

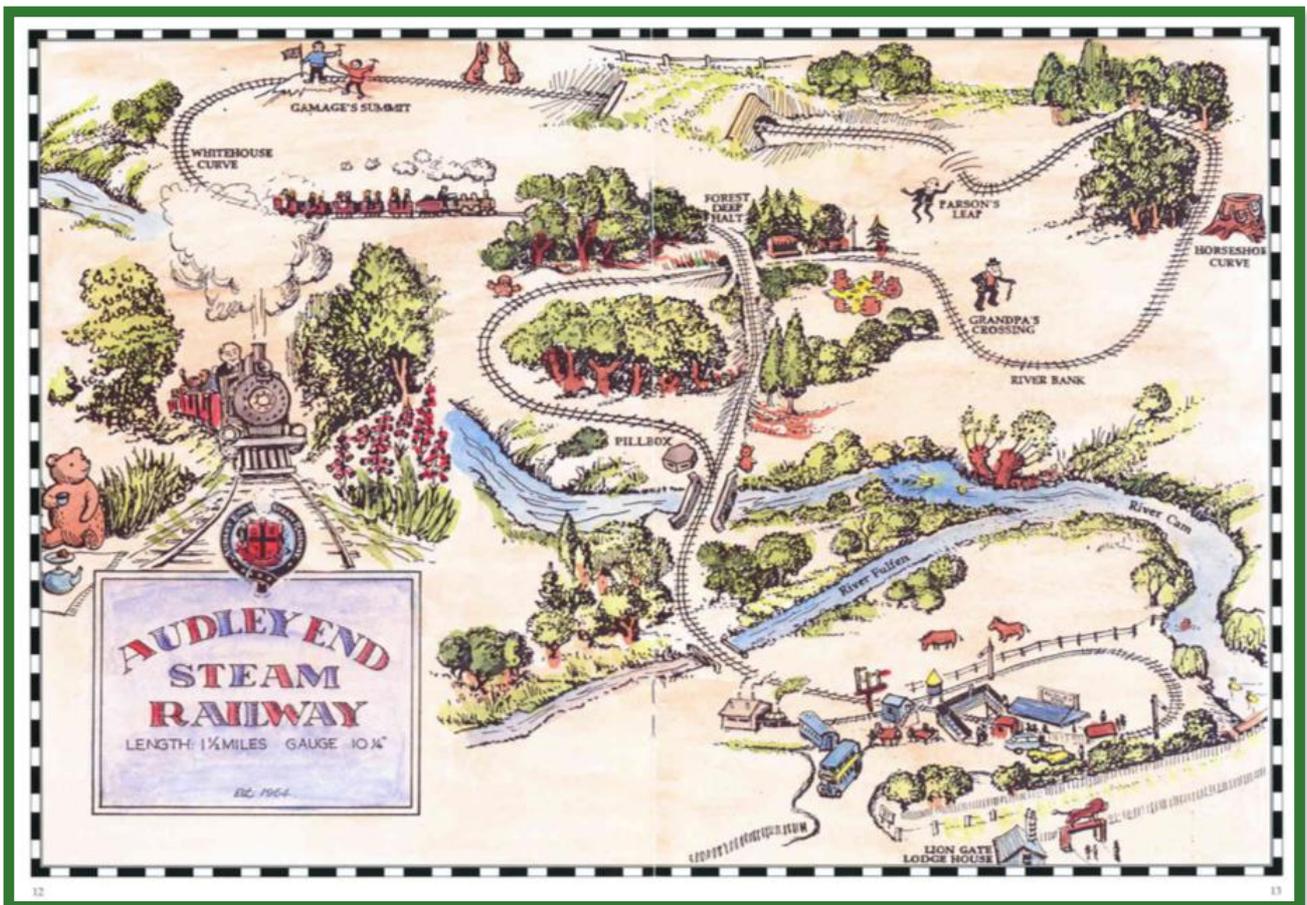


Maps - Teaching Resources

"A map is the greatest of all epic poems. Its lines and colours show the realisation of great dreams"

Gilbert Grosvenor, Founding Editor of National Geographic

STOAMACINATION



Support your students to explore the exciting world of maps, through their time at Audley End Miniature Railway.

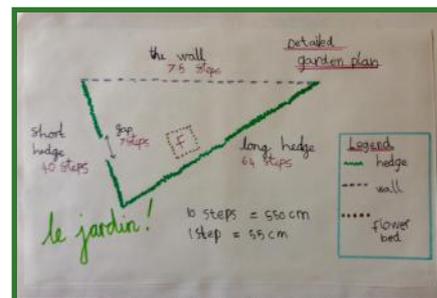
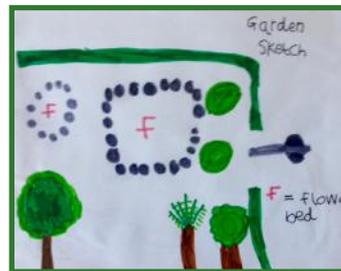


Why should we teach children about maps?

Learning about maps, is a gateway to developing children's spatial thinking skills whilst deepening their knowledge of maths, science and technology. Through discussion, children develop key spatial vocabulary to describe where things are in relation to each other. These skills are integral across all areas of Science, Engineering, Arts and Maths

STEAM LEARNING!

Young children are already beginning to create mental maps in order to make sense of the world around them. We can build on these beginnings through simple plans of places they know well. Classrooms, playgrounds, bedrooms, gardens, are all great sources of inspiration. This type of activity can be easily differentiated as it is something children are all familiar with.



By exposing children to a wide variety of printed and digital maps children can then transfer this knowledge to the wider world.





KS1 Geography National Curriculum Attainment Targets

Geographical Skills and fieldwork

- To 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.
- To 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.

Human and Physical Geography

- To use basic geographical vocabulary to refer to:
 - a. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - b. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop



Using the map resources

Explain to children that maps contain a great deal of information and so we use symbols or pictures to represent different features. Encourage them to look closely at maps. Have they seen a map before? Are maps flat or round? Are they able to identify any key features on a map. Can they find the railway line and the river? What does it look like drawn on the map? Which other key features can they identify?





Compass points : Explain that compass points show direction and help us to navigate. Can they find example of North, South, East, West anywhere? They are often found on a map.



Before the children start their train journey, have a look down on the track from the bridge. What does the train track look like from above? How might they represent a train track on a map?

Ask them to think about important information they might want to record on their map. Can they see any important buildings they might want to include on their map. Do they start and finish their journey in the same place? After the children finish their train journey encourage them to complete their maps before completing the other sections of their activity sheets.

We have included a range of differentiated map pages for you to choose from, that best suit the needs of your class.

Useful online resources

<https://www.ordnancesurvey.co.uk/mapzone/>

<https://www.rgs.org/schools/teaching-resources/map-skills>

<https://www.bbc.com/bitesize/clips/z8ngkqt>

