



<p><u>Table Top Maps and Classroom Maps</u></p> <p><u>CfE Experiences and Outcomes</u> First Level - <i>I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a</i></p> <p>Second Level – <i>Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. MTH 2-17d</i></p> <p><u>Learning Outcome</u> To understand how maps are drawn To draw a map and match it to the objects</p>	<p><u>Resources</u></p> <p>Flip chart paper Classroom objects – stationery, food and drinks containers, jotters/books etc Pencils A3/A4 paper</p> <p><u>Extension/Progression</u> Simple shapes which can be laid on the floor e.g. crash mats, cones, hoops etc – this is the ‘ground’ Objects for making up the map e.g. a cone, a rope, a ball, a box etc</p> <p><i>Lesson sequence adapted from Scottish Orienteering Resources</i></p>
<p><u>Activity</u></p> <ul style="list-style-type: none"> • Look at a range of maps including Google maps with pupils, encouraging them to recognise places and features of the map (bird’s eye view, a legend etc) • Create a table top map – place classroom objects on a sheet of flipchart paper • Discuss with pupils groupings for each of the items for the map legend (key) e.g. stationery, food and drinks containers, books etc and write the legend • Draw around the outline (footprint) of the objects on the flipchart paper and lift objects away. • Pupils create their own maps at their table – in pairs or individually 	<p><u>Assessment</u></p> <p>What makes this a map and not a picture? Can you put an ‘x’ on the map to show where you are standing? If you move your position around the table, can you mark an ‘x’ again? How can you recognise each shape as the object that was there? Can pupils recognise basic shapes on a map and match them to objects? Can pupils explain that a map is a bird’s eye view? Can pupils show that they are beginning to understand relative size of objects on a map? Can pupils show a developing understanding of the position/relationship of objects Can pupils use/create a map legend</p> <div style="text-align: right;">   </div>

Curriculum Outdoors *Orienteering*

Extension/Progression

- Place objects on the 'ground' (the mat, hoop etc)
- Pupils draw a map of this, marking on the location of the objects, as above with flipchart maps

Extension and Progression

Pupils draw a table top map without drawing around objects
Use a larger area, with larger objects – classroom/gym hall/outdoors
Add in more objects