

<b>Name of session</b>	Mad About Maps		
	Level: Key Stage 1	Length of session: Half day (2 hours)	Available at: Sutton Ecology Centre
<b>Curriculum Links</b>			
<b>Geographical skills and fieldwork (KS1)</b>			
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map			
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key			
<b>Previous knowledge expected from students</b>		<b>Key concepts/key words</b>	
None necessary. Useful if they have seen a map before. Use provided 'Sense of Place' activity.		north, south, east, west, setting a map, map, direction, symbol, key, aerial/ birds eye view	
<b>Learning objectives</b>			
Learn the four compass directions Learn how to use a map and follow a map using landmarks and geographical features around them. To understand and name the main features of a map: symbols, key. To be able to make a simple map including symbols and a key			
<b>Outcomes</b>			
Pupils will be able to recall the four compass directions and in which order they appear on the compass. Pupils have placed a mark on a map indicating where they are in the correct place. Pupils will have completed a map using at least two symbols of their own choice and using the same symbol on the map as on the key.			
<b>ACTIVITIES</b>			
<b>Starter 15mins</b>			
Arrival, introductions, preparing for the day. <b>North East South West Game.</b> A fun game to introduce compass directions.			
<b>Introduction</b>			
<b>Timings</b>	<b>Student Activity</b>		
10mins	<b>What is a map?:</b> using an aerial photograph, pupils recognise the area and landmarks on the photograph. Using a map of the same area, ask pupils what it is? Is it a picture, drawing, photograph? Mention <b>birds eye view</b> . Or <b>aerial view</b> and <b>symbols</b> . What do the different symbols represent?		
20mins	<b>Sign Posting.</b> A game to teach how to <b>set a map</b> , and to use <b>landmarks</b> and match these to the <b>symbols</b> on the map to work out where they are, and how to move around with a map, then re-set the map. Using marker pens and laminated maps of the main lawn area.		
<b>Main Activities</b>			
<b>Timings</b>	<b>Student activity</b>		
35mins	<b>Treasure Maps:</b> Pupils become pirates. Pupils add features to a half finished map of a treasure island, pupils make up their own <b>symbols</b> and add them to the map and add to a <b>key</b> . Hide treasure, mark on map, give to peer to find treasure.		
25 mins	<b>Animal Evidence:</b> Using all the skills learnt so far, pupils walk around following a map of the whole Ecology		

	<p>Centre. They use symbols to mark on map of the ecology centre animal evidence eg Feathers, dung, fox holes, footprints, nut shells features that you may find on a walk around the grounds. They have to work out where they are, mark the symbol on the correct place then add that symbol to the key.</p>
<p><b>Plenary 15mins</b></p>	
<p>Pupils use their maps and physical features and landmarks around them to find their way back to the start. Wash hands and get ready to go.</p>	
<p><b>Extension work</b></p>	
<p><b>Lethal Lilly Pads: 20 mins</b> Decide in groups the directions to negotiate a blind folded person through the lethal lily pond to save the toy using directional language (right left, forwards, backwards etc). Teachers can choose this activity instead of Animal Evidence if preferred, advance notice required by Sutton session leader.</p>	
<p><b>Pre-course preparation work suggestions</b></p>	
<p>Show the class the 'Sense of Place' powerpoint. Find their school on a map, look at different types of maps, OS, satellite pictures, google maps etc. Which are most useful? Design a board game based on a map including symbols and a key e.g. a treasure map.</p>	
<p><b>Further Work (post course) suggestions</b></p>	
<p>Make maps of the school outdoor areas. Practice formal writing by writing thank you letters, recounting favourite and least favourite parts of the day. Make maps of different types, sound maps, emotional maps etc.</p>	
<p><b>Alternatives (field sites and wet weather)</b></p>	
<p>This session is not translatable inside, and therefore will go ahead in wet weather. The session will be cancelled only due to severe weather warning such as flooding, high winds and stormy weather.</p>	
<p><b>Opportunities for evaluation</b></p>	
<p>Teacher evaluation: Photograph pupils in action for evidence, observation throughout the session, assess understanding post session through activities and questioning. By providing appropriate level of adult/child ration to ensure pupils are kept 'on task'. Take completed maps back to school as evidence.</p>	
<p>Leader evaluation: The session leader will assess progress throughout the day by open ended questioning and plenary session. Through observation, the session leader will ensure that all pupils are engaged in learning and complete the tasks required.</p> <ul style="list-style-type: none"> <li>• Have all the pupils been able to mark themselves correctly on the map?</li> <li>• Have all pupils been able to make symbols and create a key to complete a map?</li> </ul>	
<p><b>Resources</b></p>	
<p>Resources: Clip boards, laminated maps &amp; aerial photographs, marker pens, pencils, treasure maps, treasure (sweets or stickers, 1 per child). Animal evidence maps. Lilly pads and soft toys.</p>	
<p><b>Key H&amp;S</b></p>	
<p>Dress and prepare for the outdoors. Long trousers due to tall grass, brambles and nettles. Sensible footwear in all weather conditions. Waterproofs in wet weather. Sunhats, suntan lotion and water bottles in hot sunny weather. All pupils and teachers should wash their hands prior to leaving the site or eating. Teachers should arrange a pre-visit to discuss specific health &amp; safety requirements to generate their own risk assessments.</p>	