


Maps

Session 1

WARNINGS

 preparations

TIME

90 min.
including
break



Art of learning

THEME
21



PREPARATIONS IN ADVANCE OF THE THEME

- Print out (from the resource bank) and laminate all the Mapping Medley floor sheets (North, South, East, West, X Axis, Y Axis, A, B, C, D, E, F, G, H, I, J, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (this will need to be done well in advance of the session).
- Create the Map Expert Wall in the classroom (wall display for the reflection sessions to gather the things the students know about maps – ideas for wall displays in the resource bank).
- Source a Geographer's Cap.
- Collect a range of different maps (1 for every group of students) to include – a street map of the local area which has the school on it, a street map of the local area of the pen friend school, a map of the world, a map of the country and an old map. Some of the maps can be photocopies but try to offer as many real maps as possible
- Make an A3 outline map of the classroom which has the doors and windows marked. This should be in grid format with an X Axis and letters (A, B, C, D, etc) and an Y Axis and numbers (1, 2, 3, 4 etc). Include the cardi-

nal direction signs North, South, East and West. In the resource bank, there is a Classroom Map Template that can be edited and printed or make your own.

- Make an A3 map of the classroom. This should include an X and Y Axis with letters and numbers including some symbols and a basic scale. In the resource bank, there is a Classroom Map example or make own.
- Make a simple A4 map of the school and its immediate surroundings – this should include the school buildings, the school boundary and the main road. This should be in grid format with an X and Y Axis with letters and numbers and a simple scale included. Look at an existing map and simplify it for the students.
- Make a more detailed map of the school and its immediate surroundings using the simple A4 outline map and include more details. Again, this should be in grid format with an X and Y Axis with letters and numbers included, some basic symbols and a simple scale.
- Create a sheet of basic map symbols relevant to the school and its immediate surroundings.
- Buy or print A4 and A3 grid paper (See resource bank).

WARM-UP: MAPPING MEDLEY

This will happen:	The whole group will follow the instructions of the Geographer.
Materials needed:	Laminated floor sheets North, South, East, West, a Geographer's Cap and masking tape. Chalk if the warm-up is outside.
Preparations in advance:	Print and laminate all the floor sheets needed for all the warm-up (see Mapping Medley Floor Sheets in the resource bank). If the warm-up is outside, chalk can be used to mark the floor and to create the cardinal directions, the Axis and the letters and numbers.
Preparations in the space:	Place the cardinal direction sheets (North, South, East and West) in their correct position in the space and secure them with tape. If the warm-up is outside, use chalk to mark the floor and to create the cardinal directions, the Axis and the letters and numbers.
The space looks like this:	Open space inside or outside.

GUIDANCE: Put on the Geographer's Cap. Explain that the students should follow the instructions of the Geographer including moving to the correct direction in the space – North, South, East or West. Show each of the direction sheets on the floor. When the Geographer calls out, "All around the world," the students should move in all directions.

Below are some examples of calls to build on:

- Run to the North.
- Climb a mountain.
- Walk slowly to the East.
- All around the world.
- Be a tree.
- Flow like a river.
- Touch a space low on the ground.
- Reach up high, then higher.
- All around the world.

Use terms related to maps and geography. Ideas that come up during the reflection can also be included. As they move through the theme, incorporate more challenges and different elements, for example features in the space we like or don't like, man-made things, opposites, close to, farthest away from.

REFLECTION: TODAY'S FEELING AND WORDS FROM THE DAY

This will happen:	The students will share their knowledge of maps.
Materials needed:	Pieces of different coloured paper to write up what students know about maps, marker pens, a compass and something to stick up the ideas on the Map Expert Wall and tape, sticky tack or pins.
Preparations in advance:	Create the Map Expert Wall in the classroom to gather the things the students know about maps (See Wall Display examples in the resource bank). Cut up different coloured paper to be used to write up the students' reflections.
Preparations in the space:	
The space looks like this:	Classroom.

GUIDANCE:

1. Gather close together at the Map Expert Wall asking groups to bring their classroom maps along. Ask them how they feel about making their classroom map? What did they notice on the template? What is the N, S, E, W for? Why are there gridlines? What is the X and Y for? Why are there numbers and letters?
2. Using some of the maps created, explain the grid references at the start and end of some of the students' journeys. Explain how they worked that out along the X and Y axis. Ask if they can work out their own start grid reference – ask some volunteers to share and do the same with the end grid reference.
3. Explain that they are growing their skills and knowledge about maps, that the Map Expert Wall will be used to collect all things they know about maps and hopefully new things will be added each day. Ask the students to work in pairs and identify any words or things they know about maps. After a couple of minutes, ask them to share their ideas. Write each suggestion on a separate piece of coloured paper and stick them on the Map Expert Wall. Display the maps in the classroom.

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MAIN ACTIVITY: MAPPING OUR CLASSROOM

This will happen:	The students will create a map of their classroom.
Materials needed:	The Golden Chest, a number of different maps, enough copies (1 per group) of the A3 template map of your classroom (see resource bank), scissors, craft materials – coloured paper/ card etc, felt pens, glue and different coloured sticky notes.
Preparations in advance:	Collect a range of different maps and put them in the Golden Chest, make an A3 template map of the classroom (see resource bank) and print enough copies (1 per group), make an A3 map of your classroom (see Resource Pack) and gather all the craft materials and equipment.
Preparations in the space:	Set up the Golden Chest, the group tables and have all the equipment and materials ready.
The space looks like this:	Classroom with tables for small groups to work.

GUIDANCE:

1. Sit in a circle with the Golden Chest in the centre. Ask a student to open the chest and to show its contents to the class. Ask them what they can see in the Golden Chest.
2. Ask another student to take the contents out of the chest. Pass the maps around the circle and ask: What are these? What is a map? What do maps show? What are maps used for? When have they seen a map being used?
3. Explain that this theme is about maps. Maps:
 - are drawings of different places.
 - can be of planets like Earth (share that map), of countries, cities, local areas, treasure etc.
 - show places from above as if they are looking down on them (like a bird's eye view).
 - are much smaller than the place.
 - show where things are.
 - can show natural features (rivers, mountains, forests) and man-made features (roads, buildings).
 - help them to get around and to understand the world around them.Can they remember using maps before (they used Google Earth in Theme 13 Our friends in other countries)?
4. Show the map of the classroom. Ask what they can see on this map? What is it a map of? What are they going to do today? Show the template map of the classroom and ask: What are these lines for (walls)? What is this opening (door)? Put the students into small groups.
5. Explain that by working well together they are going to create their own group classroom map using the template and the craft materials provided.
6. Ask the groups to spend a few minutes planning how they are going to make their map. Then ask each group to share one of their ideas with the class. Highlight others: make a list of everything in the classroom, count the numbers of each item (tables, chairs etc.), decide how each item will be represented (what size/ material/ colour). Highlight clues on the map to help them to work out the size that they should make each item (compare them to the size of the door or windows which are on the map).
7. The groups begin and only provide support where necessary. At the midpoint, pause and ask some groups to share their work in progress with the class. If any of the groups finish early, give them some feedback on their map or ask them to make improvements to it.
8. Place some sticky notes on each group table. Ask each student to write their name on two separate sticky notes. Explain that taking it in turns they should use their fingers to walk from one place on their classroom map to another (ask one of the students to demonstrate this). They should mark the start and end of their journey with their sticky notes.
9. If there is time, each student should walk their journey in the classroom and they can again mark their start and end points with sticky notes. This can be extended by asking groups to find and plot items that are the closest together, furthest away, items of the same material/colour, the smallest and the largest items, their least and most favourite place in the classroom.

NOTES