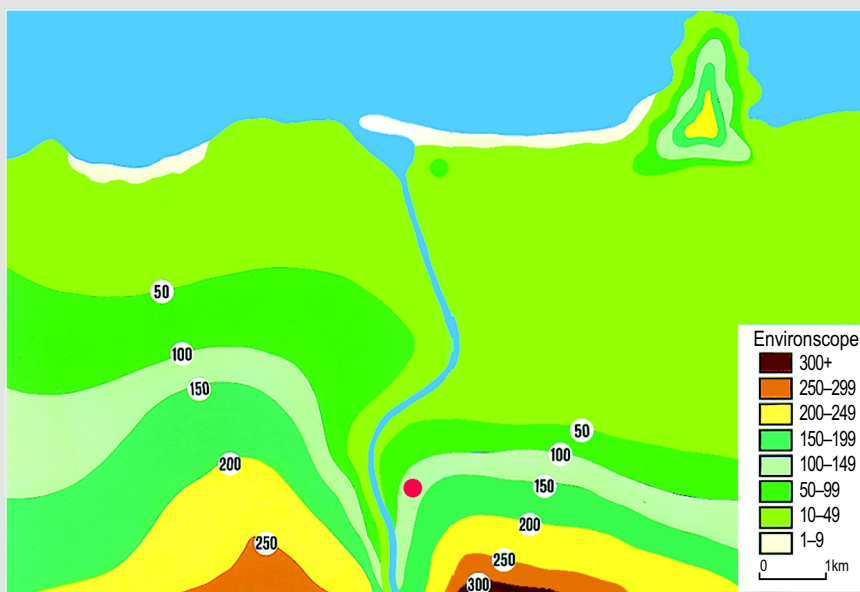


Landscapes

Approach: One to one

Level: Year 8 only

Resources: Topographical map; name stickers: estuary, lighthouse, dam, sand dunes, penguins.



Show the student the map.

Here is a map showing a landscape.

- I'll point to different parts of the map, and I want you to tell me what you think they are.

Point to map parts in the following order. If the student is unable to name the part, tell them, using the words given here:

the sea	75
beach	85
river	89
land	61
contour lines showing the height of the land above sea level.	23

- Can you tell me what this contour line means? [point to 100 metre line]

Prompt: what does the 100 mean?

Explained contour lines: quite fully	35
partially	33
no	32

% responses

78

- Here are some labels for names of parts of the landscape. I want you to put each sticker on a place that you think would be suitable.

Read the names on the stickers to the student. Allow time.

Placed labels appropriately:

estuary	26
light-house	55
penguins	87
sand dunes	86
dam	36

There are two dots showing where homes could have been built on the landscape.

- What could be 1 really good reason for building the green house here? 84
- What could be 1 problem with building the green house there? 86
- What could be 1 really good reason for building the red house here? 75
- What could be 1 problem with building the red house here? 59

% responses

78

Commentary

This task required students to identify aspects shown on a relatively simple topographical map, and to interpret these in making decisions about the most appropriate location of a number of features. Quite a high percentage of students were very capable of reading, understanding and interpreting the information provided on the map.