

urban good

London  
National Park City

map

LONDON  
NATIONAL  
PARK CITY\*

# KS2 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



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#### National Curriculum – Key Stage 2 Geography Relevant subject content

Pupils should be taught to:

##### Locational knowledge

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

##### Place knowledge

- describe and understand key aspects of:
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

##### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



## In the classroom

### Perception v. reality

#### Concepts / learning outcomes

- how a map works
- understanding that our minds are subjective whereas maps are objective

**Materials:** London National Park City Map, paper, pens, tracing paper

## Lesson plan

Explain that when we become a familiar with a place or neighbourhood, we often navigate our way from one place to another, for example from home to school, by memory and familiar reference points / wayfinders. This is often how we describe a route e.g. turn right at the library, head straight on with the park on your left until you see the shop.

### Part 1

- Ask the students to draw a map from memory that shows their route from home to school, or school to their local park.
- The London National Park City Map can show all the points of reference they pass by and the connections in between
- They can use different types of lines to show the routes between the reference points eg. A straight line with the symbol of a bus might show the part of the journey they take by bus, a wiggly line might show a part where they play as they go etc.
- Colours can also become part of the coding of the map
- You might like to add a key to help a person reading your map understand the journey

### Part 2

**Prep required by the teacher** Find your local area on google maps and print it out so that it is at A4 size and each pair has a copy

Looking at the map printout your teacher has give you, can you find your local area on the London National Park City Map? How do you recognise it? (The shapes of the local park and roads etc. should be the same, but much smaller on the London National Park City Map as the scale is much smaller.)

- Now let's draw the actual route you take
- Identify on the larger print out the start point (e.g. your home)
- Then identify the finish point (e.g. your school)
- Place a piece of tracing paper over the map and make sure it covers both these points
- Using a pencil, trace the route you actually take between the two points, following the roads and footpaths

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**Part 3****Compare your memory map and your actual map**

Consider the following questions

- Looking at your 'real map' which parts of the route are actually longest?
- Looking at your memory map, which parts feel longest?
- Are they the same or different? If different why might this be? (eg. because I take the bus so I move faster than when walking; because I play while I am walking so the journey feels shorter)
- Are there any parts of the journey that you had forgotten to include on your memory map?
- Why might this be?
- Which map do you think explains the journey is a more understandable way? Why?
- As a class you could make a display of your maps.



## In the classroom

### Perception v. reality

#### b How far?

#### Concepts / learning outcomes

- how a map works
- introduction to scale

Use the London National Park City Map to estimate how far you live from the centre of London.

- First as a class you need to decide, what is the centre of London? (This is subjective, as in everyone will have a different opinion.) In pairs look on the map and pick a place which to you represents the centre of London. The teacher can write these on the board. Then do a class vote to decide. This place will become our democratically-voted centre of London.
- Now locate your school
- Maps are drawn to scale. For example if a map was drawn at 1:100 scale, it is 100 times smaller than reality. Why do you think we draw maps at a smaller scale than reality? What scale is the London National Park City Map? 1:63360 is not an ordinary or very common scale, but it means that one inch on the map is one mile on the ground!
- In your pair use a ruler and a piece of string to measure the distance of your school from your 'centre' of London in inches. How many miles is this?
- Now let's measure the length and width of London shown on the London National Park City Map. How many inches are each of these? How many miles?
- By comparing the size of London to the distance your school is from the centre, do you think your school is near the edge of London, in the centre, or in-between?



## In the classroom

### Perception v. reality

#### c North, South, East, West

#### Concepts / learning outcomes

- how a map works
- introduction to directions: north, south, east and west

**Orientate the London National Park City Map so that the words look the right way up to you. Do you know the direction at the top of the map? The bottom of the map? The left of the map and the right of the map?**

Looking at where your school is, do you think you live in north, south, east or west London?



## In the classroom

### Perception v. reality

#### d Rivers of London

#### Concepts / learning outcomes

- how a map works
- understanding the role of waterways in London
- How many rivers, tributaries or waterways can you count?
- Can you spot one which is natural? Can you spot one which is manmade? How can you tell? (Are there any differences in their shape? Why might this be?)
- Which waterway is closest to you?

**Extension activity** a class walk along the closest waterway, spotting for river-life and wildlife as they go

## Concepts / learning outcomes

■ Analysing the space around you

■ Imagining an alternative and turning that idea into a design



## In the park a Spotlight on the park

### Materials

cardboard frames made from A4 pieces of card with a rectangular hole in the centre cut out; digital cameras

Ask the pupils to explore the park in small groups and frame and try to snap the following:

- parts of the park they like
- parts of the park they don't like
- something for children
- something for elderly people
- something for wildlife
- somewhere to shelter from the rain
- somewhere to recycle



## In the park b Imagining an alternative park

### Materials

cardboard frames with acetate centres to draw on, sharpie pens

Explain to the group that they can:

- Identify the place within the park where they would like to propose a change
- As a pair one of them holds the frame in place so that it is in line with the part they would like to change
- The other can then draw their new design in the centre
- Ask each pair to explain what they have designed
- The acetate drawings can be effectively displayed in school against the windows to create an eye-catching display



# On walkabout

## Street characters

### Concepts / learning outcomes

- Understanding that different parts of London have different characters; each part of the city is unique
- Translating an atmosphere into a drawing or painting
- Presenting views and opinions

### Part 1 Route planning

#### Materials:

London  
National Park  
City Map,  
pencils, paper

- In group of 4-5, ask the students to identify their start point (e.g. school) and finish point (e.g. local park)
- They need to choose a route that goes between the two points and will pass through as many different types of environments as possible. For inspiration they could look at the key to see the types of areas that are differentiated on the map and types of areas they could walk through
- They can mark their route on the map in pencil
- Ask the children to draw a story board of the spaces they will pass through. What do they think these areas will look like?
- They can do this by dividing a sheet of landscape A4 paper into 6 parts. They can they try drawing the view they imagine they will see at 6 key points along their journey.

### Part 2 Street character

#### Materials:

postcards or  
printouts of  
contemporary,  
abstract  
art; London  
National Park  
City Map

- Give each group a selection of postcards
- Ask them to think about descriptive words that describe that space
- In the same groups, children should now follow their route from start point to finish
- Along the way they should pause at the places they marked on their map
- Do any of the images seem similar to the view at that spot? For example, are the colours, atmosphere, textures, scale, compositions similar? Try to explain to them that the image and the view do not need to be exact replicas but that art can be a way to describe the way a place makes us feel, its character etc.
- Ask the groups to photograph their art postcard and the view side by side

### Part 3 Reflection

In groups the students should explain how similar or different their expected and actual views were

As an extension they could try to produce their own work out of art that expresses how they feel in one of their chosen pause points along the route

## 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 **Memory Maps** or **Alternative Park (acetate drawings)** or **Art Postcard View** and together with a short description, tweet them:

**@UrbanGoodcic #KS2 #NationalParkCity**

[They really need both hashtags!]



### The best ideas will win free maps for their classroom.

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

- most complex memory map
- most ambitious park intervention
- most subtle art postcard view

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.

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**Find out how your school can  
participate in London being a  
National Park City.  
[www.nationalparkcity.london](http://www.nationalparkcity.london)**

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