

# Mapland England and Wales Activities and Lesson Plans

## Mapland England and Wales: Introduction

**Aim:** To ensure all pupils follow the Mapland Rules.

**Resources:** Mapland Rules Banner - please have this on display at all time.

**Note:** Please cover the Mapland rules before allowing pupils onto the map.

Introduction Activity	Key Stage 1	Key Stage 2	Key Stage 3
<ul style="list-style-type: none"><li>Show the Mapland Rules Banner and cover the rules.</li><li>Of particular importance is <b>no running, sliding, skidding or dragging each other across the map</b> as this causes irreparable damage to the map image.</li></ul>	<ul style="list-style-type: none"><li>Explain this is the largest map of England and Wales.</li></ul>	<ul style="list-style-type: none"><li>Show pupils a 1:50,000 scale OS map &amp; explain Mapland is made up of all of these maps put together.</li><li>Explain this is the largest map of England &amp; Wales in existence and it is the <b>only</b> one in the UK - so please treat it with respect.</li></ul>	<ul style="list-style-type: none"><li>Show pupils a 1:50,000 scale OS map &amp; explain Mapland is made up of all of these maps put together.</li><li>Explain this is the largest map of England &amp; Wales in existence and it is the <b>only</b> one in the UK - so please treat it with respect.</li></ul>

## Mapland England and Wales: Direction

**Aim:** To identify the points of the compass and to understand direction.

**Resources:** Compass cards. Large compass rose.

**Note:** Please remind pupils of the no running, sliding and skidding rule.

Direction Activities	Key Stage 1	Key Stage 2	Key Stage 3
<ul style="list-style-type: none"> <li>Hand out compass cards and ask pupils to stand on map at their point on the compass.</li> <li>Pupils to hold up cards for everyone to see.</li> <li>Go around the points of the compass, with each pupil calling out what point of the compass they are standing on.</li> </ul>	<ul style="list-style-type: none"> <li>Use the 4 points of the compass.</li> <li>Rhymes to remember the points of compass: Never Eat Slimy Worms, Nobody Ever Swallows Whales.</li> </ul>	<ul style="list-style-type: none"> <li>Use the 8 points of the compass.</li> <li>Do they know any rhymes to remember the points of compass? Never Eat Slimy Worms, Nobody Ever Swallows Whales.</li> </ul>	<ul style="list-style-type: none"> <li>Use the 16 points of the compass</li> </ul>
<ul style="list-style-type: none"> <li>Ask pupils to stand on places.</li> </ul>	<ul style="list-style-type: none"> <li>Ask pupils to stand on the place closest to the North Pole.</li> </ul>	<ul style="list-style-type: none"> <li>Ask pupils to stand on most northern and western parts. This could be asked as “Stand on the place closest to the North Pole” “Stand on the place closest to America”.</li> </ul>	<ul style="list-style-type: none"> <li>Ask pupils to stand on the place with the first sunrise in the morning and the place with the last sunset in the evening.</li> </ul>

## Mapland England and Wales: Map Features

**Aim:** To identify map features.

**Resources:** Miniature models.

**Note:** please explain to all pupils the miniature models are not toys; they must not race the vehicles across the map. Please ensure all models are returned at the end of the session.

Map Features Activity	Key Stage 1	Key Stage 2	Key Stage 3
<ul style="list-style-type: none"> <li>Use Mapland to show and identify map features.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils to stand at the edge of the map and look at all the colours. Ask pupils what colours they can see and what that colour means. Cover: green forests, orange mountains, blue lakes, sandy beaches, dark towns &amp; cities and islands surrounded by water.</li> <li>Play “Simon Says.....” e.g. everyone go and stand/sit/put one foot/one hand on their own: island, lake, forest, city, beach etc.</li> <li>Hand out miniature models for pupils to find the matching place on Mapland - such as trees, buildings, ferry, bus, train, person, lighthouse etc</li> </ul>	<ul style="list-style-type: none"> <li>Point out the green forests, orange mountains, blue lakes, dark towns &amp; cities.</li> <li>Explain to pupils how contour lines represent height. Show steep mountain sides, rounded hills and flat areas.</li> </ul>	<ul style="list-style-type: none"> <li>Point out features such as forests (coniferous, non coniferous and mixed wood), mountains, moorlands, lakes, valleys, rivers, beaches (sand, mud, shingle), cliffs, scree, rock outcrop, estuaries, rocky coastline, high water mark etc.</li> <li>Explain to pupils how contour lines represent height. Show steep mountain sides, rounded hills and flat areas.</li> </ul>

## Mapland England and Wales: Cities

**Aim:** To identify and locate the main cities of England and Wales.

**Resources:** None required.

**Note:** This activity works best with groups of 10 or less pupils - please remind pupils not to push and shove each other when they stand around each city and also remind them of the no running/sliding/skidding rule.

Cities Activity	Key Stage 1	Key Stage 2	Key Stage 3
<ul style="list-style-type: none"><li>Identify and locate the main cities of England and Wales</li></ul>	<ul style="list-style-type: none"><li>Point out the dark areas of towns &amp; cities.</li><li>Pupils to stand in a circle around where they live.</li><li>Find the main cities by playing “Simon Says.....” e.g. everyone go and stand in a circle around: London, Cardiff, Leeds, Birmingham, Manchester etc</li></ul>	<ul style="list-style-type: none"><li>Find the main cities by playing “Simon Says.....” e.g. everyone go and stand in a circle around: London, Cardiff, Leeds, Birmingham, Manchester etc</li></ul>	<ul style="list-style-type: none"><li>Pupils to pair up and find &amp; stand on the main cities of: London, Birmingham, Leeds, Sheffield, Liverpool, Manchester and Bristol in England, and Cardiff in Wales. Repeat so all pairs find all the main cities.</li></ul>

## Mapland England and Wales: Map Symbols

**Aim:** To identify map symbols used on Ordnance Survey maps.

**Resources:** Map symbol cards. Map symbol key. Miniature models. Forestry Commission - An Easy Guide to Forest Trees.

**Note:** please explain to all pupils the miniature models are not toys; they must not race the vehicles across the map. Please ensure all models are returned at the end of the session.

Map Symbols Activity	Key Stage 1	Key Stage 2	Key Stage 3
<ul style="list-style-type: none"> <li>Hand out OS symbol cards; pupils to identify what the symbol is from the symbol key and then find the symbol on Mapland.</li> <li>Get together as a group and go over the symbol cards asking the group to identify what each one is.</li> </ul>	<ul style="list-style-type: none"> <li>Give pupils easy to find symbol cards such as phone box, church, lighthouse, pine trees, golf course, caravan park, castle etc and the corresponding miniature model.</li> <li>Show pupils how to look up their symbol from the symbol key.</li> <li>Help pupils to find their symbol on Mapland. They can then place the miniature model over the top of the symbol.</li> </ul>	<ul style="list-style-type: none"> <li>Use all the symbol cards.</li> <li>Pupils to work out what the symbol is from the symbol key and choose the correct miniature model for the symbol.</li> <li>Pupils to think about where they might find their symbol e.g. a lighthouse on an island, caravan parks in tourist areas.</li> <li>Go over the 3 symbols for forests and ask what the difference is and what types of trees might be found in each forest type. Use the Forestry Commission - An Easy Guide to Forest Trees.</li> </ul>	<ul style="list-style-type: none"> <li>Use all the symbol cards.</li> <li>Pupils to work out what the symbol is from the symbol key.</li> <li>Pupils to think about where they might find their symbol e.g. a lighthouse on a peninsula, park in an urban area.</li> <li>Go over the 3 symbols for forests and ask what the difference is and what types of trees might be found in each forest type. Use the Forestry Commission - An Easy Guide to Forest Trees.</li> </ul>

## Mapland England and Wales: Map Scale

**Aim:** To understand the concept of map scale.

**Resources:** Felt cut outs of Snowdon and Mt Everest. Map of British Isles.

Map Scale Activities	Key Stage 1	Key Stage 2	Key Stage 3
<ul style="list-style-type: none"> <li>Explain the concept of map scale.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce scale by explaining that the real England and Wales is 50,000 times bigger than Mapland, or another way of saying this is Mapland is 50,000 smaller than the real England and Wales.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the 1:50,000 scale, explaining that the actual England and Wales is 50,000 times bigger than Mapland.</li> <li>Explain that every physical feature shown on Mapland such as a lake or area of forest is exactly 50,000 times smaller than the real lake or forest.</li> </ul>	<ul style="list-style-type: none"> <li>Explain to pupils that a scale of 1:50,000 means every 2cm on Mapland is equivalent to 1km and so each grid square is 2cm because each square is exactly 1km.</li> <li>Look at the smaller scale map of the British Isles and ask pupils to confirm what scale it is and what does that mean.</li> </ul>
<ul style="list-style-type: none"> <li>Group around Snowdon and show the mountain cut outs. Ask pupils if Mapland was 3-dimensional which is Snowdon &amp; why?</li> </ul>	<ul style="list-style-type: none"> <li>Show pupils the two mountain cut outs and explain this is how high Mt Snowdon would be if the map was 3 dimensional. Remind pupils the real Snowdon is of course 50,000 times bigger. Explain the other cut out is Mt Everest the highest mountain in the world.</li> </ul>	<ul style="list-style-type: none"> <li>Can pupils work out which is Mt Snowdon and why? Remind pupils that one square equals 1km or 1000m and Snowdon is 1085m or 1.085km high.</li> <li>Ask pupils to determine how high the other mountain cut out is by laying flat and counting squares. What mountain is it?</li> </ul>	<ul style="list-style-type: none"> <li>Can pupils work out which is Mt Snowdon and why? Remind pupils that one square equals 1km or 1000m and Snowdon is 1085m or 1.085km high.</li> <li>Ask pupils to determine how high the other mountain cut out is by laying flat and counting squares. What mountain is it?</li> </ul>

## Mapland England and Wales: Measuring Distance

**Aim:** To measure distance on a map.

**Resources:** Pieces of string. Measuring Distance Cards. Map of British Isles.

Measuring Distance Activities	Key Stage 1	Key Stage 2	Key Stage 3
<ul style="list-style-type: none"> <li>Show how to measure distance: counting grid squares (1 square = 1km) and pieces of string (from knot to knot).</li> </ul>	<ul style="list-style-type: none"> <li>Show pupils how they can measure distance by counting squares.</li> </ul>	<ul style="list-style-type: none"> <li>Explain to pupils the string from knot to knot is 10km for 10 square lengths of string and 20km for 20 square lengths of string because 1 square = 1km on Mapland.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils to determine what distance their length of string represents given 1 square = 1km.</li> <li>Do they know the difference between a kilometre and a mile? Remind pupils everything on Mapland is metric - kilometres not miles and meters not feet.</li> </ul>
<ul style="list-style-type: none"> <li>Pupils pair up and practise measuring distance using the measuring distance cards.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils to practice measuring distance by counting squares.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils to use the map measuring cards and practise measure distance using string.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils to use the map measuring cards and practise measure distance using different lengths of string.</li> <li>Pupils to cross check their answers on the smaller scale map of the British Isles.</li> </ul>

## Mapland England and Wales: Find an Island

**Aim:** To find an island and describe it in terms of its physical and human geography.

**Resources:** The Islands of England and Wales prompt cards.

Find an Island Activity	Key Stage 2	Key Stage 3
<ul style="list-style-type: none"><li>▪ Pupils to find and describe an island in terms of physical and human geography. Pupils to use the prompt cards.</li></ul>	<ul style="list-style-type: none"><li>▪ Pupils to pair up, choose an island &amp; describe it: name of island, how to get there, what it would look like, highest point, N, E, S and W points of island; hilly? flat? wooded? cliffs? fields? Where do all the people live? What might it be like living here?</li></ul>	<ul style="list-style-type: none"><li>▪ Pupils to pair up, choose an island &amp; describe it as per key stage 2.</li><li>▪ Pupils to consider how the island may change in the next 50-100 years.</li></ul>

## Mapland England and Wales: Did you Know?

**Aim:** Discover some interesting facts about England and Wales.

**Resources:** Did you Know? cards.

Did you Know? Activity	Key Stage 1	Key Stage 2	Key Stage 3
<ul style="list-style-type: none"> <li>▪ Use the Mapland <b>Did you Know?</b> cards to find out some interesting facts about England and Wales. Pupils to find and stand on places.</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is the highest mountain in England? and in Wales? Pupils to find and stand in a circle around Scafell Pike and Snowdon.</li> <li>▪ What is the biggest lake in England &amp; Wales? Pupils to find and stand in a circle around Lake Windermere.</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is the highest mountain in England? and in Wales? Pupils to find and stand in a circle around Scafell Pike and Snowdon.</li> <li>▪ What is the biggest lake in England &amp; Wales? Pupils to find and stand in a circle around Lake Windermere.</li> <li>▪ How much of England &amp; Wales is covered with trees? Pupils to stand at the bottom of the map; look at the green tree cover on Mapland &amp; guess the tree cover as a percentage or fraction. Discuss the 90% forest cover reduction in past 5000 years and reasons why.</li> <li>▪ Where is the sunniest, wettest, coldest, warmest place in England and Wales? Take pupils to these places and discuss why.</li> </ul>	<ul style="list-style-type: none"> <li>▪ As per key stage 2.</li> <li>▪ Discuss in more detail the reasons for the 90% loss of forest cover over the past 5000 years. Include the development of human societies from Hunters and Gatherers to Farmers re the clearing of forests to create farms for grazing livestock and growing crops. Discuss modern sustainable forest management.</li> <li>▪ Discuss Lake Windermere as a ribbon lake, Snowdon as a pyramidal peak and their formation during the periods of glaciation.</li> <li>▪ Discuss in more detail the climatic differences across England and Wales.</li> </ul>

## Mapland England and Wales: Tour of England and Wales

**Aim:** Use a map in order to work out a travel route.

**Resources:** Miniature models.

Tour of England and Wales Activity	Key Stage 1	Key Stage 2
<ul style="list-style-type: none"><li>▪ Pupils to use map skills to work out a travel route and modes of transport between places.</li></ul>	<ul style="list-style-type: none"><li>▪ Use the miniature models and take the pupils on a tour of England &amp; Wales and ask them how they could travel at different places e.g.<ul style="list-style-type: none"><li>▪ in a bus along a road</li><li>▪ on a bike through a forest</li><li>▪ in a boat across a lake</li><li>▪ on a ferry across to an island</li><li>▪ in a train along a railway line</li><li>▪ by foot walking over mountains.</li></ul></li><li>▪ Give pairs of pupils a miniature model each for them to find a place on Mapland where it could be used.</li></ul>	<ul style="list-style-type: none"><li>▪ Pupils to pair up and give each pair a start and an end point and ask them how they could travel between the two places. They have to use as many types of transport as possible, e.g. walking on paths, cycling through forests, across lakes on a boat, by bus on the roads, by train on railways, by ferry to islands etc.</li></ul>

## Mapland England and Wales: Map Navigation

**Aim:** To use a map to navigate from place to place.

**Resources:** Navigation Quests. Large Compass Rose.

Map Navigation Activity	Key Stage 1	Key Stage 2	Key Stage 3
<ul style="list-style-type: none"> <li>▪ Complete Navigation Quests</li> </ul>	<p>Pupils form a line and play a game of 'Follow the Leader'. Leader call out:</p> <ul style="list-style-type: none"> <li>▪ Follow the coastline</li> <li>▪ Step on cities only - call out the names of cities</li> <li>▪ Step on forests only</li> <li>▪ Step on lakes only</li> <li>▪ Step across the Bristol Channel and/or The Wash (don't get your feet wet)</li> <li>▪ Down Lake Windermere</li> <li>▪ Step across to islands</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils use map skills to complete the navigation quests in pairs or threes.</li> <li>▪ Pupils may also enjoy the 'Follow the Leader' activity to finish off the session.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils use map skills to complete the navigation quests in pairs or threes.</li> <li>▪ Demonstrate the use of a compass with the large compass rose. Use of a magnetic compass is only possible if you are able to align Mapland with North.</li> </ul>

## Mapland England and Wales: Life and the Landscape

**Aims:** To describe landscape using a map, and how this is linked to human geography and activity.

**Resources:** None required.

Life and the Landscape Activity	Key Stage 1	Key Stage 2	Key Stage 3
<ul style="list-style-type: none"> <li>▪ Take pupils to different places on Mapland and ask them what the landscape might look like.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Point out the green forests, orange mountains, blue lakes, dark towns &amp; cities, sandy beaches and islands surrounded by water.</li> <li>▪ Play “Simon Says.....” e.g. everyone go and stand/sit/put one foot/one hand on their own: island, lake, forest, city, beach etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk over Mapland &amp; ask pupils what different places might look like &amp; what the land use may be, such as: farming, industrial estates, forestry plantations, moorlands and mountainous areas.</li> <li>▪ How have human processes changed the landscape?</li> <li>▪ How might the landscape change in the future?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk over Mapland &amp; ask pupils what different places might look like &amp; what the land use may be, such as: hill farming, arable farming, dairy farming, industrial estates, forestry plantations, moorlands and mountainous areas.</li> <li>▪ How have human processes changed the landscape?</li> <li>▪ How might the landscape change in the future?</li> </ul>
<ul style="list-style-type: none"> <li>▪ Take pupils to different places on Mapland and ask pupils what it might be like living in these different places.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk over Mapland and ask pupils what it might be like to live at different places such as on an island, in a National Park, in a city, in a seaside town.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk over Mapland and ask pupils what it might be like to live at different places such as on an island, in a National Park, in a city, in a seaside town, in a commuter village.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk over Mapland and ask pupils what it might be like to live at different places, such as: Lake District National Park, Manchester City, Lands End in Cornwall, Isle of Wight, Swansea, Berwick-upon-Tweed (bordering with Scotland), London.</li> </ul>

## Mapland England and Wales: Grid References

**Aim:** To read and give grid references.

**Resources:** Where is This? cards. Grid Reference Sheet.

Grid References Activity	Key Stage 2	Key Stage 3
<ul style="list-style-type: none"><li>▪ Show how to read grid references. “Along the corridor &amp; up the stairs” is a good way for pupils to remember that grid references are first Eastings and then Northings.</li></ul>	<ul style="list-style-type: none"><li>▪ Pupils to pair up and practise 4-figure grid references by finding the funny place names on <b>Where is this?</b> Mapland Cards.</li></ul>	<ul style="list-style-type: none"><li>▪ Pupils to pair up and practise 4-figure grid references by finding the funny place names on <b>Where is this?</b> Mapland Cards.</li><li>▪ Pupils to give the 6-figure grid reference of the place.</li></ul>

## Mapland England and Wales: Population Density

**Aims:** To understand the concepts of population density and population distribution.

**Resources:** None required.

Population Density Activity	Key Stage 3
<ul style="list-style-type: none"> <li>Ask pupils to guess what percent of the world's population lives in England and Wales? 10%? 1%?</li> </ul>	<ul style="list-style-type: none"> <li>There are about 6.6 billion people in the world, and the population of England and Wales is about 53 million, which is less than 1% of the world's population.</li> </ul>
<ul style="list-style-type: none"> <li>Explain the concept of population density as numbers of people per square kilometre. If one pupil represents 100 people/square km illustrate differences in population density by having the correct number of pupils stand on places as listed below.</li> </ul>	<ul style="list-style-type: none"> <li>Explain London with the highest population density of 4679 people/sq. km would need 47 people standing on it. Cardiff in Wales with a population density of 2222 people/sq. km would need 22 people standing on it.</li> <li>What do the pupils notice about the areas where population density is high versus areas where population density is low? What clues does the map show about population density and distribution.</li> </ul>

ENGLAND			WALES		
	Population Density <sup>1</sup>	No. of pupils <sup>2</sup>		Population Density <sup>1</sup>	No. of pupils <sup>2</sup>
Leeds (West Yorkshire)	1299	13	Newport	729	7
Preston (Lancashire)	914	9	Swansea	591	6
Harrogate (North Yorkshire)	115	1	Isle of Anglesey	95	1
Eden (Cumbria)	23	0.23 (have pupil crouch into a ball to represent $\frac{1}{4}$ of a person)	Powys	25	0.25 (have pupil crouch into a ball to represent $\frac{1}{4}$ of a person)

1. Number of People per square kilometre
2. Where 1 pupil represents 100 people/square km