

urban good

London
National Park City

map

LONDON
NATIONAL
PARK CITY*

KS3 activities

Learning Resources

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

1 In the classroom

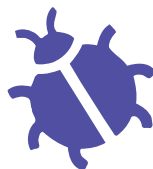
2 In the park

3 On walkabout



Sharing information

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



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National Curriculum – Key Stage 3 Geography Relevant subject content

Pupils should be taught to:

Place Knowledge

- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
 - physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
 - human geography relating to: population and urbanisation;

international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources

- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in

the classroom and in the field

- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.



In the classroom

Social sustainability

Concepts / learning outcomes

- the communities that make up London are as important as the natural phenomena, and need to be recognised and protected

Materials London National Park City Map, pencils

- In pairs, can the students locate their school and where they live on the map?
- Within their local area and using their internet, research the different communities that exist. These could be:
 - _ Work-based (e.g. industries, types of businesses)
 - _ Age-groups (e.g. places where young people hang out)
 - _ Cultural groups
 - _ Religious groups
- Mark on the map the places where they think these communities live and work
- Are there crossovers or does each community exist in its own space?
- Each pair can present what they have discovered. Are there any surprises e.g. communities that the students were not aware of?

Reference Nicola Antaki's phd research project, Bartlett UCL,



In the park

Who's space anyway?

Concepts / learning outcomes

- Public space is not always owned by the public
- The ownership of public land can impact on what can happen there

Research to do ahead of going to the park

- All public spaces have different owners or custodians
- What appears as public space, such as your local park, does not always belong to the public
- (Research the history of The Commons. Can you find any commons that still exist on the map of London's Green Spaces?)
- Find your nearest public space on the map? This could be a park, common, nature reserve, city farm, river, canal etc.
- Who owns your nearest public space? (e.g. everyone (a common), the local authority, housing association, Royal Family, developers)
- Can you research the bye-laws of your local park? Are these stated anywhere on the internet?

Now visit your local park

In groups:

- Are the rules or bye-laws of the park presented anywhere in the park (e.g. by the entrances, near the playground)
- Do the rules apply across the whole of the park or are they different for different areas?
- What do the rules allow?
- What do the rules not allow?
- Why do you think these rules are in place?
- Who do they benefit? Is there anyone who they do not benefit?
- As a group write new bye-laws for the park based on what you think the public should have the right to do and not to do. This will become your Manifesto for London's Green Spaces
- Turn it into a poster
- Present your new Manifesto for London's Green Spaces to the class or in a school assembly



On walkabout

Digital v. analogue

Compasses and GPSs

Concepts / learning outcomes

- understanding scale
- understanding direction: north, south, east and west
- simple navigation
- using a compass
- using a GPS

Part 1 Before leaving the classroom...

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 the class's 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 Green Spaces 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's Green Spaces 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?

Use the London National Park City Map to determine which part of London you live in, in terms of north south, east or 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?
- Which direction do you need to walk in to reach the centre? (e.g. if you live in East London you would need to walk west)

Part 2

On Walkabout

Materials

Compasses
and GPSs

Teacher prep Decide on a finish point for your students that is heading in the direction of the centre of London, not more than about 1 mile from the start point (the school). Ideally there should be several routes that can be taken between the start and finish points.

- Split the group in half. Half will use the GPSs and LNCP maps on their way out, while the other half use compasses, and the LNCP maps. On the way back, they can swap.
- Introduce the finish point, using the LNCP map
- In groups of 3-4 students, ask the students to use their GPS or compass respectively to navigate themselves to the finish point. They might find it helpful to remember the preparation they did in class, for example which direction the centre is from their school.
- At the finish point, the groups can swap over. Those who had a GPS now have a compass and vice versa. Ask them to navigate their way back to school, but using a different route to the one they came on.
- If you want to make it more challenging you might want to set the challenge that they may not use their mobile phones.

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 **Manifesto for London's green spaces** or 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:

- boldest aspiration
- clearest message

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
NATIONAL
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