

Science Lesson “Maps and Mapping” **Level 1-4**

Students are introduced to the idea that a single place needs not one but a whole set of maps if we are to find out about it.

The lesson does not require the students to map, but links to the second lesson where practical mapping of locality is the objective.

Lesson Description

The work sheet can be distributed to groups or individuals, or dictated as a test. It provokes thought on what can be mapped beyond a place's physical outline or the means of navigating from point-to-point.

Lesson Aim and Objectives

For most people a place name identifies a spot on a map. Even if that spot is where we live its name is seldom understood to be more than a marker. Perhaps we understand it to reflect something of local or national significance – if it is named after someone or something, or taken from a historical source, such as an original Aboriginal name.

But it is still just the name of the place. But “place” is more than simply a defined area – it is also a geophysical and geological entity, it has flora and fauna and a climate and these in quite specific combinations. It has population and population density.

Maps offer layers of meaning to build our understanding of “place” – including our own place. This lesson aims to introduce students to that idea in an interesting, straightforward way.



In the question asking students to identify places from the supplied co-ordinates, the answers in order are:

SYDNEY
MELBOURNE
BRISBANE
ADELAIDE
HOBART
PERTH
DARWIN
CANBERRA

Materials Needed

Work sheet. Maps sourced from – or students directed to – three Australian Government websites:

1. **Geoscience Australia** as the source of:

- Topographic
- Bathymetric
- Geophysical
- Boundary
- Geological

at: **ga.gov.au**

2. **Bureau of Meteorology** as a source of:

- Temperature & humidity
- Rainfall
- Sunshine

at: **bom.gov.au**

3. **Department of Environment & Heritage** as a source of:

- Population density
- Biodiversity

at: **deh.gov.au**