

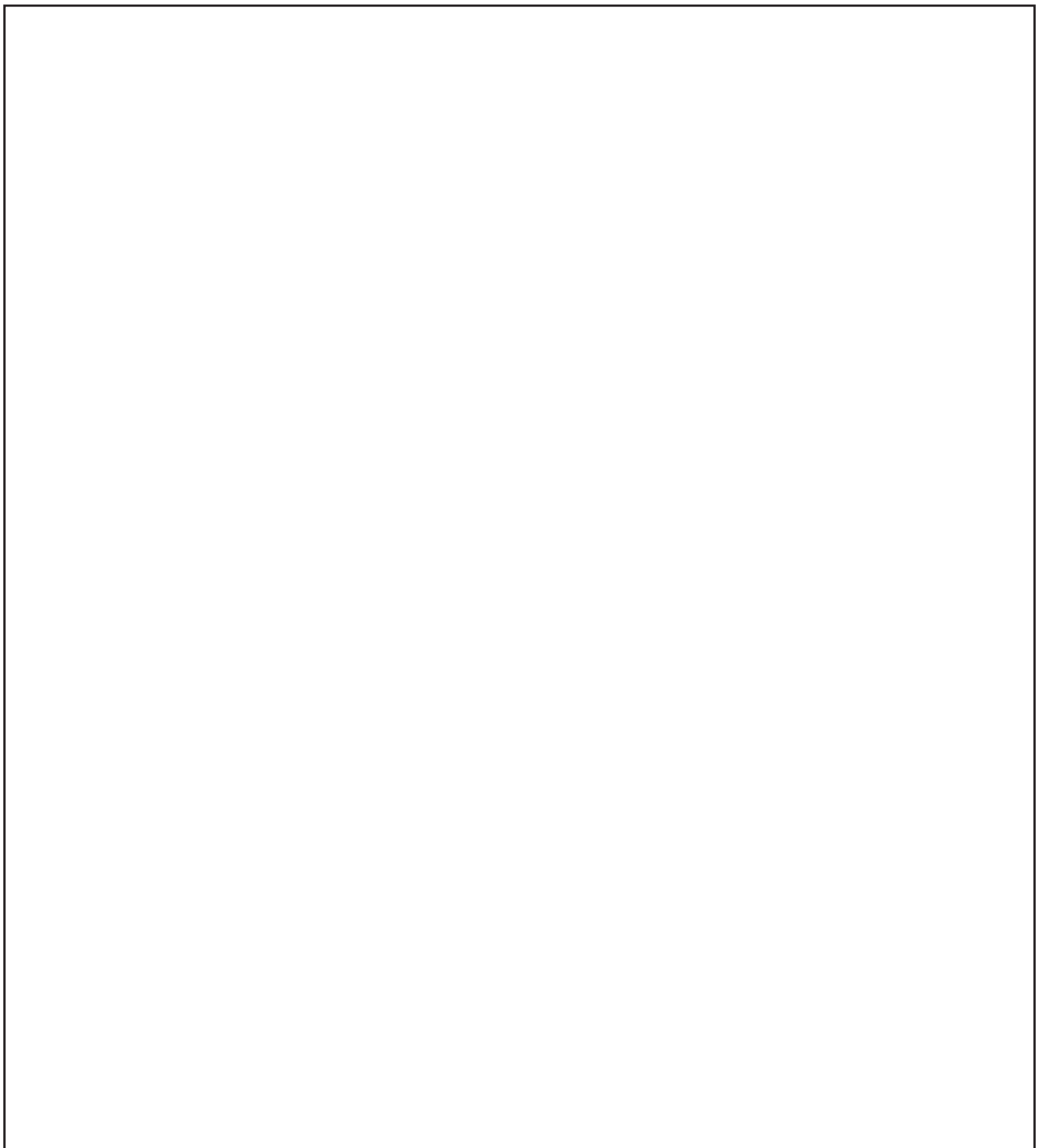
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## Activity sheet 2

# Old Maps

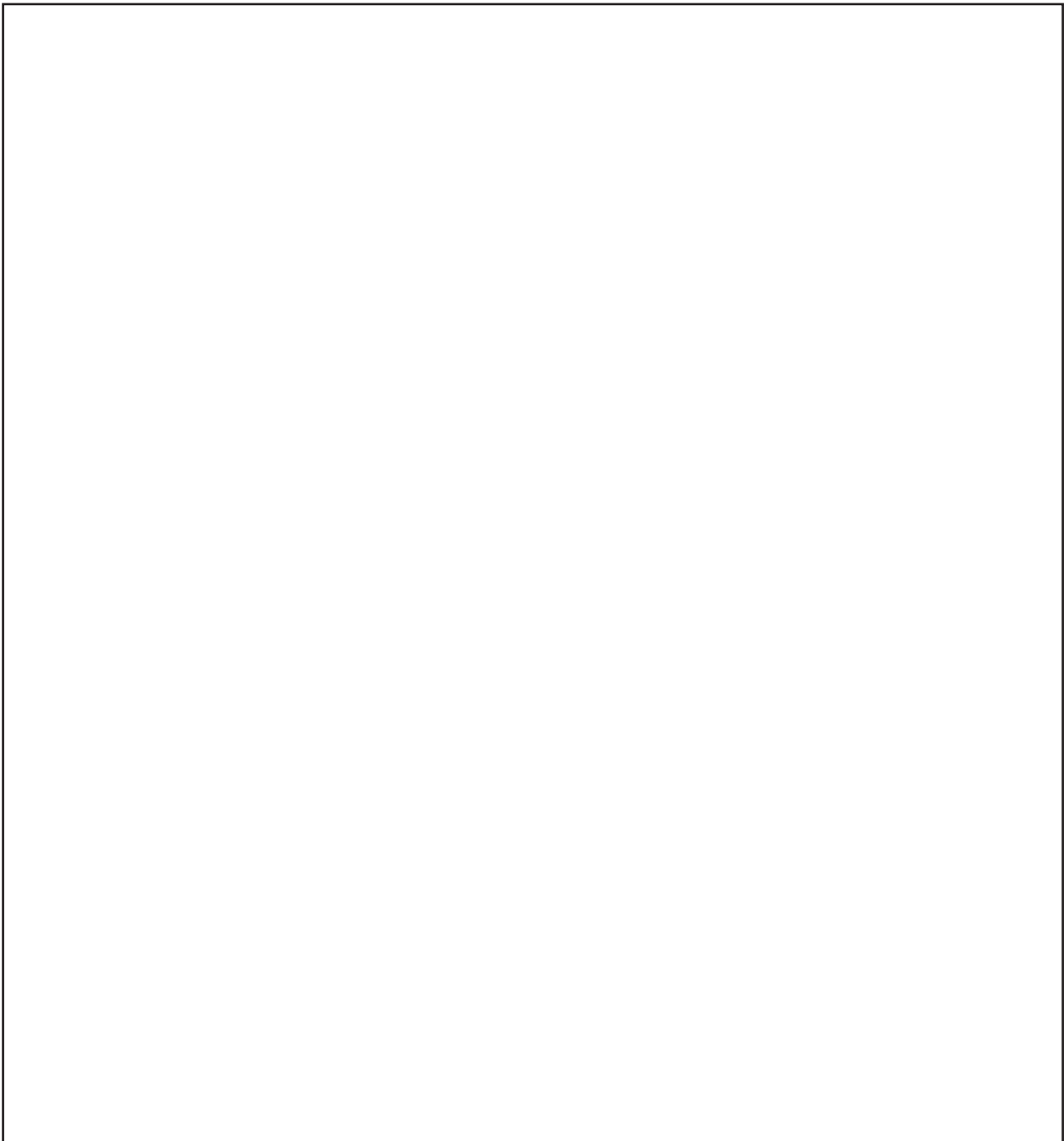
- Draw your plan for a 'clay tablet map' in the space provided below. You could include lakes, mountains, rivers, trees, trackways etc.
- When you have finished, ask your teacher for some clay that you can roll flat into a tablet to make a proper version of your map. Once it is finished talk to your teacher about glazing and firing the clay map in a kiln.



## Activity sheet 3

# Old Maps

- Find an old plain white handkerchief or napkin. Tape the edges of the cloth over a sheet of cardboard or a thin piece of wood.
- Use paints and inks to draw an old map on the piece of cloth. It could be a map of how people thought the world looked hundreds of years ago or you could make up a map of your own.
- Make a sketch of your map below first before you start using the paints and inks.



## Chapter Three:

### Starting mapmaking



The places we know best are the areas around where we live. So this is probably the best place to start mapmaking. Use locations like the home and school environment and show routes that are followed frequently.

#### Pupil factbox

One of the best ways to understand how maps work and how useful they can be is to start drawing them yourself. A number of ideas for getting started on mapmaking are given below and these will act as a good introduction to the activities that are to follow later in the book.

A good way to review the idea of bird's eye view and to practise route-finding skills is to design mazes. A maze is really a series of narrow pathways through which you have to find your way from a starting place to a finishing point. Dead ends are included to confuse the situation and make the route finding process more difficult. Use squared paper initially to help with line drawing but later attempt other versions on large sheets of plain paper.

Then pick a room at home. It is probably better to start small. A bedroom would be ideal. Sketch out its basic shape and mark fixed points like windows, doors and radiators. Then, as accurately as possible, draw in the position of the main items of furniture. Now draw other sketches with the furniture in different places. See how many different variations you can come up with. A plan of this kind allows you to give the room a whole new look without actually moving anything.

By using careful observation draw a sketch map of a route you follow on a regular basis. It could be the journey you make to and from school or the route you follow to the local shops or the roads you travel along to a friend's home. Label roads and pathways, mark on important landmarks and be prepared to describe routes using instructions about whether to turn left or right at junctions.

Draw sketch maps of other places in the local environment like the park. Show the locations of entrances, pathways, flowerbeds, children's play equipment, sports pitches etc. Or concentrate on a small shopping precinct showing the position of the different businesses that operate there. Also include important pieces of **street furniture** like lights, post boxes, litter bins etc.

Extend your mapmaking activities to the school grounds. Draw a map that could be displayed in the school's entrance foyer and be used by parents, new families and visitors to find their way around. Choose distinctive colours to show play areas, plants and trees, buildings, pathways and corridors. Think up your own **signs and symbols** to show key points like entrances, fire exits, steps and ramps, parking spaces.

Incorporate sketch maps in some of your creative writing. Some children's stories include sketch maps in the text. Draw a map to accompany a description of a place you have visited on holiday or an imaginary journey you intend to take. Base a pirate story or an adventure at sea around a treasure map showing a deserted island or include a map of an alien planet in a space adventure.

# Teachers' notes

## Points to reinforce

- Pupils may find it easier to design mazes using spotty paper where they only need to join the dots. It may be possible to display pictures of some famous mazes in this country to get them started. The ones at Hampton Court Palace near London and Ely Cathedral in Cambridgeshire are perhaps the best known.
- Although more about precise scale drawing will feature in a later chapter, pupils may find making the room plan easier if they use a simple form of measurement. Measure the size of the room and large pieces of furniture in footsteps, for example. Suggest children take small steps so that the heel of one foot touches the toe of the other. In this way all their steps will be the same size. A footstep could then be used to represent one large square on graph paper. (Two centimetre-squared paper would seem to be best.)
- To illustrate what room plans drawn by architects are actually like it may be possible for pupils to obtain copies of their own house plans or they may be available from local estate agents, construction companies or the local council.
- When pupils are drawing routes on maps of the local environment encourage them to turn the map so that they are always facing the way they are going. Provide support by using photographs of the area if possible and the relevant sections of Ordnance Survey maps may also prove to be useful.

## Support tasks

Pupils will need plenty of practise differentiating between left and right when describing routes. Put out some items of large equipment in the hall and get them to walk certain routes, like a maze, calling out the direction of turn each time. They could wear coloured bands to help them e.g. red bands on the right arm and blue bands on the left.

## Extension ideas

Provide pupils with the opportunity to work on a plan of the classroom, placing tables, chairs, storage equipment, sink, whiteboard, bookshelves etc. in the most suitable places. Again, they may find it easier using a scale, say 2cm = 1m and may want to make templates of the larger items of furniture so they can try out different positions first.

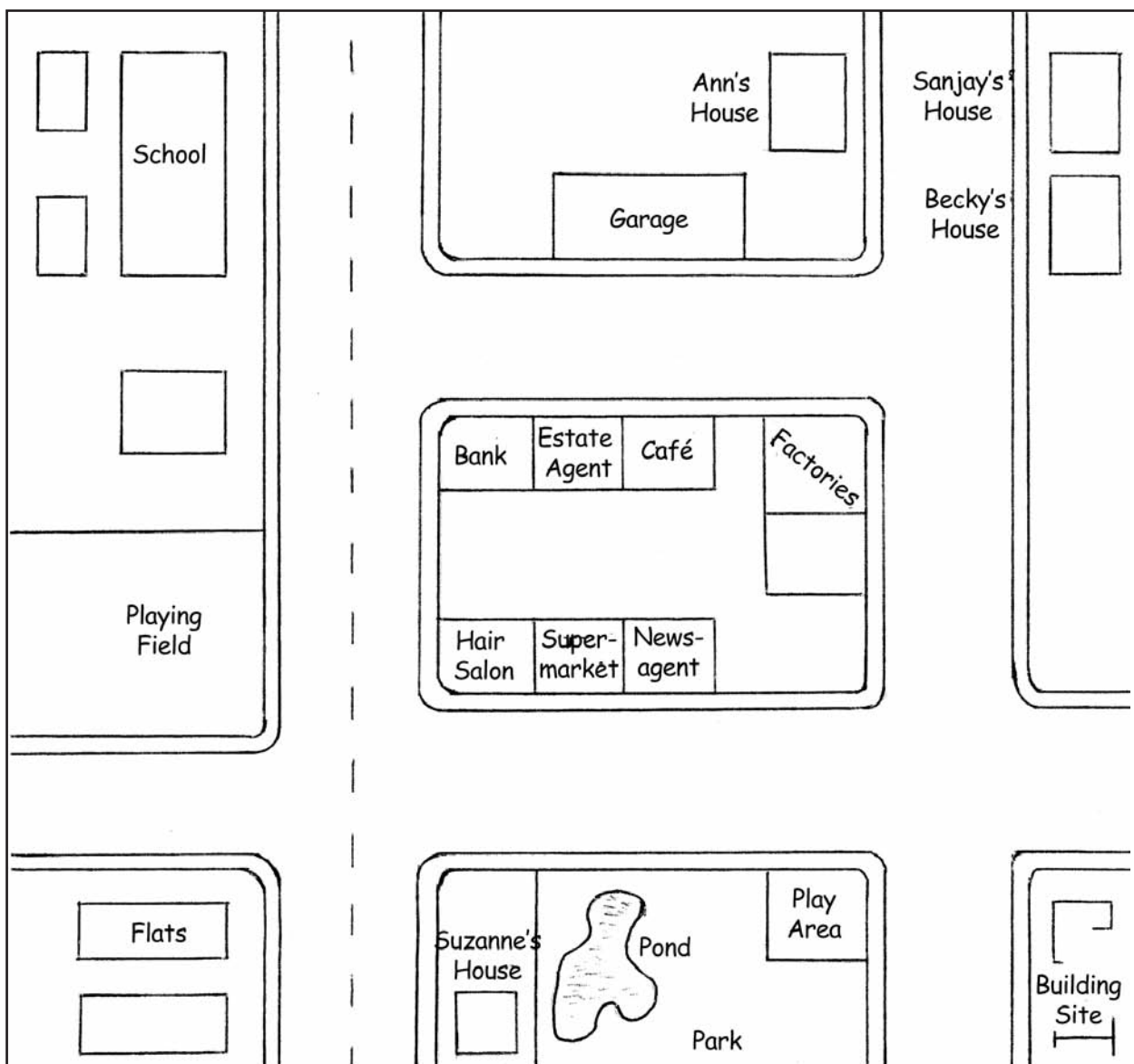
## Group activities

The pupils using **Activity sheet 1** will need coloured pencils to make the different routes on the street map. Make sure that those working on **Activity sheets 2 and 3** complete several drafts of their maps first so that only tidy versions are actually shown on the worksheet. Ensure those using **Activity sheet 2** are confident about using right and left in giving directions. Discuss with those on **Activity sheet 3** which important landmarks they should include.

## Activity sheet 1

# Route finder

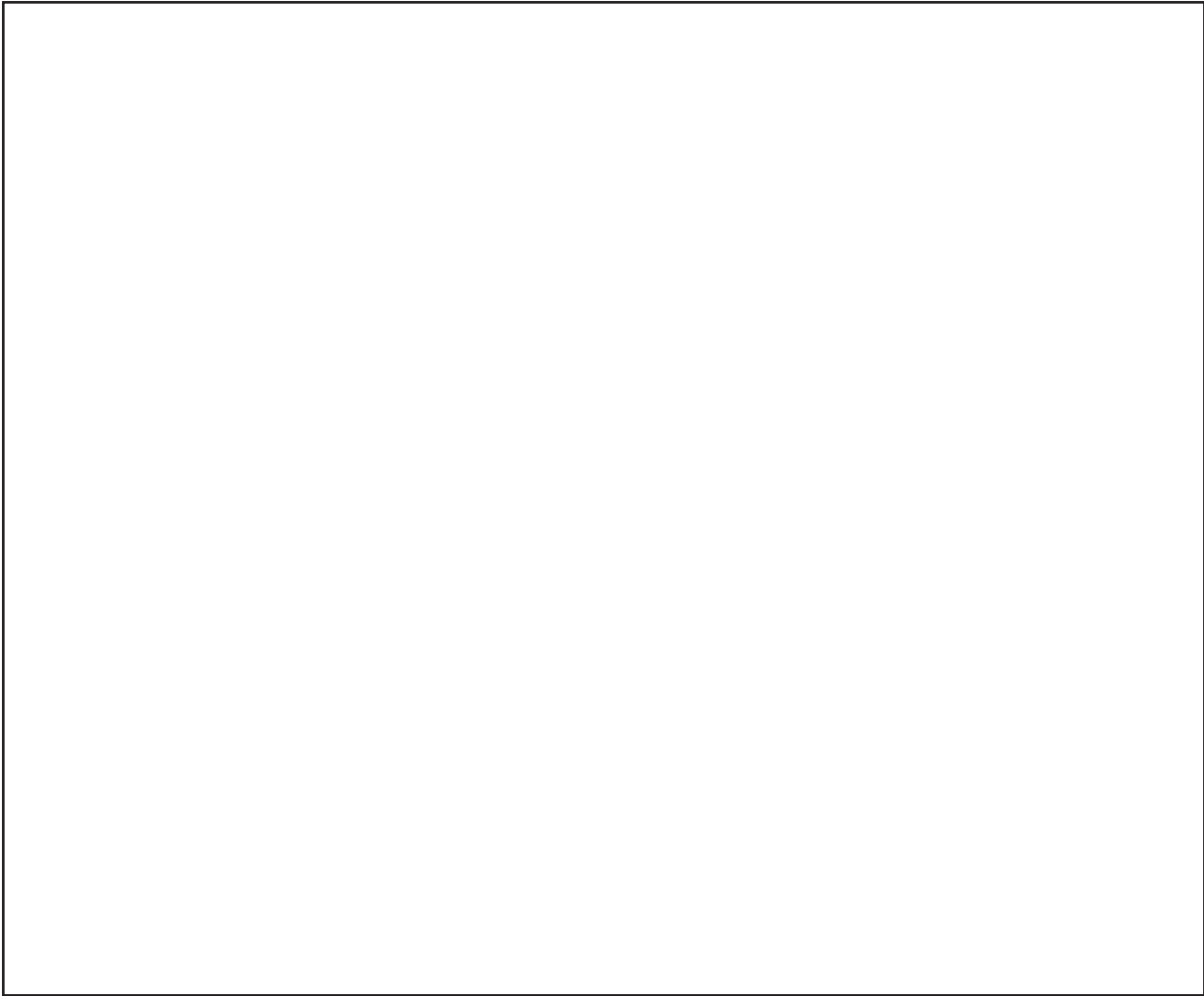
- Look carefully at the street map shown and then follow the instructions given.
- Draw a red line to show Ann's route to school.
- Draw a green line to show how Sanjay gets from his house to the supermarket.
- Draw a blue line to show how Becky gets from her house to Suzanne's house.
- Make up some routes of your own and show them on the map.



**Activity sheet 2**

# Route finder

- Draw a map of the route you follow each day on your way to school. You may need to draw several drafts first.
- Then write a careful description of your route including all the roads you travel along and where you need to turn left and right.



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## Activity sheet 3

# Route finder

- Draw a map of the route you follow each day on your way to school. You may need to draw several drafts first.
- Name roads and include important landmarks but do not mark the route.
- Give the map to a friend. Describe in detail the way that you go and see if they can follow the route on the map. Then, swap over and do the same using their map.

