

Marvellous Maps

Suitable for Key Stages 1 and 2 adapted to suit the requirements of each individual group.

This programme is designed to encourage children to learn about the forest, to develop observational skills, to improve their spatial awareness and to learn about maps and their uses. It involves a range of games and activities, including orienteering in groups.

Key Concepts

Different maps are used in different contexts and for different purposes. Maps are a representation of the real world. Forests have value as habitats for plants and animals, as a source of renewable materials and in mitigating the effects of climate change. Forest provide ideal locations for adventurous activities and being out in the woods is fun. Language work can be combined with physical development and geographical learning

Learning Outcomes

By the end of the programme pupils should

- Have a greater understanding of map reading
- Be aware of the range of maps that exist and their different purposes
- Have made some progress in developing spatial awareness
- Have made some progress in developing observational skills and language
- Have a greater respect for the natural world and forests in particular.
- Know that forests provide habitats for a great variety of plants and animal
- Know that forests are exciting places to visit
- Know that trees provide us with resources to make things.
- Know that trees have an important contribution to make in relation to climate change but that climate change will have a serious effect on today's ecosystems
- Know that trees and plants are renewable and that cutting them down or picking them isn't necessarily bad
- Understand that the senses of smell, touch and hearing are more vital to many forest animals than to humans

Introduction

Learning objective – to prepare pupils for activities in the forest and ensure that safety rules are understood by adults and children

1. Welcome to Alice Holt - lovely woods; lots of different trees and open spaces; a place for animals; a place for people; a place to produce timber; looked after by the Forestry Commission
2. Plan for the day
3. Types of maps and what the children will do – outline maps. To use a map it's very important to observe your surroundings. If you can't see them you need to use your other senses – you can learn a lot through listening and touching (also true for people who can see)
4. Safety, including foxgloves, fungi, slips and trips. Please keep together as a class unless asked to do otherwise. Please don't hold hands in the woods and don't overtake the leader. No need to regroup with your assigned adult when moving a short distance within the woods.

Learning Objectives Morning (Beech Wood)	Activity
(KS1) Understand that there is a route to be followed and which direction will be taken (KS2) Link information on the map with the real world.	(KS1) Orientate 'maps' with current location and direction of travel. (KS2) Before leaving Education Centre, orientate map and identify current position. After a short distance, stop and look at map and locate current position.
To understand that the forest is a home for nocturnal and burrowing animals and that senses other than sight are important to these animals. To take small risks and learn how to manage them.	Blindfold Trail – walk blindfolded in a crocodile to the 'entrance to the tunnel', holding onto the person in front, then to move individually along a route holding onto a rope tied between trees. Draw symbol on map and (KS2) begin to create a key
To understand that ponds and streams are important features of the forest environment. To consider life in a pond in different seasons, including hibernation. To consider the importance of wetlands and water bodies in relation to biodiversity in the environment.	Look at pond and discuss
To develop observational skills and to add to knowledge of burrowing animals	Notice Molehills and discuss
To develop observational skills and map skills	Keep eyes open and notice features of the forest and in woods stop and add to maps .
To learn about invertebrates, their place in food chains and their role as decomposers. Map skills	Minibeast Hunt and discussion. Add symbol to map in correct location
To learn about animals in the forest and the links between plants and animals.	See deer damaged tree and hear story to explain what has happened to it.
(KS2) To develop spatial awareness and map reading skills	(KS2) Identify, by looking at route on map and environmental information, the route to be taken
To understand the need to thin woodland and to explain how trees store carbon and continue to do so if the timber is used constructively. Trees as a renewable resource and choice of provenance in view of climate change. Value of dead wood to invertebrates	Visit thinned area and study growth rings in logs and stumps. Add to maps and (KS2) identify forward route.

<p>To learn that there are many different scents in the forest and that sense of smell is vital for some creatures. To celebrate the wonders of the forest.</p>	<p>Smelly Cocktails –children collect small pieces of vegetation, smell them and mix them in a pot or in their hands. Make up names for the ‘potions’, cheer for the forest, call out the names of the cocktails and throw the remains into the air or over the shoulder.</p>
<p>To develop perspective, awareness of spatial relationships and co-operation between team members</p>	<p>Maps on the Ground – in groups make a picture map of a small part of the wood on the ground using forest floor materials</p>
<p>Afternoon around the forest</p> <p>To develop and test map reading skills, group co-operation and creative language skills</p>	<p>Orienteering Poetry Trail – in groups follow a map to find individual lines of a poem at locations indicated on the map. Write the words on a special sheet and, on return, rearrange the lines to make the poem.</p> <p>Group Presentations – groups write poems or create short plays about their day in the forest and present to the whole class</p>

Other possible activities

These can be included in the programme in place of some of the above to ensure that the content suits the age and ability of the group members and meets the learning objectives of the school. Provided the key aims of teaching map work and widening knowledge about woodlands, with a view to instilling respect and concern, are addressed any number of different activities can be used in this programme. **Ad hoc discussions and activities** often take place in response to children’s observations and questions so programmes are adapted ‘in the moment’ while continuing to work towards achieving desired learning outcomes.

Listening – concentration and awareness of the forest environment

Deer Browsing/Seed game – balance in nature between plants and animals, plants’ requirements for growth

Photosynthesis Game – active game to promote understanding of Photosynthesis, especially absorption of carbon from the atmosphere

Moving Carbon Game –active game identifying CO2 producers and trees as carbon users

Orienteering – young children go with adult group leaders, older children - Yrs5&6 normally go unaccompanied with staff around the course. Key word, pictures or phrases can be substituted for poems.

National Curriculum Links

KS1 and KS2

Geography, PSHE, Science, English and more depending on activities chosen