reach

Our green space map

Bridgend Outdoor Schools
Ysgolion Awyr agored
Pen-y-Bont ar Ogwr

FP
PSD
WB&CD
KUW

Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr
BRIDGEND County Borough Council

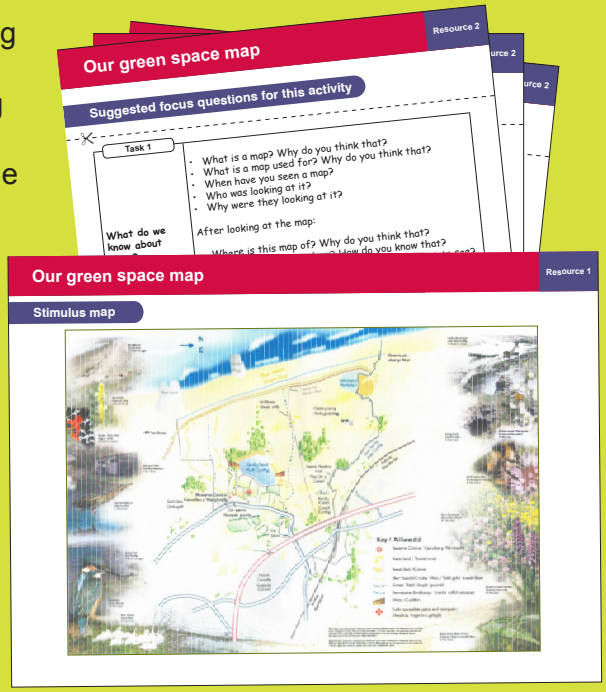
Cronfa Amaethyddol Ewrop ar gyfer Datblygu Gwledig: Ewrop yn Buddsoddi mewn Ardaloedd Gwledig
The European Agricultural Fund for Rural Development: Europe Investing in Rural Areas

Llywodraeth Cymru
Welsh Government

LEADER

Our green space map

Learners activate their prior knowledge and understanding about maps. They consider and plan an approach for when they visit the green space, carry out the visit, taking photographs, making notes and talking to local people. Learners use their notes, sketches and photographs of the green space to create and develop a map. They self and peer assess maps using personally developed success criteria.



Opportunities to develop

LNF

Literacy

Oracy across the curriculum: Developing and presenting information and ideas.

Writing across the curriculum: Organising ideas and information, Writing accurately.

Numeracy

Developing numerical reasoning: Identify processes and connections, Represent and communicate, Review.

Using number skills: Use number facts and relationships, Fractions, decimals, percentages and ratio, Calculate using mental and written methods, Estimate and check

Using measuring skills: Length, weight/mass, capacity, Area and volume, Angle and position.

Links to the Curriculum

Foundation Phase – Personal and Social Development, Well-being and Cultural Diversity

Skills: Personal development

- show curiosity and develop positive attitudes to new experiences and learning
- take risks and become confident explorers of their indoor and outdoor environment
- experiment with new learning opportunities, including ICT
- become independent thinkers and learners.

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Skills: Well-being

- exploring and experimenting
- demonstrate care, respect and affection for other children, adults and their environment
- develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others.

Range

- activities in the indoor and outdoor learning environments
- activities that allow them to solve problems and discuss outcomes
- activities that allow them to begin to understand how they can protect the environment and become environmentally friendly in their everyday lives.

Foundation Phase – Knowledge and Understanding of the World

Skills: Personal development

- exploring and experimenting
- thinking about questions and then asking them and listening to the answers
- listening to others' ideas
- identifying what they want to find out and how to do it
- thinking about how they will know if something has worked
- making observations and measurements and keeping records
- making comparisons and identifying similarities and differences
- sorting and grouping information using ICT on some occasions
- thinking creatively and imaginatively
- communicating observations and measurements
- describing what they have found out and offering simple explanations
- expressing their own opinions and feelings, and making decisions while considering the viewpoints of others
- using and becoming familiar with common words and phrases for their world
- reflecting on and evaluating their own and others' work.

Range – Places and people

- learn about where their locality is
- learn about distance and how to follow directions and routes
- use and make simple maps, to find where places are and how places relate to other places
- identify natural features, e.g. rivers, hills, beaches, and the human features, e.g. buildings, roads, bridges, of their own locality
- use atlases and globes
- recognise how people's actions can improve or damage the environment.

Myself and living things

- identify some animals and plants that live in the outdoor environment.

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Resources

Resources included with this activity

1. Stimulus map.
2. Suggested focus questions in sets, relating to each task, which can be given to each pair as they start each task. Conversely, these questions can be used by the teacher.

Resources that need to be made available

1. Clipboard, Paper, Pencils, Eraser, Digital camera.

Risk assessment

Prior to carrying out outdoor activities, please read Assessing risk in outdoor spaces (hyperlinked). You will need to follow your own school's health and safety guidelines and subsequently make your own risk assessments that directly relate to the outdoor space that you are going to use.

How to run the activity

Preparation

Explain to the learners that they are going to visit a local green space and then draw a map of the green space. Before undertaking this activity there are many tasks that learners could engage in that might help develop their map skills. For example, learners might play games and listen to instructions that require them to follow and give directions using words like right, back, half-turn, etc. in the classroom and school grounds. They might also be encouraged to talk about the relative location of themselves and features they can see in the school grounds using words and phrases such as in front of, nearby, behind, etc. Learners might build on this by using a large scale map of the classroom, school grounds and the area around the school to identify features and talk about what is where and move on to draw picture maps of places or routes with which they are familiar and of places they come across in stories or make up from their imagination.

Print copies of the stimulus map (Resource 1).

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Doing the activity

Task 1: What do we know about maps?

Ask the learners to think about and discuss what they know about maps. They might talk to a partner before sharing their ideas with the class.

- What is a map? Why do you think that?
- What is a map used for? Why do you think that?
- When have you seen a map?
- Who was looking at it?
- Why were they looking at it?

Show learners the stimulus map (Resource 1) and invite them to discuss the map and to ask questions about it. You might also have a selection of different maps for the learners to interrogate as an extra stimulus for this task.

- Where is this map of? Why do you think that?
- What does the map show? How do you know that?
- If you visited this place, what would you expect to see? Why do you think that?
- What might be there that is not on the map?
- Why do you think these things are not on the map?

Task 2: Planning what to do at the green space

Explain to the learners that they are going to visit a local green space and that they will be required to draw a map of this green space. Ask them to consider what they might do when they arrive at the green space and how they might record what it looks like, what features are there and so on. Learners could record their ideas as a graphic organiser, possibly using Post-its.

- What will you need to do at the green space so that you can draw a map of it?
- What features of the green space will you need to make a note of? Why?
- How will you make a record of what is there? Why do it like this?
- What things might you need to count? Why?
- What will you need to measure? Why?
- How will you measure these things? Why do it like that?

Task 3: Visiting the green space

Plan and organise an opportunity for learners to visit the chosen green space and to take with them a clipboard, paper, pencils and so on. Groups of learners will also require access to a digital video or still camera during their visit. Remind them not to cause any damage or to pick anything that is alive and growing. Encourage the learners to make a record of what the green space is like, including noting any relevant features and taking relevant measurements.

- How could you make a map of this green space? Why do it like this?
- What will you draw? Why?
- How will you note down what things are here? Why do it like that?
- How will you know what position each thing is in?
- What things are there more than one of? How will you show these on a map?
- What distances might you measure? Why? How would this help you draw a map?

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Task 4: Drawing a map of the green space

Before drawing a map learners might be encouraged to consider their success criteria for what makes a good map. Developing success criteria will provide a focus for learners during the development stage and can be used as a basis for self and peer assessment in Task 5.

Ask learners to use their notes, sketches and photographs of the green space to create and develop their map. In reality many of the maps drawn by learners are likely to be little more than drawings of the green space. However, they might be encouraged to consider how some of the features of the green space might be represented and what the green space might look like from an aerial viewpoint. You might provide learners with oblique aerial photographs or online maps of the green space and point out and consider features they might recognise, then look at a large scale vertical aerial photograph of the same area and identify features, and then see if they can locate the same features on both photographs.

- How will you create and develop your map of the green space?
- How will you use your drawings and notes?
- Which notes are the most/least useful? Why?
- How will you use the drawings you made of the green space? Why use them like this?
- What other information might you include on your map?

Task 5: Self and peer-assessing maps

Success criteria are a personal choice and it is important that this message is conveyed to learners. They should be encouraged to use their own success criteria to self assess the map they develop.

- What are the success criteria for a good map? Why do you think this?
- How well do you think you met your success criteria? Why do you think that?
- How would you change your success criteria if you were to develop another map?
- Why would you make these changes?

These same success criteria can also be used by other learners if they peer assess the map. If large groups or a whole class determine collaborative criteria then a learner's packaging might be peer assessed and evaluated against criteria that they did not personally agree with. Ask the learners to swap maps with another group of learners and to look at the success criteria of the group that designed the map they are assessing. They might use three stars and a wish to list the good and not so good things about the map.

- How would you evaluate the map using these criteria?
- How well do you think they met their success criteria? Why do you think that?
- Which would you change? Why? How would you change them?
- What did you think of the map? Why?

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Assessment against the LNF

Many aspects and elements could be demonstrated by learners as they carry out this activity. The main focus areas of the activity within the LNF are shown as shaded boxes in the tables below.

Literacy

Strand	Element	Aspect
Oracy across the curriculum	Developing and presenting information and ideas	Speaking
		Listening
		Collaboration and discussion
Reading across the curriculum	Locating, selecting and using information	Reading strategies
	Responding to what has been read	Comprehension
		Response and analysis
Writing across the curriculum	Organising ideas and information	Meaning, purposes, readers
		Structure and organisation
	Writing accurately	Language
		Handwriting, Punctuation, Spelling Grammar

Numeracy

Strand	Element
Developing numerical reasoning	Identify processes and connections
	Represent and communicate
	Review
Using number skills	Use number facts and relationships
	Fractions, decimals, percentages and ratio
	Calculate using mental and written methods
	Estimate and check
	Manage money
Using measuring skills	Length, weight/mass, capacity
	Time
	Temperature
	Area and volume; Angle and position
Using data skills	Collect and record data; Present and analyse data; Interpret results