

# Maps

## Session 5

TIME

90 min.  
including  
break



Art of learning

THEME  
21



### WARM-UP: MAPPING MEDLEY

<b>This will happen:</b>	The whole group will follow the instructions of the Geographer.
<b>Materials needed:</b>	Laminated floor sheets North, South, East, West, X Axis and Y Axis, the set of letters (A, B, C, D, E, F, G, H, I, J) and the set of numbers (1, 2, 3, 4, 5, 6, 7, 8, 9, 10), a Geographer's Cap, masking tape and marker pens. Use chalk, if the warm-up is outside
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	Place the cardinal direction sheets (North, South, East and West) in their correct position in the space and secure them with tape, create a line with masking tape and put the X Axis sign on it, create another line and put the Y Axis sign on it, secure the letters (A, B, C, D, E, F, G, H, I, J) along the X Axis and the numbers (1, 2, 3, 4, 5, 6, 7, 8, 9, 10) along the Y Axis. 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.
<b>The space looks like this:</b>	Open space inside or outside.

#### GUIDANCE:

Put the Geographer's Cap on. Explain that the students should follow the instructions of the Geographer. Remember to increase the level of challenge and include some new elements to the warm-up.

Below are some ideas of calls:

- Find a partner and jump to the East.
- See how many of the class we can squeeze onto coordinate C5.
- Plant a tree.
- Join hands in a group and go all around the world.
- Everyone stands on a separate coordinate.
- Hop on the Y Axis.
- Walk slowly to the North.
- Go all around the world.
- Climb a mountain.
- Swim in a lake.
- Stand opposite the X Axis.

### REFLECTION: TODAY'S FEELING AND WORDS FROM THE DAY

<b>This will happen:</b>	The students will share their knowledge of maps.
<b>Materials needed:</b>	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 tac or pins.
<b>Preparations in advance:</b>	Cut up different coloured paper to be used to write up the students' reflections.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Classroom.

#### GUIDANCE:

1. Move to the Map Making Wall, asking groups to bring their school map along. Each group shows their map and the class is invited to share what they like about it. The adults also highlight what they like. Ask: What spaces on the map make them feel happy? How do they feel when they arrive at the entrance to the school? Can they remember how they felt when they arrived at the entrance on their first day at school? (Remind them of Theme 11 First Day.)
2. 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 classroom maps in the classroom.

### NOTES

# Maps

## Session 5

TIME

90 min.  
including  
break



Art of learning

THEME  
21



### MAIN ACTIVITY: MAPPING OUR SCHOOL

<b>This will happen:</b>	In groups, the students explore the school grounds and its surrounding area and then create a detailed map.
<b>Materials needed:</b>	The Golden Chest, a map of the local area with the school identified on it (with a RED DOT), enough copies (1 per group) of a simple A4 map of the school and its immediate surroundings, a sheet of basic map symbols relevant to the school and its immediate surroundings (1 per group), A4 grid paper (2 sheets per group – see resource bank), A3 grid paper (1 sheet per group plus a few spares – see resource bank), a clipboard (1 per group), pencils (2 per group) and digital tablet to take photos (1 per group). Lots of materials to create the maps including different coloured pens, pencils, crayons, coloured paper, glue and scissors.
<b>Preparations in advance:</b>	Make and print enough copies (1 per group) of a simple A4 map of the school and its immediate surroundings. This should include the school buildings, the school boundary and the road. It should be in grid format with an X and Y Axis with letters and numbers included and a simple scale. Look at an existing map and simplify it for the students. Make and print enough copies (1 per group) of a sheet of basic map symbols relevant to the school and its immediate surroundings. Make enough copies of the A4 and A3 grid paper (see resource bank). Source clipboards. Make sure the digital tablets (1 per group) are charged.
<b>Preparations in the space:</b>	Outside, set up the Golden Chest and put the map of the local area, a copy of the simple A4 map of the school and its immediate surroundings and a sheet of basic map symbols inside. Have the resources for each group ready. In the classroom, have the resources ready at each table – A3 grid paper and the other map making materials.
<b>The space looks like this:</b>	Outside in the school grounds. Classroom with tables for small groups to work.

#### GUIDANCE:

1. Students are either inside (with coats on) or outside, sitting close together, in front of the Golden Chest. Open the chest and show the students the map of the local area. Ask them if they can remember what the RED DOT is for. What other places/buildings/spaces/streets can they see on the map? Remind them of the discussion in the previous session and explain any features that might be useful in making their own maps in this session. Take the simple A4 map of the school from the chest. Ask them what this is a map of. Explain it is a simple map of the school. Guide them around it, highlighting the main building, the boundary, main road and explain the scale on the map and what it means. Ask them what features are missing from the map. Offer examples if needed of man-made and natural features – point to them if they are visible. Show the simple map symbols. Ask where they have seen these before. Why are they useful?
2. Put the students into groups and give each a set of resources (simple A4 map of the school, A4 grid paper (2 sheets), a digital tablet, a sheet of map symbols and 2 pencils). Ask them what they think they

are going to do. Listen to suggestions. Explain that each group is going to plan and then make a detailed bird's eye view map of their school and its immediate surroundings – highlight the boundaries of the map. They will begin outside and then go to the classroom to make their maps. Ask how the materials will help them to plan their map. Explain that staying with their group, they should walk around the school and use the grid paper and the digital tablet to record the important things they might want to include in their map. After 20 minutes, everyone returns to the classroom.

3. Each group sits at a table with a sheet of A3 grid paper and the map making materials. Ask the groups to spend a few minutes planning how they are going to make their map – remind them that they should try to keep the things to scale and that they can include map symbols. Ask each group to share one of their ideas with the class – remind them that the photographs might be useful to look at. Groups make their maps. Provide support only when necessary.

#### NOTES