

MAPPING OUR LOCAL AREA

SUPPORT MATERIALS

If you need further support on specific aspects of outdoor learning these materials can enhance the engaging experiences you are providing. They can support you as you design, plan and implement your curriculum. Outdoor learning is a great way to develop learners' integral skills (creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising). You will want to focus on why learning matters and ensure you are meeting your learners' needs.

These materials show paths that could be taken through the activity. These are not meant to be prescriptive. You should adapt your approach depending on your learners' needs and interests and your local area.

OVERVIEW

Learners use maps and satellite images to explore their school and the local area, choosing a place they could walk to from school. They use the satellite image to consider routes, distances and directions, recording simple directions someone else could follow. Learners follow the directions of another group and reflect on the task. They use a map to find and list special features of the local area, choosing one to research. Learners visit this special place to find out more and create a display that forms part of a class display, encouraging others to visit the local area to see and learn about its special features. They gather the feedback of an invited audience.

CURRICULUM FOR WALES

Areas explored:

- Expressive Arts
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy

Activity also incorporates aspects of cross-curricular skills outlined in the LNF and DCF.



RESOURCES

Internet enabled device and internet access.

Means of taking photographs, e.g. smart phones, tablets, cameras, etc.

DOING THE ACTIVITY



- Most tasks require learners to work in pairs or groups.
- Encourage learners to share their ideas, and through open questioning, explain and justify their ideas when possible. Focus questions have been suggested to guide learners through the tasks.
- Some tasks might be more effective if pairs or groups of learners have access to an internet enabled device.
- When taking learners outdoors, it is essential that the [Countryside Code](#) is adhered to and any relevant risk assessments have been carried out with risks mitigated.

TASK 1

MAKING AND FOLLOWING DIRECTIONS

Learners use images to explore what a map is and use Google maps to find a satellite image of their school and the local area. They consider recognisable places and find local landmarks, choosing a place they could walk to from school. Learners use the satellite image to:

- find a route from school to their chosen place
- measure the distance
- describe the directions.

They are invited to record simple directions someone else could follow and swap these with another group. Take learners outside and ask them to follow the set of directions made by someone else and see where they end up. Encourage them to reflect on the task and consider what improvements they would make to the directions.



TASK 2

ENCOURAGING OTHERS TO VISIT OUR LOCAL AREA

Explain to the class that they are going to produce a display to encourage others to visit the local area to see and learn about its special features. Learners find the satellite image of the area again and use the settings to change the satellite image into a map.

They use the zoom button to find and list special features and consider what they know about each of them. Learners explore the audience for their display and what their expectations might be. They choose one special feature and use the map and online research to find out more about it and how they could represent it in the display.

Take the learners outside to visit their special feature to take photos, find out more information and check directions, etc. They produce the display and invite the audience to view it, gathering their thoughts about how interesting the display is and what they learned, etc.

Useful links

This activity invites learners to use maps and satellite images to explore their school grounds and the local area. Therefore, the activity will be bespoke for every individual school, meaning there aren't any links close to each designated landscape that can be provided.

However, mapping is a key concept in Curriculum for Wales because it helps learners:

- Understand where things are and why they are there
- Develop practical and analytical skills
- Think critically about the world
- Apply knowledge to real-life situations.

The following links might be useful for background information or developing further tasks based around mapping.

- [How to use Google Maps for Kids - Diana Irene Saldana - YouTube](#) (about six and a half minutes)
- [Maps - BBC Teach](#)
- [Primary school teaching resources - Teacher resources - Ordnance Survey](#)
- [Map skills Year Two - RGS](#)
- [How to read contours, keys and symbols – BBC Bitesize](#)
- [Map symbols, direction and contour lines – BBC Bitesize](#)
- [What is a map? – BBC Bitesize](#)

Other useful activities on Tirlun

There are a total of 84 activities on Tirlun that include aspects of using maps. However, the following Key Activity is good example:

- [What is a Designated Landscape?](#)