

Cone Maps

CfE Experiences and Outcomes

First Level - *I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a*

Second Level – *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*

Learning Outcome

To match objects on the ground to a map

To begin to set a map

Resources

A large space – outdoor area, gym hall/dining hall, a space cleared in a room

Cone stack of different coloured cones

A map of cone layout prepared beforehand – laminated

Whiteboard pens

Lesson sequence adapted from Outdoor Learning Cards Resource

Activity

Setting the map means turning the map to match up with the ground, using features that can be seen by looking around. Participants must ensure that the map still matches the ground when they turn the corner.

Set up cones in large shapes in the space – all yellow cones in a circle, red cones in a square etc, blue cones in a rectangle

- Pupils work in pairs with one map per pair. Put the map on the floor, set the map by matching the shapes on the ground, with the shapes on the map – will be different depending on where they are standing
- Draw an 'x' on the map to show where you are
- Pairs move to another place on the map. Set the map. Draw an 'x' to show where you are. Repeat.
- Go for a walk around the cone shapes, pupils follow the route on the map with their finger as teacher leads the walk.
- One person from each pair runs to somewhere in the area. Partner draws an 'x' on the map to show where. Swap around.
- One person puts an 'x' on the map and partner runs to that point. Swap around.

Assessment

Can you explain how to set a map?

Did you always set the map correctly? What made this difficult/easy?

Were you able to find the counter straight away? Did you have to search for it?

Was it easy to follow the route we walked using your finger? Why do you think using your finger is a good method to use?

Extension and Progression

Make larger maps

Teacher puts two sticks in the shape of an arrowhead on the ground, somewhere in the area, pupils draw this on the map

Pupils draw routes on the map for partners to follow

Introduce North, South, East and West and practice setting the map with the top to North.

Relate the compass points to the maps and shapes – sit at the NW corner of the square and face S.

Curriculum Outdoors *Orienteering*



- Sit facing away from the area. One person from each group puts a counter somewhere in the area and then returns. Points to the place on the map. Partner studies the map and then runs to retrieve the counter.

