

Maps

Overview



Art of learning

THEME
21



OVERVIEW OF THEME 21

GOALS	To encourage students' confidence and skills in applying geographical and mapping concepts to their surroundings. They will use terms related to maps and geography to help explore and understand the world around them. They will produce a classroom map, a detailed map of the school and its environs. They will share their work and explore the concepts of maps, geocaching and the use of coordinates to locate features in an area.
SUMMARY	The students listen to a Geographer who supports them in each session. Using geographical terms, coordinate axes and cardinal direction sheets, they map their classroom and they then explore geocaching. They map their school and its immediate surroundings, they explore routes to school, the local environment and the man-made and natural objects there. In the final session, they use coordinates and go on a geocaching treasure hunt of their school grounds.

GENERAL GUIDANCE ON THEME 21: This theme aims to develop students' geography knowledge and skills and apply them in a range of ways by exploring their classroom, school and local environment.

THEME 21	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
Content Summary	<p>Warm-up: Students do a Mapping-Medley, following instructions from the Geographer.</p> <p>Main activity: Students are introduced to maps taken from the Golden Chest. They discuss what they know about maps and, working in groups the students produce a map of their classroom.</p> <p>Reflection: Students discuss how they feel about the activity and what they know about maps, which is written down and placed on the Map Expert Wall.</p>	<p>Warm-up: Mapping-Medley continues with more elements including cardinal directions and X & Y coordinates.</p> <p>Main activity: Students explore coordinates. Working in groups they hide and find envelopes in their classroom using coordinates as Geocachers.</p> <p>Reflection: Students continue to reflect on their knowledge of maps and these are shared, written up and placed on the Map Expert Wall.</p>	<p>Warm-up: Session 3 & 4: Mapping-Medley continues with new elements and increased challenge.</p> <p>Main activity: See suggestions for activities.</p> <p>Reflection: The students continue to reflect on their knowledge of maps and these are shared, written up and placed on the Map Expert Wall.</p>	<p>Warm-up: Mapping-Medley continues with more new elements and greater challenge.</p> <p>Main activity: Working in groups the students plan and then make a detailed bird's eye view map of their school and its immediate surroundings.</p> <p>Reflection: The students continue to reflect on their knowledge of maps and these are shared, written up and placed on the Map Expert Wall.</p>	<p>Warm-up: Mapping-Medley continues with more new elements and greater challenge.</p> <p>Main activity: The students will continue to be geocachers. Working in groups they go on a treasure hunt and use map coordinates to find geocache boxes hidden in the school grounds.</p> <p>Reflection: The students will reflect on their map making and share their knowledge of maps.</p>
Space	Open space or outside and then classroom.	Open space or outside and then classroom.	Open space inside or outside.	Open space inside or outside and classroom.	Open space inside or outside and classroom.
Materials	<p>Laminated floor sheets North, South, East, West (see resource bank), a Geographer's Cap and masking tape.</p> <p>Chalk if warmup is done outside.</p> <p>The Golden Chest, different maps, enough copies (1 per group) of the A3 template map of your classroom (see Resource Pack).</p> <p>Scissors, craft materials – coloured paper/card, felt pens, glue, different coloured sticky notes.</p>	<p>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)</p> <p>Geographer's cap, masking tape (or chalk if outside), marker pens, the Golden Chest, a map of the local area with the school identified by a red dot, enough copies (1 per group) of the A3 map of your classroom (see resource bank).</p> <p>The classroom maps created by the students on Day 1, C5 envelope (1 per</p>	<p>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), Geographer's cap, masking tape (or chalk if outside), marker pens.</p> <p>Use resources needed as per the plan for the activity.</p> <p>Pieces of different coloured paper to write up what students know about maps.</p>	<p>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), Geographer's cap, masking tape (or chalk if outside), marker pens.</p> <p>The Golden Chest, map of the local area with the school identified (with a red dot), enough copies (1 per group) of a simple A4 map of the school and its immediate surroundings, 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</p>	<p>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 (or chalk if outside), marker pens.</p> <p>The Golden Chest, A4 detailed map of the school and its immediate surroundings (1 per group), Geocache boxes (small waterproof boxes with a lid – 1 per group and 2 more) inside which should be a LEGO person or a small plastic toy, pencil and small log book (1 for each group), a list of Geocache coordinates for each group to find (ensure that each group has</p>

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THEME 21	DAY 1 	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6 
Materials	Stack of different coloured paper, marker pens, compass, something to stick up the ideas on the Map Expert Wall.	group), LEGO person or a small plastic toy (2 per group), pencil (1 per group), small logbook which should fit inside the envelope (1 per group). Pieces of different coloured paper, marker pens, a compass, something to stick up the ideas on the Map Expert Wall.	Marker pens, compass, something to stick up the ideas on the Map Expert Wall: tape, sticky tack or pins.	paper (1 sheet per group and spares – see resource bank), clipboard (1 per group), pencils (2 per group), digital tablet (1 per group), lots of materials to create the maps. Pieces of different coloured paper, marker pens, compass, something to stick up the ideas on the Map Expert Wall.	a slightly different list to ensure that all the Geocache boxes can be found), an extra LEGO person/small plastic toy for each group to function as a swap when they find a Geocache box (or replace with the small handmade objects if made in Day 3 or 4). Pieces of different coloured paper, marker pens, something to stick up the ideas on the Map Expert Wall.
Preparations in advance	Print out and laminated signs and place them in their correct positions in the space well in advance of the session. Source a Geographer's Cap. Collect a range of different maps (1 for each group) to include – street map of the local area which has the school on it, street map of the local area of the pen friend school, map of the world, map of the country and an old map. Some of the maps can be photocopies but with as many real maps as possible. Make an A3 outline map of your classroom which has the doors and windows marked. This should be in grid format with an X Axis and letters and an Y Axis and numbers. Include the cardinal direction signs North, South, East and West. In the resource bank there is a Classroom Map Template or you can make your own. 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).	Place the laminated signs 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 along the X Axis and the numbers along the Y Axis. If the warmup is done outside, use chalk. Have a map of the local area and highlight the location of the school on it with a red dot. Print enough copies (1 per group) of the A3 map of your classroom (see resource bank). Prepare a set of resources for each group (envelope with LEGO person/ small toy, pencil, logbook inside). Set up the Golden Chest and put the maps of the local areas and A3 map of the classroom inside. Have the resources for each group ready. Cut up different coloured paper.	Place the laminated signs 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 along the X Axis and the numbers along the Y Axis. If the warm-up is done outside, use chalk. Prepare what is needed for the main activity. Cut up different coloured paper.	Place the laminated signs 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 along the X Axis and the numbers along the Y Axis. If the warm-up is done outside, use chalk. Make and print enough copies (1 per group) of a simple A4 map of the school and its immediate surroundings including school buildings, 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. Cut up different coloured paper.	Place the laminated signs 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 along the X Axis and the numbers along the Y Axis. If the warm-up is done outside, use chalk. Make a more detailed map of the school and its immediate surroundings using the simple A4 outline map and include more details. This should be in grid format with an X and Y Axis with letters and numbers included and some basic symbols and a simple scale. Print enough copies of this map (1 per group). Prepare a set of Geocache boxes (small waterproof boxes with a lid) and inside place a LEGO person/small toy (or replace with the small handmade object if made in Day 3 or 4), pencil and logbook (1 per group plus 2 more), this task might have been given to the students during Day 3 or Day 4. Decide where to hide each of the Geocache boxes and write down their map coordinates from the detailed map of the school. Create a list of up to 4 of the Geocache map coordinates for them to find. Before Session 6 begins, hide the Geocaches boxes at the correct map coordinates. Cut up different coloured paper.
WARNINGS	Create the Map Expert Wall in the classroom (wall display for the reflection sessions– ideas for wall displays in the resource bank)				
 preparations	Cut up assorted coloured paper.				

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Session 1

WARNINGS

 preparations

TIME

90 min.
including
break



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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.

Maps

Session 1

TIME

90 min.
including
break



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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

Maps

Session 2

TIME

90 min.
including
break



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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, 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.
Preparations in advance:	
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, 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.
The space looks like this:	Open space inside or outside.

GUIDANCE:

Put the Geographer's Cap on. 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. Explain the new elements – the X and Y Axis reminding them of this from the reflection on the previous day. Remember to increase the level of challenge and include some new elements to the warm-up.

Below are some ideas of calls:

- Dance to the South.
- All around the world.
- Stand on the X Axis with your hands on your head.
- Find a partner and make a chair from your bodies.
- All around the world.
- Climb a mountain on D5.
- Be a tree.
- Hop to the West.
- Stand on one leg on the Y Axis.

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:	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. Ask the students if they think their group found a good hiding place for their envelope? What hiding place do they think was the best and why? What new map skills do they have? How did they feel about using coordinates? What did their group do well?
2. Explain that what they have just done has a special term – Geocaching. Around the world there are thousands of things called caches (like their envelopes) and they are hidden in cities, towns, up mountains, near to rivers, in parks – in all sorts of public places. People have made special boxes with special gifts inside and they have decided where to hide them. They share the coordinates of their cache on special websites so other people can try to find them. When someone finds the cache, they swap a gift and write their name, date and a note in the logbook. They can also record their find on the website. Geocachers usually hide their caches in places that are special to them. It could be a place that holds a special memory or a place they have been with someone they know. Ask the students in what special place would they hide a geocache.
3. Move to the Map Making Wall. Ask the students to think on their own for a minute about what new words or things they know about maps. These are shared and written up on separate pieces of paper and added to the Map Making Wall as a record.

NOTES

Maps

Session 2

TIME

90 min.
including
break



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MAIN ACTIVITY: GEOCACHING OUR CLASSROOM

This will happen:	The students explore coordinates. Working in groups, they will hide and find envelopes in their classroom using coordinates as Geocachers.
Materials needed:	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 the A3 map of the classroom (see resource bank), the classroom maps created by the students on Day 1, a C5 envelope (1 per group), a LEGO person or a small plastic toy (2 for each group), a pencil (1 for each group) and a small logbook which should fit inside the envelope (1 for each group).
Preparations in advance:	Have a map of the local area and highlight the location of the school on it with a RED DOT, print enough copies (1 per group) of the A3 map of the classroom (see resource bank) and prepare a set of resources for each group (envelope with a LEGO person/small toy, pencil, logbook inside).
Preparations in the space:	Set up the Golden Chest and put the map of the local area and a A3 map of the classroom inside. Have the resources for each group ready.
The space looks like this:	Classroom.

GUIDANCE:

1. Students sit close together in front of the Golden Chest. Open the chest and show the students the map of the local area. Ask them what they think this RED DOT is for? What other places/buildings/spaces/streets do they know on the map? What else can they see on the map? Explain other features to build on their knowledge of maps.
2. Show the students the map of their classroom. Ask them what they can see on the map. Highlight the X and Y Axis (linking this back to the warm-up). Ask them what are the letters (A, B, C etc.) and numbers (1, 2, 3 etc.) for. Remind them that they used these as coordinates on their own classroom maps to mark their start and end journeys in the previous session (use fingers to demonstrate this again). On this map, ask if anyone can show the square they started their journey on? Highlight the coordinate on the X and Y Axis (i.e. D4) and explain that coordinates help to find the location of things on a map. Ask students to share their start and end coordinates and the coordinates of things in the classroom (the door, teacher's desk etc.).
3. Put the students into small groups and give each a set of resources (A3 map of the classroom and an envelope containing a LEGO person or small plastic toy, a pencil and a logbook). Ask them what they think they are going to do now? Listen to suggestions. Explain that each group is going to find an amazing hiding place for their envelope in the classroom. They need to keep this a secret from all the other groups. Using the classroom map, they have to identify the coordinate of their hiding place and write it down on a piece of paper in secret. They are encouraged to do this very thoroughly and carefully. Once this task is complete, each group gives their coordinates to the adult. The adult writes down each coordinate and which group it was from.
4. Everyone leaves the classroom, taking with them their map and envelope and they all sit quietly on the floor. In turn, each group goes into the classroom and hides their envelope at the correct coordinate.
5. Each group is given another LEGO person or small plastic toy and a coordinate from another group. They are told that they must use the classroom map and the coordinate to find the hidden envelope and that, when they find it, they should open it, swap the toy and each student should write their name and the date in the logbook and place it back in its original place. Once they have done this, they should ask the adult for another coordinate and they repeat the process. The adult should keep a record of the coordinates that each group has received. Each group should find around 3 envelopes or more if time allows.

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Maps

Session 3-4

TIME

90 min.
including
break



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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, 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.
Preparations in advance:	
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, 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.
The space looks like this:	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. Repeat some of the calls from Session 1 and 2 and add some more of your own.

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:	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:	Gather close together at the Map Expert Wall. Ask questions related to the main activity. Ask students to think about and share new words or things they know about maps. Write these up on separate pieces of paper and add them to the Map Making Wall as a record.

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Maps

Session 3-4

TIME

90 min.
including
break



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MAIN ACTIVITY: GEOCACHING OUR CLASSROOM

GUIDANCE:

Ideas for Main Activities in Sessions 3 and 4

- Revisit the Classroom Maps created in Session 1 and ask the groups to improve them.
- Students work in groups to create the Geocache boxes for Session 6. This should include a small handmade object to go inside the box.
- Open the chest and show the students the map of the local area and the map of the pen friend school. Working in groups, ask the students to find similarities and differences.
- Working alone or in pairs, ask the students to create a map of a dream bedroom for one of their pen friends.
- Give each student a copy of the map of the local area and ask them to draw their route to school. Put students in small groups and give them another copy of the map. Each student should draw their route to school on this map to create a group journey map. Ask them to use a green pen to shade all the natural features on the map and a blue pen to identify all the man-made features. Ask them what they noticed about their group journey map? Which parts of their journey are the same and different? What places, buildings and features do they pass on their journey? How much of the local area is natural and how much is man-made?
- Compare new and old maps of the local area (or other places). Ask them what is the same, what is different, why are some things the same and why are some things different?
- Ask someone who has lived in the local area for a long time to visit the class to share how the local area has changed in their lifetime and the places that they love and why.

NOTES

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Session 5

TIME

90 min.
including
break



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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, 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
Preparations in advance:	
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, 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.
The space looks like this:	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

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 tac or pins.
Preparations in advance:	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. 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

This will happen:	In groups, the students explore the school grounds and its surrounding area and then create a detailed map.
Materials needed:	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.
Preparations in advance:	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.
Preparations in the space:	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.
The space looks like this:	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

Maps

Session 6

TIME

90 min.
including
break



Art of learning

THEME
21



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, 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.
Preparations in advance:	
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, 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.
The space looks like this:	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:

- March on the spot on the Y Axis.
- Divide into two groups – one group to go onto coordinate A5 the other on C6.
- Walk slowly to the East.
- Go all around the world very, very slowly.
- Be a tree blowing in the wind.
- Find a friend and go all around the world.
- Climb a mountain.
- Stand opposite the X Axis.
- Run to the North.
- Climb a mountain.
- Walk slowly to the East.
- All around the world.
- Reach up high, then higher.

REFLECTION: TODAY'S FEELING AND WORDS FROM THE DAY

This will happen:	The students will reflect on their map making and share their knowledge of maps.
Materials needed:	Pieces of different coloured paper to write up what students know about maps, marker pens, something to stick up the ideas on the Map Expert Wall and tape, sticky tack or pins.
Preparations in advance:	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. Move to the Map Making Wall. Ask how they felt when they found a Geocache treasure box? What skills did they use to find the treasure?
2. Ask the students to work in pairs and identify any words or things they learnt today 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.
3. Close the theme on maps by asking the students what they enjoyed most about the theme and by highlighting the skills that the students have developed, their work in groups and any moments that stood out.

NOTES

Maps

Session 6

WARNINGS



preparations

TIME

90 min.
including
break



Art of learning

THEME

21



MAIN ACTIVITY: GEOCACHING TREASURE HUNT



This will happen:	The students will continue to be Geocachers. Working in groups, they will go on a treasure hunt and use map coordinates to find Geocache boxes hidden in the school grounds.
Materials needed:	The Golden Chest, an A4 detailed map of the school and its immediate surroundings (1 per group), Geocache boxes (small waterproof boxes with a lid – 1 per group and 2 more) inside there should be a LEGO person or a small plastic toy, a pencil (1 for each group) and a small logbook, a list of Geocache coordinates for each group to find (ensure that each group has a slightly different list to ensure that all the Geocaches boxes can be found). An extra LEGO person/small plastic toy for each group to act as a swap when they find a Geocache box (or replace with the small handmade objects if made in Day 3 or 4).
Preparations in advance:	Make a more detailed map of the school and its immediate surroundings using the simple A4 outline map and include more details. This should be in grid format with an X and Y Axis with letters and numbers included and some basic symbols and a simple scale. Print enough copies of this map (1 per group). Prepare a set of Geocache boxes (small waterproof boxes with a lid) and inside place a LEGO person/small toy (or replace with the small handmade object if made in Day 3 or 4), pencil and logbook (1 per group plus 2 more). This task might have been given to the students during Day 3 or Day 4. Decide where to hide each of the Geocache boxes and write down their map coordinates from the detailed map of the school. For each group, create a list of up to 4 of the Geocache map coordinates for them to find. Before Session 6 begins, hide the Geocache boxes at the correct map coordinates.
Preparations in the space:	Set up the Golden Chest and put the detailed maps of the school inside, the lists of Geocache map coordinates for each group and a LEGO person/small toy (or replace with the small handmade objects if made in Day 3 or 4). If this hasn't been done already, hide the Geocache boxes at the correct map coordinates.
The space looks like this:	Outside.

GUIDANCE:

1. Students sit close together in front of the Golden Chest. Open the chest and show the students the detailed map of the school and its immediate surroundings, the lists of Geocache box map coordinates and the LEGO people/small toys (or handmade objects if made in Day 3 or 4). Ask them where on the map is the Golden Chest. What is its map coordinate? What do they think their task today is?
2. Put the students into small groups. Give each group a map, a list of Geocache box map coordinates and a LEGO person/small toy (or handmade object). Remind them of Session 2 when they had to find the envelopes in the classroom using coordinates. Explain that they are going to go on a treasure hunt to find plastic Geocache Boxes hidden in the school grounds, and that each group has a list of coordinates for some of the Geocache boxes.
3. Working together, they need to use the map and their map reading skills to find the Geocache boxes one at a time. When they find a Geocache box, they should open it, swap the toy and each student should write their name and the date in the logbook and place it back in its original place. They should try to find the next Geocache box on their list. Offer support to groups where needed.

NOTES