**Powerpoint Lesson Plan**

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| Subject | | | Introduction to OS maps | Class background | |  | |
| Date/Period | | | 90 Minutes |
| Year Group | | | Bronze, Silver or Gold.  Tailor your verbal instruction to the correct level |
| Teacher | | |  |
| Focus of Lesson | | | Introducing the OS map and bringing everyone up to speed on Scale, Grid references, features, contour lines, etc | Learning Objectives | | | |
| To understand that maps are an extremely close representation of the ground to an exact scale and to be able to identify and use key features of the map. | | | |
| Prior Knowledge | | | None required, however many will have probably done much of this before in geography or on previous awards so it will for the most part be a refresher. | Success Criteria | | | |
| 1. Students can measure distance on the map and convert it to distance on the ground. 2. Students can interpret 6 figure grid references. 3. Students can tell the difference between steepness of slopes, ridges and valleys. 4. Students can identify a number of features. | | | |
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| **Lesson Outline** | | | | | | | Assessment |
| *Introduction* | | * Hand out the maps. * Explain that this is a brief introduction to OS maps . * Find out how many of them have used OS maps before either personally or in Geography lessons. | | | | |  |
| *Main Body* | | **Go through the powerpoint - Intro to OS maps**  **Maps as a representation (slides 3-5)**   * Explain that maps are a representation of the ground   **Features (slides 6-10)**   * An alternative to using slides 7-10 and arguably better way is to ask students to call out examples of each of the 3 types of features (linear, area, spot) and draw a map on a flip chart / whiteboard / computer) (this map can be used in the Navigating using Maps lesson). Alternatively use the powerpoint slides * Point out the key last of all.   **Scale (slides 11-14)**   * Talk about what 1:25000 actually means * Review different scales of maps   **Map Familiarisation (slide 15)**  **Measuring Distance (slide 16)**  **Grid references (slide 17-18)**   * Explain how to take grid references * Ask students to find some features by giving them grid references then do the reverse. * Include the two letter prefix   **Contour Lines (slides 19-22**   * Explain contour lines and how that relates to route planning. | | | | | The powerpoint has prompts to fill in pages of the workbook  Alternatively if remote working Google and Microsoft forms of various questions can be copied from the lupine sites with questions on to check learning |
| *Plenary* | | Discuss how much was new and how much they knew. | | | | |  |
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| Resources | 1. Course notes and workbook for each student. 2. Powerpoint 3. Maps and compasses (one per group of 4) 4. Some examples of grid references of features on their maps for them to find (or use the workbook) 5. Flip chart and lots of colour markers. 6. Idea of what to draw on the flip chart. | | | | SEN | |  |