

Cross-Curricular Ideas re Map incorporation related where possible to Programmes of Study

Subject	Topic related to subject	Objectives for both subject and geography/history/art Note this includes map reading, using and drawing	Outcomes Though one starts with a map one need not finish with a map and vice versa
English	NLS :Use relevant story for text sentence and word level	To improve story techniques in preparation for writing a story illustrated by a map	Postcards related to places on a map ; Poems in map shape
	Look at the vocabulary , font character and layout of a relevant map	discussion of the writing style of mapping, the key and the use of a caption.	Story Writing illustrated by a map Story Board for journeys adventure A map relating to the topic area can always accompany non-fiction work,
	Phonic/Word Work	Give each child a map, perhaps a world map to add curiosity! Ask children to point/highlight a country with a certain phoneme e.g. Ch, sh etc... This could be made into a challenge or as an assessment and can bring in geographical vocabulary such as how many oceans have 2 or more vowel phonemes, is there a city with the same initial phoneme as queen.	Phoneme work could then be incorporated to make a country THRASS chart including places from around the globe.
	Persuasive features	Study tourist maps for persuasive features, design a tourist map for a range of people, e.g. someone from abroad, a hedgehog, an OAP.	The map can show a bias of popular things in the locality or distant place that the person/animal would enjoy
	Character development 1 and thinking skills	Children could make a map of the story route of their character, this can be an activity through KS1 and 2 and detail can be added depending on the mapping objective e.g. Scale, definite route, key etc. You could also add a thinking skills element to this whereby children in KS2 could map the route of Goldilocks/Cinderella and discuss a variety of questions such as what if Cinderella had taken another route to the ball? What if Goldilocks/Red Riding Hood had taken a different route and met another nursery rhyme/story character on the way?	Character journey map A map of the story route of their character.This could lead to a discussion of whether character dilemmas could have been avoided or could lead into children writing another version of a well-known story based on a new map.
	Character development 2 and descriptive/creative writing	Children could be given an OS map of an area, children could learn the symbols and discuss the features of the area. They could then spin a wheel to choose a character and place their character in the OS Map area. The children could kinaesthetically become the character in the OS area,	Could lead into creative writing with a focus on descriptive writing of the location. In self-assessing their writing, children could highlight the geographical terms they have incorporated from their OS map and perhaps build a glossary to accompany their writing.
Book corner reading	Browsing books of maps e.g. <i>Lord of the Rings</i> , or maps in books e.g. <i>Winnie the Pooh</i> series, CS Lewis books and so on	Review of clarity of map to story ; redrawn map to fit	

	<p>Creative writing</p> <p>Newspaper report; Leaflet Proposal</p> <p>Directional words Vocabulary</p> <p>Sequencing</p> <p>Using other stories e.g. Katie Morag</p> <p>Developing oracy skills and geographical vocabulary</p>	<p>children could look at adventure stories whereby the children choose their own plight and plan a story to ensure their reader will eventually reach the conclusion to the book.</p> <p>Look at local planning proposals or own observations of local streets e.g. landuse and determine what improvements are desirable. Make a map to show these and use as part of the report</p> <p>Ideas found at : http://www.qca.org.uk/geography/innovating/key1/geography_plus/02.htm</p> <p>Create a display to illustrate a bus or car journey with detachable labels of directional words such as 'over', 'under', 'in front of', 'behind', 'turn right', 'between the trees', 'through the gate', 'beside the river' and so on.</p> <p>Mapping journeys from stories After reading <i>The hare and the tortoise</i>, <i>The three pigs</i> or <i>Rosie's Walk</i> by Pat Hutchins (Bodley Head 1962), which mention landmarks, diversions and stopping places on a journey, children could produce a journey map for the story, marking significant points. Children could also create their own map and story of a journey around the school grounds, highlighting their important landmarks.</p> <p>After reading <i>The great round the world balloon race</i> by Sue Scullard (Macmillan 1993), children could work out the route in the story on a globe or from an atlas, and could make drawings of the different places visited.</p> <p>Children can produce a map of the Isle of Struay as a design for a tea towel.</p> <p>2. Children can choose a character from the story and design a storyboard to follow the whereabouts of the character (see example of a pupil's storyboard on QCA site).</p> <p>3. Children can dress up as different characters, and the rest of the class had to question them to discover where they live. Afterwards, they can add drawings of the different characters in the right place on a base map of the island (see example of pupil.s work on QCA site).</p> <p>Children work in pairs and take it in turns to describe a map,</p>	<p>another aspect of story. Use the maps to create more adventures</p> <p>children make their own stories and place the different areas on a story map</p> <p>Illustrated report using annotated locality maps – could be done using Publisher</p> <p>Ask the children to design a verbal trail around the school grounds for blind people. As well as directional vocabulary, children will need to include language that relates to sounds, smells and what they can touch This can be supported with tactile foot/paw prints</p> <p>Other journey maps from e.g. <i>'A Balloon for Grandad'</i> (Grey & Ray Orchard) add more from your own repertoire.</p> <p>Use maps to decorate other gifts e.g. notepaper, mugs</p> <p>Sketch map of the locations by storyboard number</p> <p>Pictorial map or model</p>
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	<p>Writing Poems</p> <p>Telling Stories</p> <p>Using Picture stories e.g. Jeannie Baker <i>Through the window</i></p>	<p>pictorial, sketch , postcard map , tourist map to their partner, who draws what is being described. The children then compare the drawing and the map, checking that they have identified all the features that they can see.</p> <p>Use picturemaps, or maps and photographs, to create a poem</p> <p>Use the words from a map to make a word picture in the shape of a country, a stream , a street pattern,</p> <p>Children tell a story around the class, with each child adding a sentence or a phrase. Start with a geographical theme like being lost in the forest or going on a world journey. Ask the children to make drawings and a map to show the different stages of the story.</p> <p>Show a sequence of change in one area – using different styles to show different ages</p>	<p>Sketch map drawing and labelling</p> <p>a poem for the future, beginning each line with the same phrase, eg <i>I hope...</i> a poem using senses, <i>listen to the waves..., look at the...</i> a poem describing physical or human sounds in the environment and specific places, eg <i>traffic</i>.</p> <p>The map can be constructed as the story grows e.g. base map of forest, world outline map</p> <p>These could simply be cartoon maps or a simple base map with increasing symbols in sequence</p>
Drama	<p>Character creation 1</p> <p>Character creation 2</p> <p>Emotions and teamwork</p>	<p>See above also Character development 1 & 2</p> <p>Create convincing first explorers/first tourists who collect information, based upon description/photograph e,g from Michael Palin website http://www.palinstravels.co.uk/ or RGS-ING Geography in the News http://www.geographyinthenews.rgs.org/ e.g. Shackleton/Everest</p> <p>To experience the handling of maps and their orientations the children could be divided into groups and given a treasure map. The children are then given an emotion each and they have to take on that emotion whilst going to find the treasure. Emotions could be frightened, bossy etc.</p>	<p>Act out alternative storyline based upon new map</p> <p>Create and use model layouts/sets for particular landuses e.g school, home, farm, town</p> <p>Or act out first meetings/ crises (e.g what to save when abandoning ship?)</p> <p>Role play that emotion whilst going to find the treasure This would also lend itself to a C.P.S.H.E. discussion of teamwork!</p>

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Numeracy	<p>See also http://www.ruf.rice.edu/~feegi/ NNS Geographic co-ordinates!</p> <p>Tesellation</p> <p>Measurement</p> <p>Pricing</p> <p>Scale and conversion (Y6)</p> <p>Direction</p> <p>Number</p>	<p>Using a local AZ to teach co-ordinates is a useful way to bring about discussion of the locality. Children could find the co-ordinates as quickly as possible for a certain street or landmark and then discuss where this is in relation to the school.</p> <p>Looking at a world map, children could be challenged to find any countries/continents that are able to tessellate.</p> <p>Looking at Tube Maps is an interesting way to bring about measure problems, such as find the quickest route from _____ to _____.</p> <p>Teachers could design word problems incorporating aspects such as, which is the cheapest price for getting to _____ etc.</p> <p>Using Tube, Bus and rail maps could look at the quickest routes of reaching destinations. This would involve discussion of scale and conversion within a real life context.</p> <p>When teaching directions (NSEW) a living map could be placed on the floor and children can move to different parts of the map based on teacher cues. It could be a floor map of the locality or a world map. This would also give an opportunity for children to formulate questions relating to parts of the map, e.g. what is the next ocean I come to if I go north?</p> <p>Number treasure hunt As part of a visit to the local area, ask children to find numbers for things they encounter along a particular route, and mark the location include house numbers, bus times, fare prices, road signs and measurements. Use digital recording (tape /camera) When they have finished, they can add up all the total of numbers that they have recorded or be detective and consider the range of the number sets discovered. Based on [Colin Bridge, <i>Primary Geographer</i>, Geographical Association, July 1998]</p>	<p>Create a grid numbered alpha numerically and place discussed landmarks, including school, using appropriate symbols, in the appropriate square (see HO on coordinates)</p> <p>Photocopied continent/country shapes in final shape</p> <p>Chart showing quickest routes – and anomalies above ground</p> <p>Zone map annotated with cost of journeys to London landmarks/football stadia/shopping areas.</p> <p>Use the Time/distance circular graph to map each place – the anomalies can be surprising On an enlarged Multimap 1:200,000(see local map file) create a ‘Good route’ map</p> <p>Basic floor map of school grounds/ Springfield Park and so on . Or just large enough to use on a table top and use tactile materials to create area, linear and spot features with a scale bar and compass (See file <i>Tactile maps</i>)</p> <p>Base map showing where number is used in the neighbourhood</p> <p>Sets of data for use in other number lessons.</p>

	<p>Measures(KS1)</p> <p>Shape and space(KS1)</p> <p>Handling data(KS1)</p> <p>Solving problems (KS2a)</p>	<p>standard measure. Ask the children to calculate the differences between the lengths of various routes and consider which are most suitable for the group size.</p> <p>When studying the locality of the school, ask the children to use simple base plans and string to mark and discuss longest and shortest routes to different places, <i>eg the local shops or park</i>. They could also begin to develop an understanding of angle as a measure of turn in this activity by using whole turns, half-turns and quarter-turns.</p> <p>Ask the children to build models of ideal settlements using 3-D shapes, recording the range of shapes used and their properties. Children could investigate what the shapes look like from above using a camera.</p> <p>Ask the children to devise instructions to navigate a floor robot through a maze. Encourage children to use vocabulary such as left, right, backwards, forwards, along, clockwise, anticlockwise and right angles.</p> <p>Ask the children to talk about and draw a plan of their journey from home to school, and to estimate how far it is and how long it takes to walk it.</p> <p>Ask the children to undertake a pedestrian traffic count in one corridor at different times during the school day. Ask the children to present their data in a simple table or simple block graph showing time of day and number of people counted over a set period. Use a base map of the school and knowledge of the school day to discuss and interpret findings.</p> <p>Ask the children to plan a route (including calculation of distance) for a family travelling between two settlements. Ask the children to work out how much further the family would have to go if they had already travelled 'x' number of kilometres. This could be extended by asking the children to plan the stages of a longer journey so that the family does not have to travel more than a given number of kilometres in a day.</p> <p>As an alternative to planning routes, children could be asked to plan how they would travel between two settlements by public</p>	<p>use a simple map to identify features and possible routes (longest and shortest) within the local area</p> <p>identify main features of a settlement (listing shapes used) Draw round the shapes to make a map and compare with photograph</p> <p>use appropriate directional language (See L&T using ICT Foundation and Year 1)</p> <p>draw a plan of their journey from home to school with annotations re. time taken (use a scribe)</p> <p>Put the block graph on the base map for different times</p> <p>Use of road atlas or local map</p> <p>Column road itinerary (e.g. Norden or AA route map)</p> <p>Use of OS or other map to locate bus and train stations</p>
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	<p>Measures(KS2a)</p> <p>Shape and space(KS2a)</p> <p>Handling data(KS2a)</p> <p>Solving problems (KS2b)</p>	<p>transport using public transport timetables.</p> <p>Ask the children to use the straight edge of a piece of paper and the scale on a large-scale Ordnance Survey map to measure distances. Discuss what the scale actually means (<i>eg 4cm represents 1km means that 4cm on the map represents 1km in real life</i>) and ask the children to use the scale to work out distances from measurements they make on the map.</p> <p>Ask the children to write an itinerary for a day out in the local area. As part of this, ask them to use local bus timetables to work out waiting times at bus stops, length of time between buses and times taken for buses to reach destinations.</p> <p>Introduce and discuss the eight points of the compass. Ask the children to use a compass to orientate themselves on a trail around the school grounds.</p> <p>Ask the children, in the role as providers of tourist information, to locate specific sites using simple coordinates, <i>eg a park, somewhere to have a picnic, somewhere to walk a dog</i>. For high-attaining children, four-figure grid references may be used. This could be local or distant locality</p> <p>Ask the children to undertake a survey of the journey to school, looking, for example, at where children in the school live, how they travel to school and how long their journey takes. Information can be recorded on tally charts and a map of the local area. ICT may be used to produce a data file and bar graphs to show the results. Separate charts and graphs may be produced for children coming to the school from different areas; these may be displayed on a large base map of the school area to see if any patterns emerge</p> <p>Ask the children to plan a route between two specific locations (<i>eg from their own street to a shopping centre in a nearby settlement</i>) and to calculate distances travelled by car, bus, foot, etc. (This may involve the use of a range of maps at different scales.) Ask the children to calculate total distance travelled in kilometres and then in metres.</p> <p>Discuss with the children what a scale of 1:10,000 or 1:25,000 means (<i>eg 1:10,000 means that 1cm on the map represents 10,000cm in real life</i>). Ask the children to work out how many</p>	<p>plan a route and work out the distance using the map scale on selected OS map</p> <p>select information on public transport from timetables to produce an itinerary using a selected OS map</p> <p>use symbols on an Ordnance Survey map</p> <p>use symbols on an Ordnance Survey map</p> <p>use simple coordinates (or four-figure grid references) to locate points (or areas) on a map UK or other country</p> <p>identify the eight points of the compass and use a compass to orientate themselves/follow a route</p> <p>This could relate to WOW Add staff localities</p> <p>Use Multimaps bases (see location maps file)</p> <p>collect, record, present and analyse data about the journey to school, and draw conclusions. Show charts on base map and discuss patterns revealed.</p> <p>plan a route considering different modes of transport and distance travelled using maps of different scales Show as journey map</p> <p>Create display to show the rest of the school</p>
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	<p>Measures(KS2b)</p> <p>Shape and space(KS2b)</p> <p>Handling data(KS2b)</p>	<p>centimetres on a 1:10,000 map represent one kilometre.</p> <p>Ask the children to refer to a 1:25,000 Ordnance Survey map (or even, for some children, a 1:50,000 map) and work out how many centimetre squares on the map represent one kilometre square in real life. Children could then explore the areas of different-sized settlements.</p> <p>Ask the children to use a world time chart to work out different times around the world. The children may then transfer information to a display based on a map of the world.</p> <p>Ask the children to match photographs of river and coastal features to specific sites on an Ordnance Survey map using six-figure grid references.</p> <p>Revise the eight points of the compass. Ask the children to use a compass in conjunction with an Ordnance Survey map to describe a route.</p> <p>Collect data for a fruit e.g. produced by different countries Make bar graphs Locate on world map</p> <p>Locate measurable data e.g. weather elements as graphs on world map Use weather reports as found in daily press.</p> <p>Planning a trip abroad for country studied</p> <ol style="list-style-type: none"> 1. Imagine that the class is going on holiday to a location overseas. Visit on-line travel agents to find out flight times and costs of different flight options. 2. Children could also investigate the costs of packages versus paying for accommodation separately, differences in prices and times from different airports, of travelling business class versus economy class, and differences in prices between high and low season. 3. Visit www.worldclimate.com for climate data of your destination to decide when would be the best time to visit. 4. As an extension, and depending on the destination, children could consider moving into a different time zone, and how to compare time of arrival at the destination to the time in the UK. For interactive activities on the world's time zones and crossing the international date line in the South Pacific, visit the Summer 2002 edition of Global Eye (http://www.globaleye.org.uk/primary_summer2002/eyeon/index). 	<p>approximate the size of different settlements in kilometre squares (using an Ordnance Survey map)</p> <p>Show comparisons on map of British Isles</p> <p>identify time differences around the world Time zone map of the world</p> <p>use six-figure grid references to identify and match coastal/river features shown on maps to photographs Stylise the shapes and make display for corridor (Eye2eye Britain CD useful Eye2eye Software Ltd)</p> <p>use a compass to describe a route on a map Link with orienteering</p> <p>World distribution map</p> <p>Distribution maps</p> <p>Add routes to atlas map</p> <p>Make graphs to show differences</p> <p>Make graphs for UK and country studied Show on world or continental map</p> <p>See Time zone map</p>
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Science	KS1 Investigations	Use the school or local park maps to plan habitat, senses and observational activities Use plans of investigation areas to present evidence e.g. photographs, collected evidence	Map of location of observations Map with evidence of locations in photograph
	Humans and other animals	Use world maps to show where it is difficult to stay alive (deserts, polar regions, deepest oceans	Annotated world map to show reasons for difficulty in staying alive.
	Growing Plants	Plan of school grounds to show location of different kinds of plants	Map of area where growing experiments are being made
		Plan of school grounds to show where best growing conditions are found	Map showing sunny, shadey , cool, hot damp dry areas – with compass directions.
	Living things	Local map to show where different kinds of plants (woodland, grassland, water and so on) are found	Vegetation map – include parks and gardens
	Physical processes	Make a sound map of the neighbourhood	
	KS2 Investigations	Use the school or local park maps to plan habitat, senses and observational activities. Use locality maps to plan larger investigations (e.g. water measurement , data logging exercises;) sketch maps as well as OS type maps. Use plans of investigation areas to present evidence e.g. photographs, collected evidence in graph and other diagram form	Map to show location of datalogging investigations
	Life processes	Use a location map, at any scale, to show links between environments and animals and plants	e.g. world environment maps endangered species maps
	Green Plants	Location maps of data logging measurementmeasurements	Map of school grounds showing datalogging points for micro climates (temperature, rain gauge, wind)
		Location maps for local plants – in built up areas use significant garden plants (cedar, monkey puzzle trees, pampas grass, climbing plants)	Map of local wood/park at different seasons showing spreads of seasonal plants/trees (bluebells, garlic, oak trees, berried bushes)
Materials	Local geology map (Springfield Park significant site – River terrace gravels – see where they extend)	Model of Springfield Park to show different geological layers and slope	

	Physical processes	Relate Latitude and Longitude to the apparent movement of the Sun and the spin of the earth See http://www.ruf.rice.edu/~feegi/	Map of Time zones Model of globe and seasons
History	Chronological understanding K & U of events Enquiry Communicate	Put local historical maps in a time line Map the areas of different buildings Plot where the bombs fell (Timeline June 2005) Use local maps with directory evidence to see how a street changed Use maps to communicate change	Use an historical map (e.g. Roque) to show change with present day photographs Empathetic map of bomb damage Show how a street changed using different colours for different landuses and building uses; numbers of people using each building and so on Use maps to show the different settlements at different times including roads, the growth of canals, turnpikes and railways – all significant in Newington and district
Geography	KS1 Starters Skills	Signpost maps Give each child a piece of paper and mark a cross or add a small drawing in the centre to represent where they are sitting. Encourage the children to add arrows pointing to things and people around them. They can write words or add drawings to represent the things they can see. Extensions to this activity might be to use compass directions for their arrows, or to add a focus on distance, pupils could count the number of paces between themselves and the things/people they see. Jigsaw maps To reinforce understanding of compass directions, enlarge a map to a large size and divide up into pieces. The children can be given a piece of the map labelled with, eg south-west, north-east, south, and re-assemble the map. [Helen Lamb, Linton Heights Junior School, Cambridgeshire] A bird's eye view To develop an understanding of a bird's eye view or plans on a map, draw round some recognisable objects and cut out the shapes. Stick the shapes onto a piece of card and encourage children to match the plans with the objects themselves. An extension activity could be to use objects that look different at the top and bottom, eg a bottle. The children could also draw a plan of the furniture in the classroom.	Make a signpost in the classroom to school places, locality places, world places Use large maps of the country to be studied with the atlas map to help sort the shape Use a place setting a draw from four different seating positions

		<p>Maps from toys and models Provide the children with models of buildings, farms, animals or toys. They can create a scene with their toys or models. Afterwards, they can draw the plan of the scene on a piece of paper, using symbols to represent more difficult shapes. To reinforce and assess learning, see if they can recreate their scenes from their plans the following day.</p> <p>Creating an island Make a large wall display with an outline of an island and a compass rose -- this could be based around a published story. Encourage groups of children to design different parts of the island, creating symbols for trees, buildings and railways. Afterwards, the children can describe a guided tour around different parts of the island, using compass directions. As an extension activity, they could research real features of a place and add them to their part of the island.</p> <p>Valuing children's personal geographies A combined year 1/2 class described their feelings during their journey to school. The teacher described his own journey to school and prompted the children to suggest other means of communicating their journey such as using pictures.</p> <p>Using a writing/drawing frame children draw three to five key features that they see on their route.</p> <p>Children work in pairs to communicate orally their journey to each other, and then individually record their own journey in three to five picture frames.</p> <p>Children label key features on their drawings (eg <i>home, road, pavement, lamp post</i>) and the teacher creates a word bank of features on the flipchart.</p> <p>The concept of symbols is introduced by the teacher, using happy and sad faces to represent emotion.</p> <p>Children draw an appropriate symbol next to each picture to show how they feel about each part of their journey and create a key to explain the symbols.</p> <p>In a plenary session, some children show the class their journey and describe it.</p> <p>The teacher uses the children's drawings and talk to make teaching points about the differences between communicating using words, pictures and symbols.</p> <p>[Brian Huxley, Haggonfields Primary School, Nottinghamshire]</p>	<p>Use the models in the sand tray – lift off and draw the impressions</p> <p>Use Katie Morag stories to give reality to an island</p> <p>Create a treasure island for fun</p> <p>An affective map of the school catchment area.</p> <p>Use in association with the maps in the Local maps file</p>
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		<p>View from above Children look at an aerial photograph of the area around the school and identify 10-20 key features that they recognise. (If the photograph is old, the children may also identify differences from the present day.) To extend the activity, use www.multimap.com and enter the school's postcode to look at a map of the same area – the website allows you to choose an appropriate map scale. Click on 'View aerial photo' for an aerial photo of the same area and click on 'Overlay map', which combines a street map and the aerial photo on the screen.</p> <p>Using picture maps Make a collection of picture maps, such as those obtainable free from theme parks, shopping centres and tourist information offices or maps from the front of children's story books. Make these available for children to study in your classroom's reading area. Encourage them to talk about their favourite map, as well as their favourite story.</p> <p>Using a local street map Use an overhead projector (or interactive whiteboard) to display a street map of the local area. Children take it in turns to place features drawn on squares of acetate in the correct location.</p> <p>Making and using a street map Produce a large-scale map of the local area by photocopying a street map with the school at the centre on an overhead transparency. (A suitable map can be accessed by typing in the school's postcode at, for example, www.multimap.com) Use an overhead projector to display the map on sheets of card taped to the wall. Draw over the map with a marker pen, laminate the card and hinge the sheets together for easy storage. Both you and the children use the map in numerous ways: eg <i>as the focus of a display; attach labels with Blu-tack or Post-its; draw routes with an OHT pen.</i></p> <p>Developing locational knowledge Prepare a box of laminated cards with short activities on them which children can either be given or choose when they have completed their work. Include some geographical activities, such as doing a simple jigsaw of the British Isles.</p> <p>Developing a sense of plan view Follow this sequence of activities to help children develop a sense of plan view</p> <ol style="list-style-type: none"> 1. children draw round objects, ask a friend to guess what it is 2. children match photographs taken from two different angles with an object 3. children draw plans of familiar objects, models that they have made, or play mats with features added to them, looking at them from above 	<p>Use the maps collected by the children</p> <p>This can be a reinforcing ploy</p> <p>See the file Local maps for comparison</p> <p>Time fillers</p> <p>More time fillers</p>
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	Skills	<p>questions (eg <i>what is the capital city of...? which ocean does the river... flow into?</i>). They swap questions, find out the answers and then check each other's answers.</p> <p>Developing locational knowledge of Europe Use an overhead projector or interactive whiteboard to display an outline map of Europe. Children take it in turns to match country 'shapes' (with the names written on) with the shapes on the map. Once the children are confident with this activity, it can be repeated using a map without the country boundaries. The rest of the class can suggest moving the shape using four or eight points of the compass. The same activity can be carried out, again at different levels, using the <i>Map Splat Europe</i> game on the Ordnance Survey website. <i>Mapzone</i></p> <p>Developing knowledge of map symbols and grid references Children work in pairs and devise a set of directions, which also involves collecting letters from the names of places and features along the route, for a particular scenario. They should use an extract from the local 1:50000 OS map. For example, the school's laptops have been stolen and this is the route the burglars took (<i>go west along the A999 until you reach the motorway; write down the third letter of the village at this junction; cross the motorway; write down the first letter of the building on your right, etc</i>); the letters will spell where the laptops can be found. The children then exchange directions and work out the route and the answer.</p> <p>Developing locational knowledge Prepare a box of laminated cards with short activities on them which children can either be given or choose when they have completed their work. Include some geographical activities, such as doing a simple jigsaw of the British Isles, Europe or the world, or playing a game of map symbols snap.</p>	
Art and DT	Map making The world our environment	<p>Make feasts relevant to the different countries being studied [See file Other maps]</p> <p>Design and make a tactile map using a range of materials, [See file and HO on tactile maps]</p> <p>Create maps from first hand evidence - sketching detail; journey logs</p> <p>Create a locality map in a permanent material e.g. tiles,</p>	Compare breakfasts in each of the different countries looked at in Spring Term Plot on map

		embroidered wall hanging, collage wall hanging	
ICT	Map creating Data handling	See lesson plans from Learning and Teaching using UCT	Creatingmaps Local Studies: Colour Magic 2 –or other paint programme Word processing: Shape Poems Using a Floor Robot Using internet information and Numeracy tools
Music	Traditional songs/music Use senses	Map countries with similar songs, similar instruments	Map of local sounds Map of world sounds

Also look at the following sites

Creativity

http://www.qca.org.uk/geography/innovating/key2/learning_matters/creativity.htm

http://www.qca.org.uk/geography/innovating/key1/learning_matters/creativity.htm

ICT and geography

http://www.qca.org.uk/geography/innovating/key1/geography_plus/04.htm

The ideas have come from personal communications from primary teachers, QCA Innovating Geography site and ideas used in the past when subject boxes had not been thought suitable for primary children but education was considered vital.. RB Nov 2005