

Lesson 1

An island home

Aim

To encourage children to develop a sense that there are other places other than the one they inhabit. As an example, the lesson uses the imaginary Island of Struay off the west coast of Scotland.

National Curriculum programme of study

- 1 (a) ask geographical questions
- 2 (a) use geographical vocabulary
- 2 (c) use globes, maps and plans at a range of scales
- 2 (d) use secondary sources of information
- 2 (e) make plans and maps
- 3 (a) identify and describe what places are like
- 3 (b) identify and describe where places are located

Learning objectives

Pupils should learn:

- to identify human and physical features of a place;
- to follow a route;
- how an island is different from the mainland.

Learning outcomes

Pupils should:

- recognise human and physical features of Struay;
- follow Daniel's route on a map of Struay
- use directions and distances.

Prior learning

It is helpful to encourage the children to talk about places where they have been on holiday or to visit relatives so that they have an understanding that each place is different. Explain maps help find the way around unfamiliar places.

Vocabulary

It is helpful if pupils are familiar with words such as map, grid, holiday, island, mainland, left, right, journey, bay, loch, bog, pier, jetty.

Resources

- **Map A: An island home – Struay**
- **Map B: On the Island of Struay**
- **Teacher's resource: Label the map**
- **Activity sheet: Daniel's journeys**

Advance preparation

- Make copies of **Map A** and **Map B** so that each pupil can have a copy of each map.
- Make an OHT of **Map A** and **Map B**.
- Arrange to use the OHP.
- Ensure that you have coloured pencils/crayons in the colours light blue, dark blue, red, orange, green, brown, pink, yellow, purple and black.

Notes

Activities

The children learn to follow both a grid map and a pictorial map.

Activity *Label the map*

- Place the OHT of the **Map A: An island home - Struay** on the OHP.
- Have **Teacher's resource: Label the map** ready to refer to.
- Explain to your pupils that the map is an outline of an island called the Island of Struay, where a girl called Katie Morag lives.
- Point to the box containing squares on **Map A**. Explain this is called a grid.
- Point to the horizontal letters across the page and the vertical numbers and explain how to use the grid.
- On the board, write some or all of the following:

C2	Redburn Bridge	dark blue circle
D2	New Pier	red circle
C2	School	orange circle
B1	Castle McColl	green circle
A2	Boorachy Bog	brown circle
D3	Blue Eye Lighthouse	pink circle
C1-D1	The Shop & Post Office	yellow circle
D2	Grannie Island's house	purple circle
B3	Kiloran Bay	light blue circle
B2	Bonny Loch	black circle

- If the children are not familiar with the terms pier, bog, bay, and loch, explain what they mean.
- On the OHT, put one finger on the letter 'C' and one finger on the number '2'. Show the pupils that, by moving both fingers in a straight line, you find the square C2. Draw a circle to mark Redburn Bridge and colour it in dark blue. Redburn Bridge is now on the map.
- Ask your pupils to draw Redburn Bridge on the map.
- If they can do this, read out the grid references for the places on **Teacher's resource: Label the map**.

Activity sheet *Daniel's journeys*

- Explain that Daniel is a pupil at Castleton School. He has visited Katie Morag on the Island of Struay and has stayed in the Holiday house.
- Hand out copies of **Map B: On the Island of Struay**.
- Place an OHT of **Map B: On the Island of Struay** on the OHP.
- Ask the children to find the Holiday house on **Map B: On the Island of Struay**.
- Point to the Holiday house on the OHT.
- Ask them to find Grannie Island's house, Redburn Bridge, Mrs Bayview's house, the Old Jetty and the Shop.

- Find these places on the OHT.
- Ask your pupils to use **Map B: On the Island of Struay** to follow Daniel's routes on **Activity sheet: Daniel's journeys**.
- Hand out **Activity sheet: Daniel's journeys**.
- Read the activity sheet with your pupils.

Answers

- High Farm
- Mrs Bayview's house
- The Lady Artist's house
- The village
- New Pier

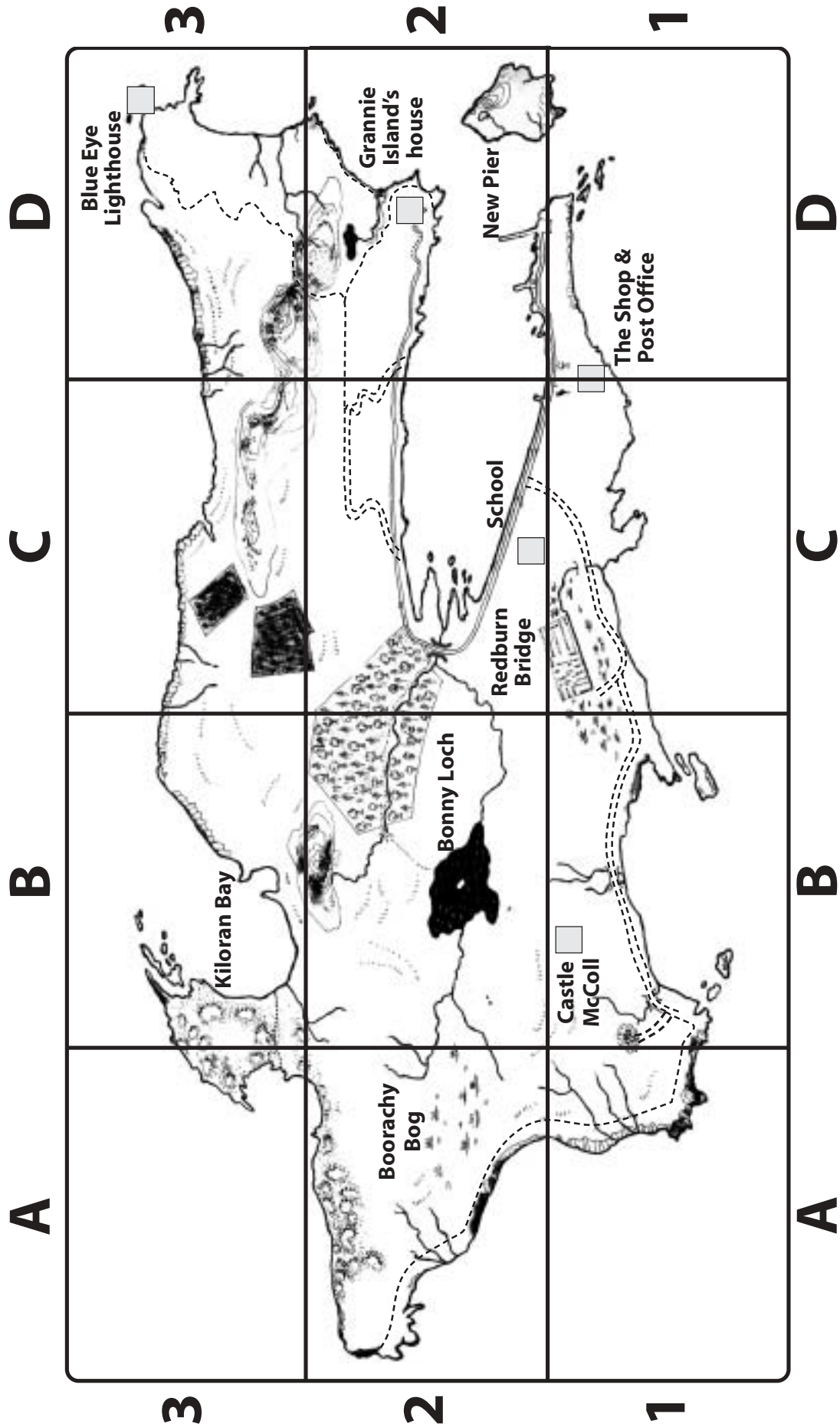
Plenary

Ask your pupils to say which map they liked best. Why would they use a) the grid map or b) the picture map? Encourage them to say that **Map A: An island home – Struay** is useful to show where places are located on the island. **Map B: On the island of Struay** gives more detail of an area so that Daniel can find the right house or road.

Notes

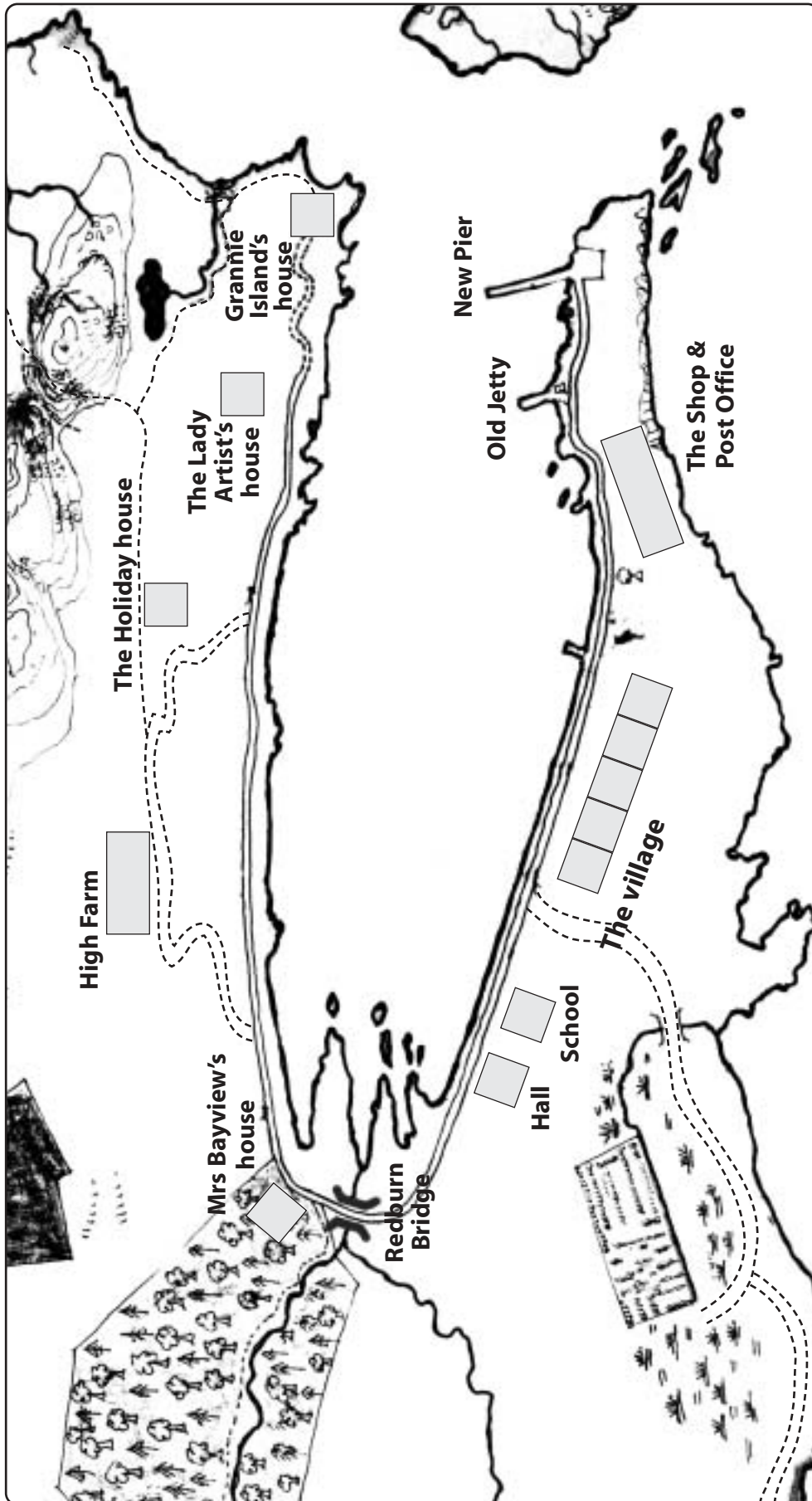
An island home - Struay

Map A



On the Island of Struay

Map B



Label the map

Teacher's resource

1. Find Redburn Bridge in C2, draw a circle and colour it in **dark blue**.
2. Find the New Pier in D2, draw a circle and colour it in **red**.
3. Find the school in C2, draw a circle and colour it in **orange**.
4. Find Castle McColl in B1, draw a circle and colour it in **green**.
5. Find Boorachy Bog in A2, draw a circle and colour it in **brown**.
6. Find Blue Eye Lighthouse in D3, draw a circle and colour it in **pink**.
7. Find the Shop and Post Office in C1-D1, draw a circle and colour it in **yellow**.
8. Find Grannie Island's house in D2, draw a circle and colour it in **purple**.
9. Find Kiloran Bay in B3, draw a circle and colour it in **light blue**.
10. Find Bonny Loch in B2, draw a circle around it in **black**.

Mapping

Daniel's journeys

Activity sheet

Use *Map B: On the Struay Island* to follow Daniel's journeys. Use different coloured pencils or crayons to draw the routes on the map.



RED route

Daniel went from Grannie island's house, PAST the Lady Artist's house on his RIGHT. Before he got to Mrs Bayview's house, he turned RIGHT up to



BLUE route

Daniel turned LEFT from the School in the village and followed the path NEXT TO the sea to the Redburn Bridge. He went over the bridge, and turned LEFT to



ORANGE route

Daniel came out of the shop and went to the Old Jetty. He got on a boat and went STRAIGHT ACROSS the bay to



GREEN route

Daniel walked from High Farm and went down the path TOWARDS the sea. He turned RIGHT along the path past Mrs Bayview's house and crossed the Redburn Bridge to the school in



PINK route

Daniel finished playing NEAR the Redburn Bridge. He went along the path NEXT TO the sea, past the village on his RIGHT until he reached the Old Jetty. Daniel then walked further along to the

