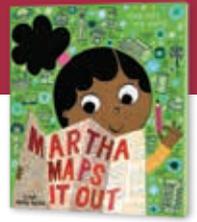




# Activity 1: On the land is a city where I live



**Year 2** – Comparing human and physical geography

**Links to:** NC England Geography – KS1

## Human and physical geography

- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

## Geographical skills and fieldwork

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

**Key vocabulary:** physical, natural, human, human-made,

**Resources:** Martha Maps it Out,

## Independent or group work.

Children continue to identify physical and human geographical features from the 'On the land is a city where I live' pages.

## Extension or plenary

Look at the lists you created from your own environment. What difference and similarities do the children notice? Are there more physical features in our environment or on the pages from the book? Are there more human features in our environment or on the pages from the book?

## Comparing human and physical geography

Use the double page spread, 'On the land is a city where I live' in *Martha Maps it Out* to complete this activity.

Before you start this activity, ask the children to look through the window or in the playground and ask them to look at the view. Explain that we can think of geographical features as being physical or natural and human or human-made. Ask: What can you see from the window that is human made?

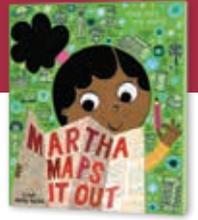
Discuss their suggestions and list their correct responses.

Ask: What can you see outside that is not human made? Explain that we call this physical or natural geography. Discuss their suggestions and list their correct responses.

Look at the 'On the land is a city where I live' pages. Talk to your partner, can you identify three human and three physical geographical features? Are there any areas or items on the map you are unsure about?



# Activity 2: Map of my bedroom



**Year 2** – Creating a simple map

**Links to:** NC England Geography – KS1

## Geographical skills and fieldwork

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

**Key vocabulary:** map, up, down, top, middle, bottom, in front of, behind, next to, opposite, between, through, around, near, close, far, left, right, forwards, backwards, quarter/half/three-quarter/full turn, clockwise, anticlockwise, rotate, right angle

**Resources:** Martha Maps it Out, aerial views of rooms

## Creating a simple map

There are two-page options in **Martha Maps it Out** that can be used to support the children to complete this activity. **'Map of my home'** and **'Map of my bedroom'**.

Start by showing the children the **'Map of my bedroom'** pages. Ask: What are the main items in Martha's bedroom? Discuss their suggestions and list them on the board: Bed, bedside drawers, bookcase, window, desk and stool, wardrobe, chair, rug, door.

Remind the children of other maps they have looked as in Martha Maps it Out and other maps they have seen. Explain that many maps are made to show a 'bird's eye view' or an aerial view. Show children some examples of aerial views of rooms and gardens. Work now with the children to start to create an aerial view of Martha's room. Discuss with them how the furniture is all placed around the outside of the room. Ask: which item on the list is not at the edge of the room? (Rug)

## Follow up / independent or group work.

Provide the children with an outline of Martha's bedroom with the bed and wardrobe positioned.

Now ask the children to complete the map.

## Support

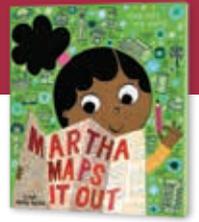
Some children may work better with the different props cut out for them to position and glue into place rather than draw out each item.

## Extension

You may choose to ask the children to create a map of the classroom or their own bedroom. They could then use this map to direct their peers to find something that is hidden within their room. For this reason you may choose to extend this lesson to include a grid and grid references.



# Activity 3: In the city is my street



**Year 2** – Giving directions for moving around a map

**Links to:** NC England Y2 Mathematics - Geometry – position and direction

- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

**Links to:** NC England Geography – KS1

## Geographical skills and fieldwork

- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map

**Key vocabulary:** up, down, top, middle, bottom, in front of, behind, next to, opposite, between, through, around, near, close, far, left, right, forwards, backwards, quarter/half/three-quarter/full turn, clockwise, anticlockwise, rotate, right angle

**Resources:** Martha Maps it Out

## Giving directions for moving around a map

Look at the 'In the city is my street' pages and discuss what the children can see. Explain that today we are going to work in pairs to give directions to move around the map. Ask them to use their finger to trace the route Martha takes on her way home.

Ask: if the illustrator had not drawn on Martha's route, how could we describe the journey she has taken? Discuss their suggestions.

Work with the children to create a set of instructions to help someone take Martha's route from the park to her home.

### *Suggested instructions:*

Start by the slide, walk past the swings to the park gates.

Now make a quarter-turn to turn left and careful cross the road.

Continue straight ahead to walk past the electric car charging point in the car park.

Next go past the flickery streetlamp and shop that sells fresh bread.

Make a quarter turn left at the block of flats.

Ask the children if they can work together to create instructions to travel from Martha's home to her Space Monkey in the park. Listen for those children who realise they need to reverse the route instructions.

### *Suggested instructions:*

Make a quarter turn right out of the block of flats.

Walk past the recycling bin, the shop that sells fresh bread and the flickery streetlamp.

Walk past the electric car charging point and car park.

Now careful cross the road and make a quarter-turn to turn right through the fancy park gates.

Walk straight ahead, past the swings. The space monkey is before you reach the slide.

## Independent or group work

Children use 'On the land is a city where I live' to write instructions. Create route cards for them to use e.g., the library to the football pitch. Ask them to keep the destinations secret from their partner and ask them to follow the instructions to see if they arrive at the right destination. Encourage the children to use the range of mathematical and geographical direction terminology.

## Support

Some children might need support with using the terminology and rotational directions, left and right etc. Provide prompt cards to support them with this.

## Extension

Three-part instructions e.g., the library, to the mosque, to the swings.

