

Where's what in School?

Pupils carry out practical mapping activities in school.

Geographical enquiry and skills

- more precise use of locational and directional vocabulary
- fieldwork – use observational skills
- describe locations and routes using own and other maps
- enquiry – ask and answer questions
- map work – using large-scale plans to record and present information

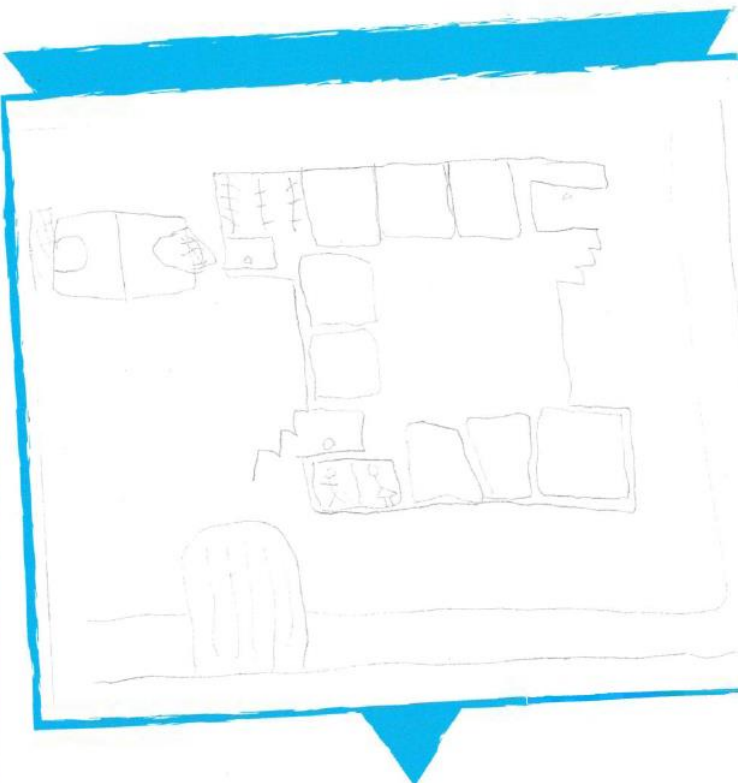
Geographical knowledge and understanding

- features in the school grounds
- identify features, places and routes around school

References

Richardson, P. and Richardson, R. (2016) *Everyday Guide to Primary Geography: Maps*. Sheffield: GA.

To access extra resources from the Everyday Guides web page, see page 2.



Through direct experience in school – when they carry out tasks and engage in outdoor play with each other – pupils create their own maps from memory of the school buildings and its grounds. Although they may not be aware of it, their memory maps enable pupils to cope with the fact that they cannot see all of the school buildings and its grounds at once. Discuss what they know about the school buildings and grounds (i.e. their locational knowledge of it) and record some of their observations. Pupils carry out a series of increasingly challenging practical mapping activities to explore where's what in the school in more depth, and you can include work on the four cardinal compass points. The activities outlined here are designed to enhance pupils' knowledge of the school's physical and human features and understanding of the spatial relationships between them.

Memory maps of school

Ask individual pupils to draw a map of the school buildings from memory. They should show the location of your classroom and two or three other features of their own choosing. Working in small groups, pupil then draw up a more detailed memory map, discussing and locating their classroom plus the features from the individual maps. Store all pupil and group maps from memory in a safe place for future reference.

Teaching activities

Unlocking what's where

On the interactive whiteboard, display a plan of the school that shows some features as symbols and includes a key. As a class, discuss what the map shows and how. Small groups then identify one missing feature and devise a symbol for it. Using the correct geographical vocabulary (download the Vocabulary cards – see web page), they describe what their symbol shows, say where it should go on the map and add it to the key. Discuss whether the symbols have been located correctly and adjust the plan as necessary then save it. Display the finished plan and provide copies for pupils to compare with (and add annotations to) their memory maps. (See pages 10–11 of Richardson and Richardson, 2016, for more map symbol activities.)

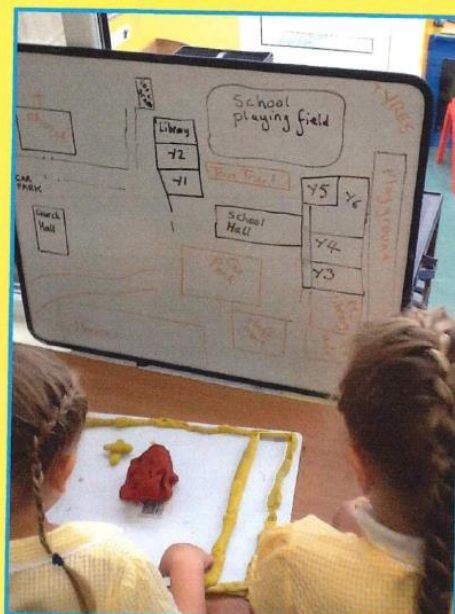


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Exploring routes around school

Provide pupils with a detailed map of the school and its grounds. Refer back to the symbols they added to the school building map to refresh pupils' understanding of how to 'read' map symbols and use a key. Go outside and ask your pupils to identify and label the playground features then to mark the routes they use regularly on their maps. Divide the class into small groups and designate them as A/B, C/D... Explain that group A must write instructions (using feature, locational and directional vocabulary – see web page) for a route around their favourite playground features. Group B must follow group A's instructions, marking the route on their maps. Groups then swap tasks. Ask groups: What did you explore? Why? Was the route marked correctly? What changes would make the instructions clearer?

North, south, east, west



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Exchanging maps

In the classroom, pairs of pupils draw and label features on an outline map of the school playground, then exchange maps with another pair and use the maps outdoors. Pairs can suggest changes if needed.



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Introduce pupils to compass points in the school playground. As a class, first establish which way is north, then work round until pupils have all four cardinal points chalked on the playground around where they stand. Ask individuals 'What can you see when you face north/south/east/west?' Explain that compass points are not like left and right (which change depending on which way they face), so the north side of the school grounds (and the school and local area) is always the north side. Pupils could sketch the view facing each direction, marking the appropriate cardinal point at the top centre of each sheet. You could tape their drawings together at the edges to create an 'All points' hanging display.

Saying where, getting there

Pupils use locational and directional vocabulary in the classroom.

Geographical enquiry and skills

- use relative location and directional language
- use and understand geographical vocabulary
- use observational skills in play

Geographical knowledge and understanding

- features of their classroom
- journeys around the classroom
- create 'maps'

To access extra resources from the Everyday Guides web page, see page 2.



The youngest of pupils can quickly learn where things are in familiar settings, so the focus here should be on applying vocabulary correctly in the classroom. Pointing classroom features out to them or asking a pupil to get something out/put it away facilitates their locational learning. To reinforce their awareness and use of relative directions, mention specific terms (e.g. 'left', 'right') regularly in the context of going to and finding items around the classroom. Model the use of locational and directional information, for instance, saying "Go straight ahead past the big table to the cupboard with the tins of crayons on it. Next to the crayons is the plastic globe. Carry the globe back to where we are here..." gives directions, names and locates features on the route, identifies objects the pupil will know, names the item to be collected and states where to bring it. When they draw maps encourage pupils to correctly name the features they include.

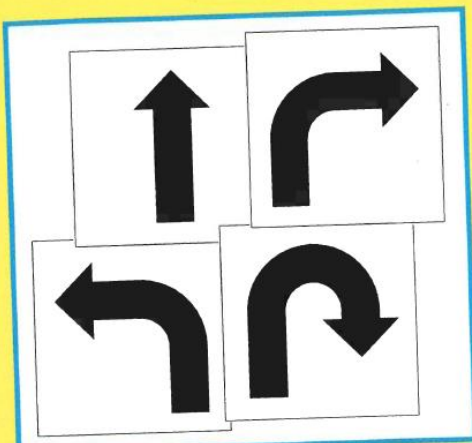
Where in the classroom...?

Sing the 'Left and right song' with them to establish that pupils know their 'left' from 'right' (access a video on YouTube if necessary). Using the locational set of vocabulary cards (downloaded from the EGPB webpage) encourage pupils to use different ways to answer: 'Where in the classroom am I?' and 'Where in the classroom is...?'. Scaffold responses initially – e.g. 'I sit next to Anya, in front of the bookshelf' or 'The globe is on top of the cupboard'. Point out that they use these kinds of descriptions all the time and as they move about the classroom.

Teaching activities

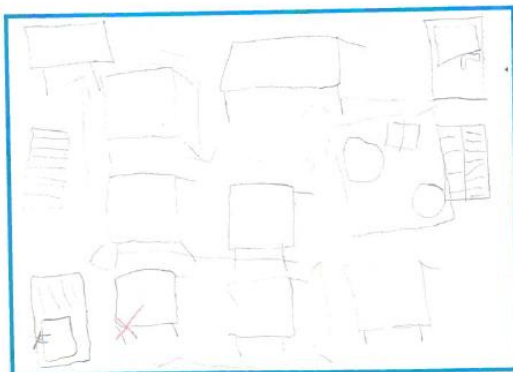
Routes around the classroom

As an opener, you could walk around the classroom describing your route, then stop and ask pupils 'How do you get from the door to your table?' Challenge pairs to walk a familiar route, with one pupil directing the other. They must use the Vocabulary cards (see web page) and mention any features they pass. The second pupil then directs the first back along the route. Once everyone has completed a route, pairs can share their observations.



Arrow maps

Arrow maps are a way of introducing your pupils to practical mapping in the classroom. On a blank sheet of paper, they first mark their location with a cross then draw the feature(s) next to them. They walk round the classroom adding arrows to show when and where they turn and drawing each feature they pass. When familiar with this task, pupils can draw arrow maps with no features and follow each other's arrow maps, reporting on any difficulties and suggesting improvements.



What is it? Where is it?

Give small groups images of different classroom features (one for each group member) and ask them 'What is it? Where is it?'. One pupil from each group must walk to the first feature and back, using the vocabulary cards to describe the route. The second pupil does the same for the second feature, and so on. When they have visited all the features, pupils could give 'What it is, where it is' directions for another group to follow.

Play mat maps

Whenever the opportunity arises, encourage your pupils to look closely at features shown on the classroom play mat map. As they trace routes from one side of the mat to the other using model vehicles and toy people, ensure pupils use locational and directional vocabulary. When pupils 'drive' a model car along the road on the mat, you could ask 'How and why do we make car journeys?' or ask them to describe the car's journey (e.g. 'To get to the shops, do you go straight on or turn left?'). Similarly, as they 'walk' toy people around, draw pupils' attention to pedestrian routes by saying, for example, 'people can cross the road here and walk along this path, but they cannot walk over those houses'. When pupils add model buildings to the scene, encourage locational responses by asking 'why there?'.

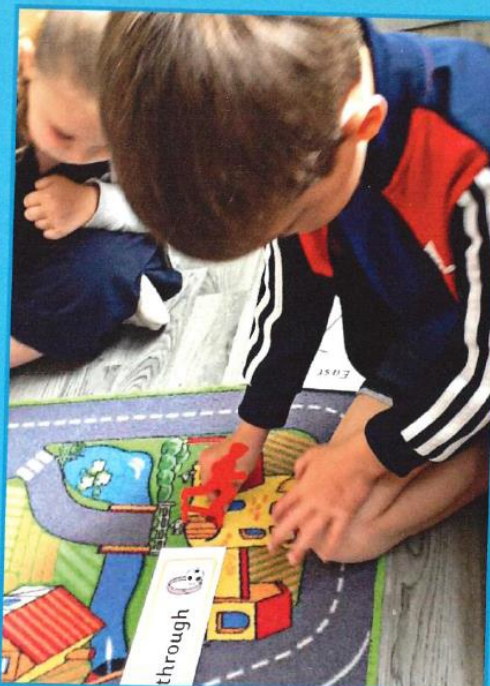


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