and express views.

Plus English

- Reading for information: use atlases to seek information.
- Writing: write lists to organise and explain information.

Mathematics

- Shape, space and measures: handle and describe 2D and 3D shapes.
- Shape, space and measure: estimate the size of objects and order them by direct comparison.

Assessment opportunities

Use peer assessment – ask pupils to describe what a continent is and to say the *Continent rap* to each other. Use teacher assessment through talk as pupils discuss work and **Activity sheet 4** to see if pupils can label the continents correctly.

A continent is a large, continuous area of land. There are some differing opinions about the number and names of continents but in this book they are defined as being: Africa, Antarctica, Asia, Europe, North America, South America and Oceania. Africa is sometimes wrongly referred to as a country when in fact this diverse continent is home to more than 50 countries!