

‘We’re going on a bear hunt’

Subject: Geography, English	Date:	Length of Session: 1 day/60 minutes
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Prior Learning: Students may need to know what a map is and why we use them.

<p>Learning Objective: Students will learn geographic terminology, develop spatial awareness and how this can be represented on a map or plan and learn about geographical features and phenomena such as rivers and caves.</p> <p>Success Criteria: Consider these questions when assessing student understanding: How accurate and effective are the maps and plans the children have created? Can others use them to find their way around?</p>	<p>Suitable for students ages 5-7</p>
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<p>Resources: Large pieces of paper, Computers with internet connection, PE mats, drapes or sheets, shredded paper, coloured pencils, ‘We’re Going on a Bear Hunt’ book by Michael Rosen</p>	<p>Vocabulary: Geographical feature River Cave Storm Plain Mountain</p>
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<p>Organisation: If technology allows for it, students could research different geographical features on their own, but it might be helpful to allow them to work in groups to create maps or explore outside.</p>	<p>Support Staff Activities: Support staff will be especially helpful outside to encourage students to explore all of the bear hunt features as well as help them create maps in the classroom.</p>
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<p>Britannica® School and ImageQuest™ resources/links: Map and Globe article: http://school.eb.co.uk/levels/foundation/article/440986 River article: http://school.eb.co.uk/levels/foundation/article/441548 Cave article: http://school.eb.co.uk/levels/foundation/article/440000 Storm article: http://school.eb.co.uk/levels/foundation/article/441785 Mammoth Cave National Park image: http://media1.school.eb.co.uk/eb-media/44/74644-004-0DCA3EC7.jpg Avon River image: http://media2.school.eb.co.uk/eb-media/73/13273-004-ED0C0ABF.jpg Columbia River image: http://media1.school.eb.co.uk/eb-media/31/79531-004-B51A5EED.jpg Snow storm image: http://media3.school.eb.co.uk/eb-media/56/96056-004-4DE10A77.jpg</p>
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View this lesson plan in Britannica School here:
<http://school.eb.co.uk/levels/intermediate/lessons/view/5365>

Time:

Teacher's Activity:

Students' Activities:

Day 1

Before Lesson	Create a bear hunt for students with the materials above. For example, PE mats could represent a river, shredded paper could be grass, a cave could be a dark corner or under a sheet. This works really well outdoors!	
15 minutes	Read Michael Rosen's 'We're going on a bear hunt' with the class. Have students interact by acting out motions and sounds that accompany the locations mentioned in the text.	Students could create movements to represent the story and locations, as well as discuss sounds that represent these locations. Have students imagine what else they might see in these locations.
20 minutes	Help students to navigate around the bear hunt created before the lesson.	This activity could be organised into groups. Students should navigate through the bear hunt and recall the story as they are traveling through it.
25 minutes	Assist students in mapmaking and labelling appropriately. Discuss with students what symbols can be used to represent features and ensure that they get the sequence of features correct so they understand the relationship and how one follows on from another.	Once inside, students should create a map of the bear hunt they have just been on – either individually or in groups. Students should label their maps with appropriate vocabulary. Students should also incorporate a compass and key to indicate what their symbols mean.

Plenary: Students could brainstorm or research other topics that could be listed on a map (such as volcanoes, glaciers or hurricanes).

Differentiation: Group work is a great way to ensure that students of all abilities receive the assistance they need. Deciding how to draw particular symbols before drawing maps may help students who need additional assistance, as would having the whole class recall the outdoor bear hunt and place the geographical features in order (this could be placed on the board, or students could write this information down).

Extension activity: Students could create their own bear hunt map including some of the new researched geographical features. Or, students could begin to write their own poem about their bear hunt.

Assessment Opportunities: Finished maps could be concerned for final assessment. Students might be marked on accuracy of their maps (are all of the symbols in the right location and is the key clear and aligned to the symbols?) and also neatness.