

urban good

London
National Park City

map

LONDON
NATIONAL
PARK CITY*

KS1 activities

Learning Resources

The activities in this pack are broken down in three areas:

1 In the classroom

2 In the park

3 On walkabout



Sharing information

For details about social media competitions, please see the last page



SUPPORTED BY

MAYOR OF LONDON

National Curriculum – Key Stage 1 Geography Relevant subject content

Pupils should be taught to:

Locational knowledge

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Human and physical geography

- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill,

mountain, sea, ocean, river, soil, valley, vegetation, season and weather

- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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

- 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
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



In the classroom

Model to map

How to understand a map

Concepts / learning outcomes

- how a map works
- introducing a key and symbols
- introduction to scale

Materials plasticine, card, paper, pens, scissors.

Optional materials natural materials collected in the playground / local park e.g. leaves, twigs, grasses, stones

Lesson plan

Introduction

- Why do we like to look down on the earth? What does it teach us or let us understand?
- Maps allow us to represent the round world on a flat surface

Part 1 Making a model of the green space

- In groups of 2–3 ask the children to make a model of their own ‘green space’. This could be a garden, sports pitch, playground, woodland, or mixture of all of these
- Give each group a piece of card to be their base board
- The children can then use the plasticine, twigs, leaves etc to make their new ‘green space’ for London

Part 2 Making a map of the green space

- In pairs, ask the pupils to draw a map of their green space
- They need to look down on their model FROM ABOVE and draw what they see. This is the ‘plan’ or ‘map’ view of their new green space
- They can then copy the shapes they see from above onto their piece of paper

Part 3 Making a key for their map

- Explain that a key helps us understand what the symbols on the map mean
- Looking at the London National Park City Map, ask the children in pairs:
 - Can you tell the difference between all the spaces? How?
 - Can you find at least five of the activity symbols on the map? These are the bright orange symbols.
- Now they can come up with a symbol to represent the different features on their map drawing e.g. for a tree, footpath, road, pond etc. Look at the London National Park City Map for ideas.
- They then need to add these symbols to their drawing next to these features
- On one side of their drawing they can add the key: a list of symbols, each with a description of what it represents



In the park 1

How big is our local green space?

Human Ruler

Concepts / learning outcomes

- how a map works
- introduction to size and scale

Let's see if we can estimate the size of the park / playground / sports pitch, and some of the features inside the park, using our bodies as the measuring instruments.

Teacher guidance Decide if the park is a safe place to lie down or if the children should use their strides to measure instead

Lesson plan

- Work in groups of 10
- Find your local park on the London National Park City Map
- Decide which lengths in the park you would like to measure
- The group can then either lie head to toe to measure the space, or stride it out, individually or by standing side by side with the legs far apart to create a human ruler
- One volunteer who is not part of the human ruler can count how many children long or how many strides the different lengths in the park are
- What is the widest man-made structure in the park? e.g. a bandstand, something in the playground like a roundabout etc.
- Ask the children to link arms to reach all the way around the structure.
- Ask a volunteer to count how many children make up the length of the whole way around the structure (its circumference)
- What is the widest natural structure in the park? e.g. a tree, a rock
- Repeat the human ruler measuring process



In the park 2

Making a stringscape

Concepts / learning outcomes

- Understanding that we can directly shape our natural and built environment
- Recognising that the design of a space affects how we feel in it

Materials colourful wool, wooden sticks, sheets

Lesson plan

- Divide the class into smaller groups
- Explain the we are going to make a small artwork or den in the park, using only string (and sheets if possible)
- The children need to work out what they can attach one end of the string too.
- They can then wrap the string around different features in the park to create their 'territory'
- While they are making their structures ask them to consider:
 - _ How high should they wrap the string?
 - _ How tightly should they wrap the string?
- If sheets are available they can use the string to create the structure over which they then wrap the sheets to create dens
- Ask the groups to mark the location of their dens on the map
- Remember to take all the materials home with you at the end of the session



On walkabout Sensory walk

Concepts / learning outcomes

- all our senses affect how different places feel to us: sight, sound, touch, even smell
- recognising that each place in London has its own character
- creating poetry

Lesson plan

Choose a route to take the group on, perhaps between the school and their local park. You could ask your students to choose a route they would like to explore, e.g. are they near one of the official London walks on the London National Park City Map?

Along the way, choose safe moments to pause to explore:

Touch

- Where there are lots of different materials:
- Are they: hot or cold? Rough or smooth?
- Ask the children to work in pairs to touch a variety of different materials.
- Can they identify what they are?

Sound

- In a place where there is space for the children to sit or lie on the ground (perhaps in the park is best):
- Explain that in a city like London lots of sounds are emitted from different sources e.g. people, traffic, aeroplanes, construction sites. It is important that planners think about what buildings going next to each other to ensure that we are sensitive about the sounds communities are exposed to
- Ask the children to lie down and close their eyes and listen
- What kind of sounds can they hear? Are they loud or quiet?
- Can they identify what is causing the sounds?
- How do the sounds make them feel? e.g. relaxed, annoyed, sleepy, awake?

Sight

- Sitting in a ring, what can we see?
- Types of activities
- Types of spaces
- Evidence of wildlife
- Dominant colours?

Smell

- Can you smell anything?
- Plants / flowers
- Pollution
- Something industrial?

Back in class



Ask the children to write a poem about their walk and the places they passed through, from a sensory perspective

The children could decorate their poems in a way that reflects the journey they have been on. You might like to look at examples of concrete poetry

Each child can present their poem to the class if they wish

Competition

Share your views

Urban Good and the National Park City would love to see how the map has inspired you and your classroom!



Take photos of your **Model & Map** or **Stringscape** or **Park Poem** and together with a short description, tweet them:

@UrbanGoodcic #NationalParkCity

[They really need the hashtag!]

The best ideas will win free maps for their classroom.



Urban Good will use the following criteria to select winners for their competition:

- most imaginative model and map
- most ambitious stringscape
- most fun poem

We will judge the competition over the summer holidays, announce the winner on twitter, and make contact with the class teacher via twitter to arrange postage of the maps for the start of the September Term.

**LONDON
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PARK CITY***

Find out how your school can participate in London being a National Park City.

www.nationalparkcity.london

Credits

Concept: Charlie Peel, Urban Good CIC
 Lesson ideas: Fiona MacDonald, Matt+Fiona
 Design: Benedict Richards, Graphicacy
 Feedback: Welcomed