

## 4. MAPPING EXERCISE




Lines and dots and a complicated key

Let's map down what you can see

Shapes and symbols and a dotted line

Colours and sizes of every kind

Activity	Learning points	Curriculum Links
<p><b>Mapping and Tour of Site</b></p> <p><i>(This is done prior to any topic activities - 75 minutes is allowed for this exercise)</i></p> <p>Students are taken to a starting point (relevant to their topic) and then helped to orientate themselves on a partially completed map of the site.</p> <p>They are then taken on a route around the site so they can identify features relevant to their topic. The students draw such features on the map. eg</p>  <p>The Hockerton Housing Project Map</p>	<p>A. Use of first hand experience to collect information about the site and transfer to a drawing (map)</p> <p>B. Use of sketches to develop a template map and get a sense of scale</p> <p>C. Gain a fuller understanding of what a place is like and its key features</p> <p>D. Recognition of how people can improve their environment and how this impacts on their quality of life</p> <ul style="list-style-type: none"> <li>• Mapping, orientation skills</li> <li>• Issues relating to different topics (<a href="#">see activities</a>)</li> </ul>	<p>A. Science/Sc1 Scientific Enquiry, 2b,2h (Investigative skills)</p> <p>B. Geography/ Knowledge, skills and understanding, 2b,2c,2e (Geographical enquiry and skills)</p> <p>C. Geography/ Knowledge, skills and understanding, 3a, 3b (Knowledge and understanding of places)</p> <p>D. Geography/ Knowledge, skills and understanding, 5a, (Knowledge and understanding of environmental change and sustainable development)</p>
<p><b>Post visit activity</b></p> <p>We recommend that on return to school the students, having completed different topics, use their 'field' maps to exchange their findings with each other. This will allow all students to finish up with one map illustrating most of the sustainable features of the centre to give a more complete picture.</p>	<p>A. Making comparisons in their observations with others</p> <p>B. Contribute and listen to views in a group discussion before coming to conclusions</p> <p>C. Developing maps and understanding of HHP site layout</p> <ul style="list-style-type: none"> <li>• Teamwork - using information gained by colleagues to complete their individual task</li> </ul>	<p>A. Science/Sc1 Scientific Enquiry, 2i (Investigative skills)</p> <p>B. English/EN1 Speaking &amp; Listening, 3a, 3b, 10b, 10c (Group discussion &amp; interaction)</p> <p>C. Geography/ Knowledge, skills and understanding, 2c (Geographical enquiry and skills)</p>



# The Hockerton Housing Project Map

KEY	
Path	.....
Road/fields	—
Slopes	+++++
Bio Diversity	+
Energy	■
Water	■
Shelter	■
Waste	■
Food	■

○ Wind Turbine

