

Investigating Map Skills



THE BIRMINGHAM
BOTANICAL
GARDENS
TURN OVER A NEW LEAF

Introduction

The purpose of this booklet is to provide suggestions for activities at Birmingham Botanical Gardens that can help with the development of map skills.

The activities link to the geography curriculum for Key Stages 1, 2 and 3. Teachers should choose the activities from the pack that they feel match the age and ability of their pupils.

The activities can also link to other subject areas – particularly maths (compass directions, positional vocabulary etc.) and PE (outdoor and adventurous activities, team work etc.).

Various orienteering maps and resources are available on request from the Education Team, which are suitable for different ages / key stages.

Suggested Activities

Labelling a World Map

Pupils can plot onto a map of the world the countries of origin they find on the plant labels around the different parts of the Botanical Gardens. Alternatively, they could simply label the Tropical, Sub-tropical, Mediterranean and Arid parts of the world, to link with the four glasshouses.

Worksheet A has a map of the world that can be used, which shows the location of the Equator and the Tropics of Cancer and Capricorn. This can also be used for recording the location of the Northern and Southern Hemisphere, climate zones, biomes, vegetation belts, rivers etc., perhaps with a key devised by the pupils.

Where is the Botanical Gardens?

Using maps at school (e.g. the 1:50 000 OS map of Birmingham), pupils can be asked to locate Birmingham Botanical Gardens along with other landmarks nearby. They can also plot the route which they would travel from school, in advance of their visit

Fieldwork and Mapwork

Worksheet B has a detailed map of the Botanical Gardens that can be used for pupils to locate different features or plot a route

around the Gardens. This can also link to compass directions and positional/directional vocabulary, for example groups of pupils could plan walks for other groups to follow. (You may need to point out to them that North is facing the bottom of this map.)

Worksheet C has a grid, so can be used for coordinates work – locating or recording particular features of the Botanical Gardens. Pupils could also create a key to show different physical or human features, such as the glasshouses or different types of vegetation (e.g. grass, woodland, bog garden, alpine plants).

Worksheet D shows the area around the Main Lawn and could be used for locating or recording features such as the Banstand, Fountain and Lawn Aviary. Again, this could be used for introducing keys and symbols.

Using Photographs

Worksheet E has a set of photographs of obvious locations in the Gardens. Having found the locations, pupils have to mark them onto a map (the maps on *Worksheets B* or *C* would be ideal). An aerial photograph of the Gardens (available via an online search) could be used for locating features in conjunction with OS maps of various scales.

Glasshouse activities

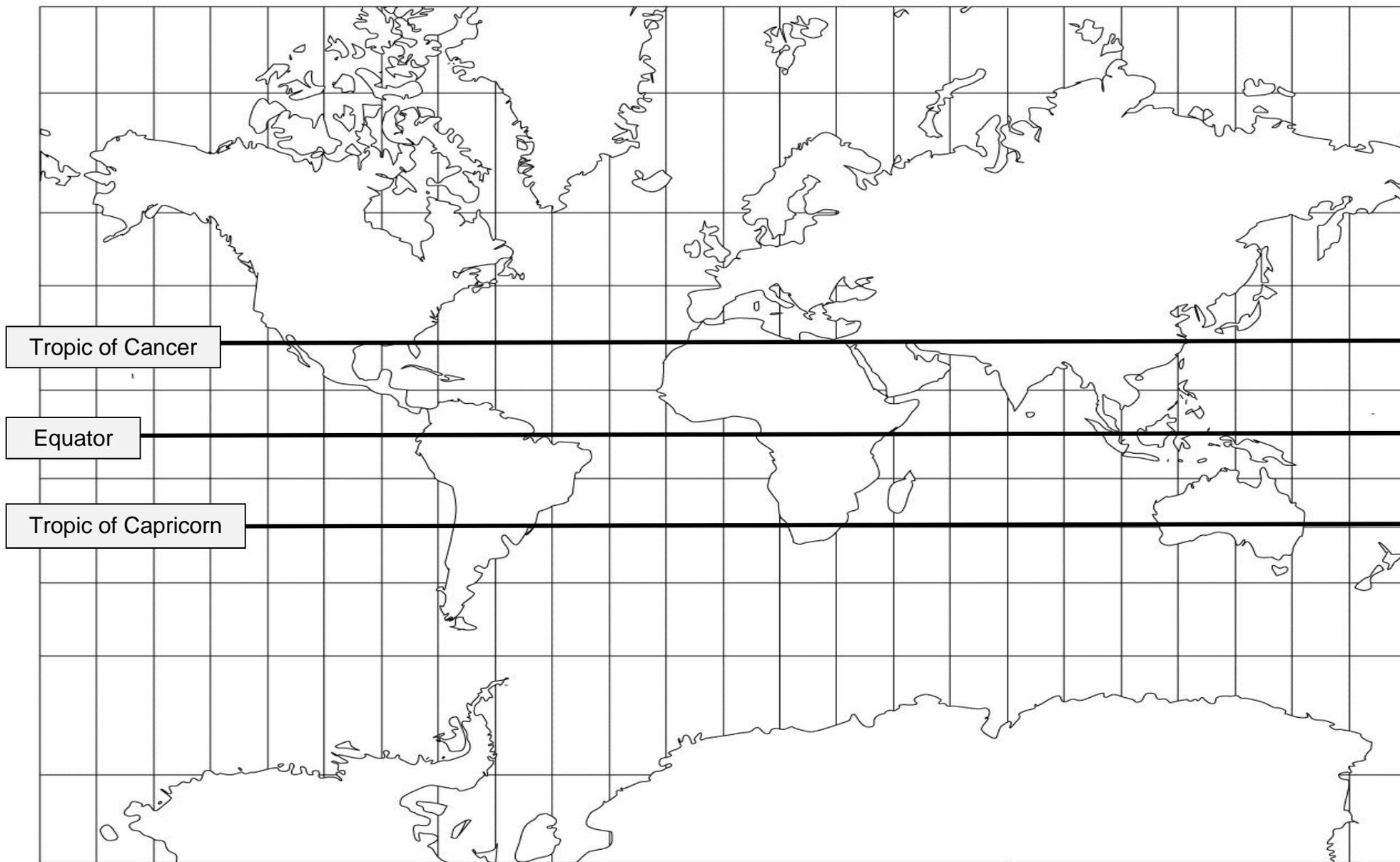
The Glasshouse map on *Worksheet F* can be used to locate particular features, mark positions of plants or to introduce the concept of scale.

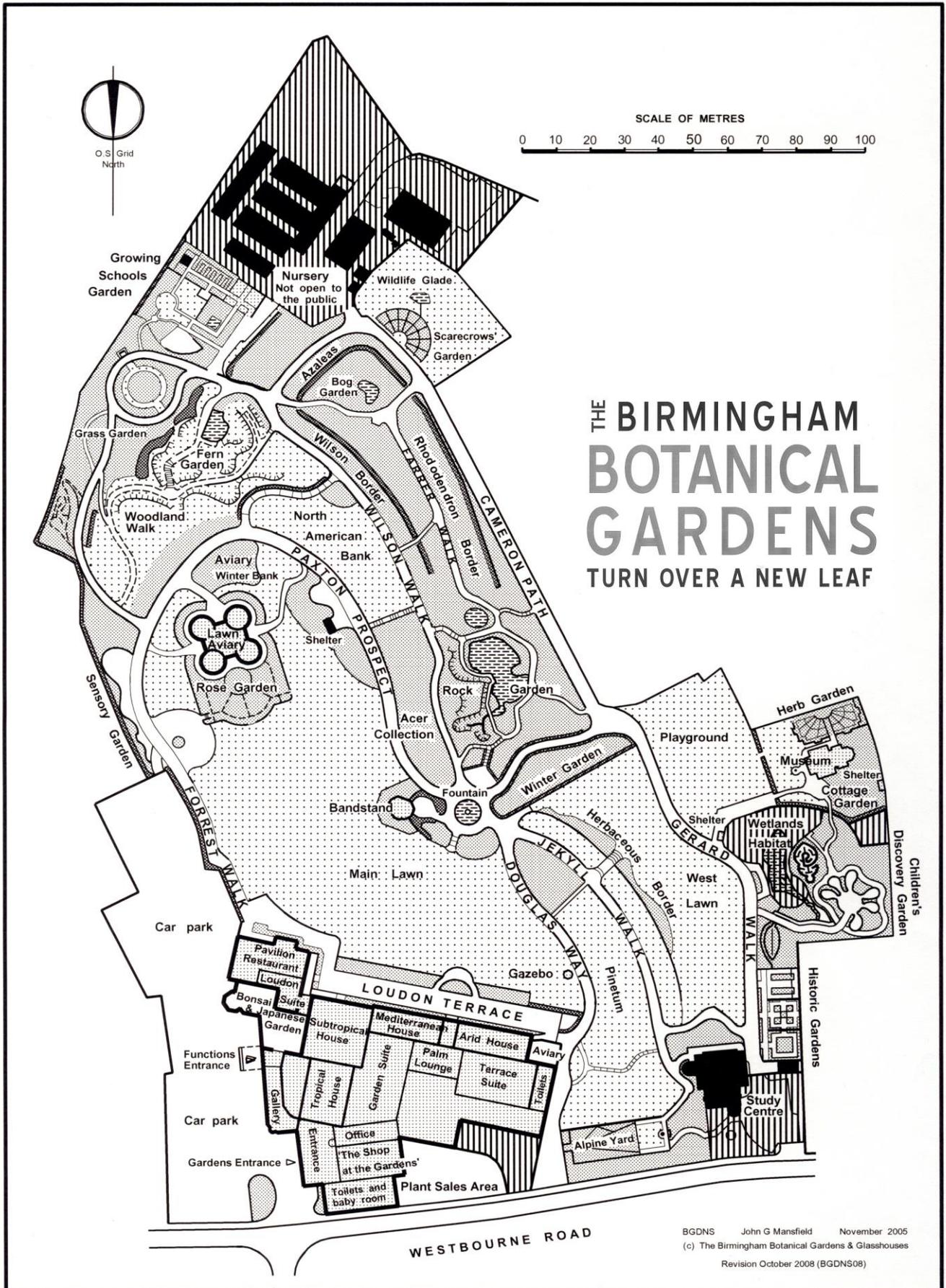
Can I draw a map of a simple route?

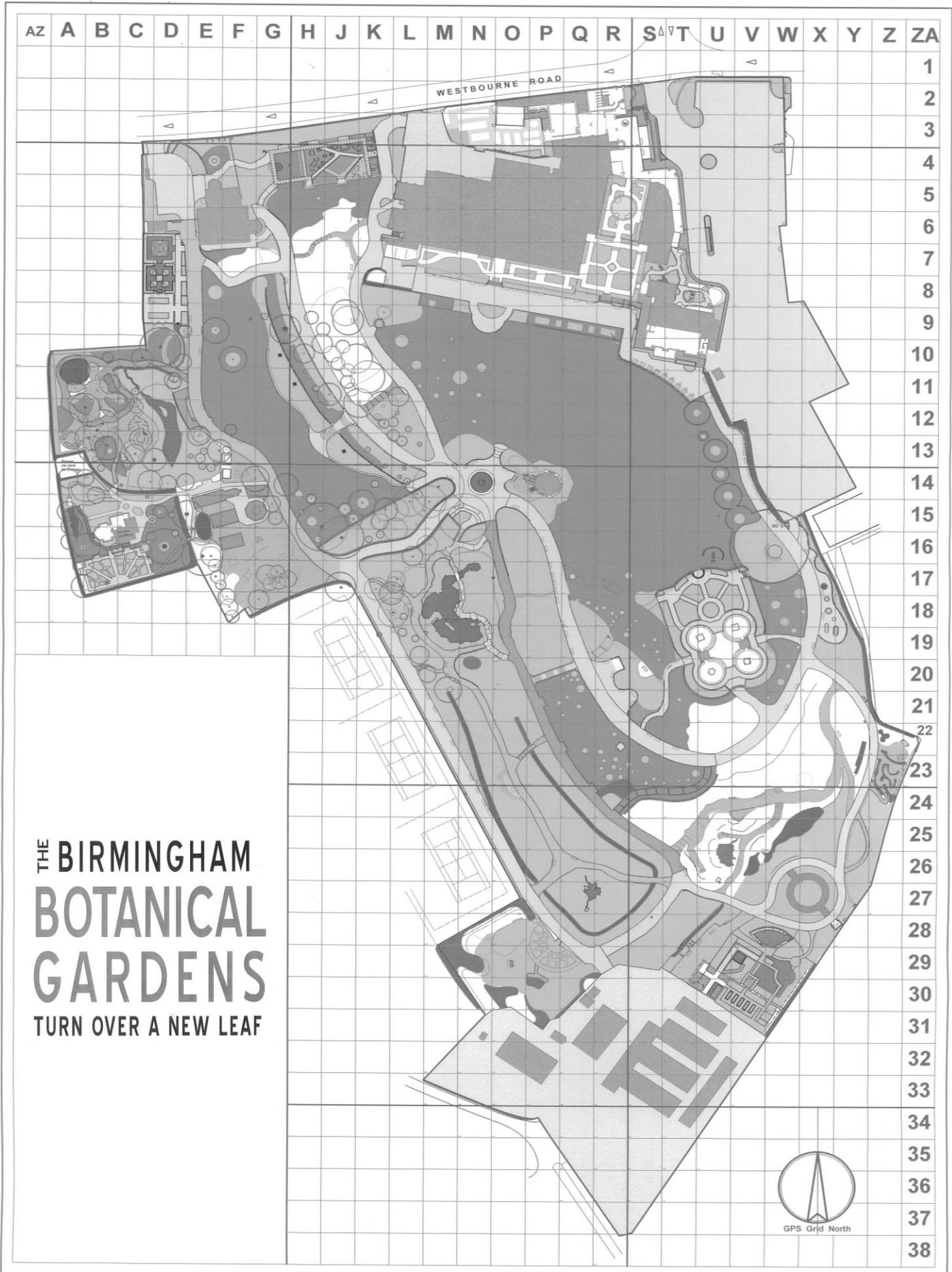
A range of routes can be taken from any defined starting point to a finishing point. These can be described orally or drawn based on careful observation.

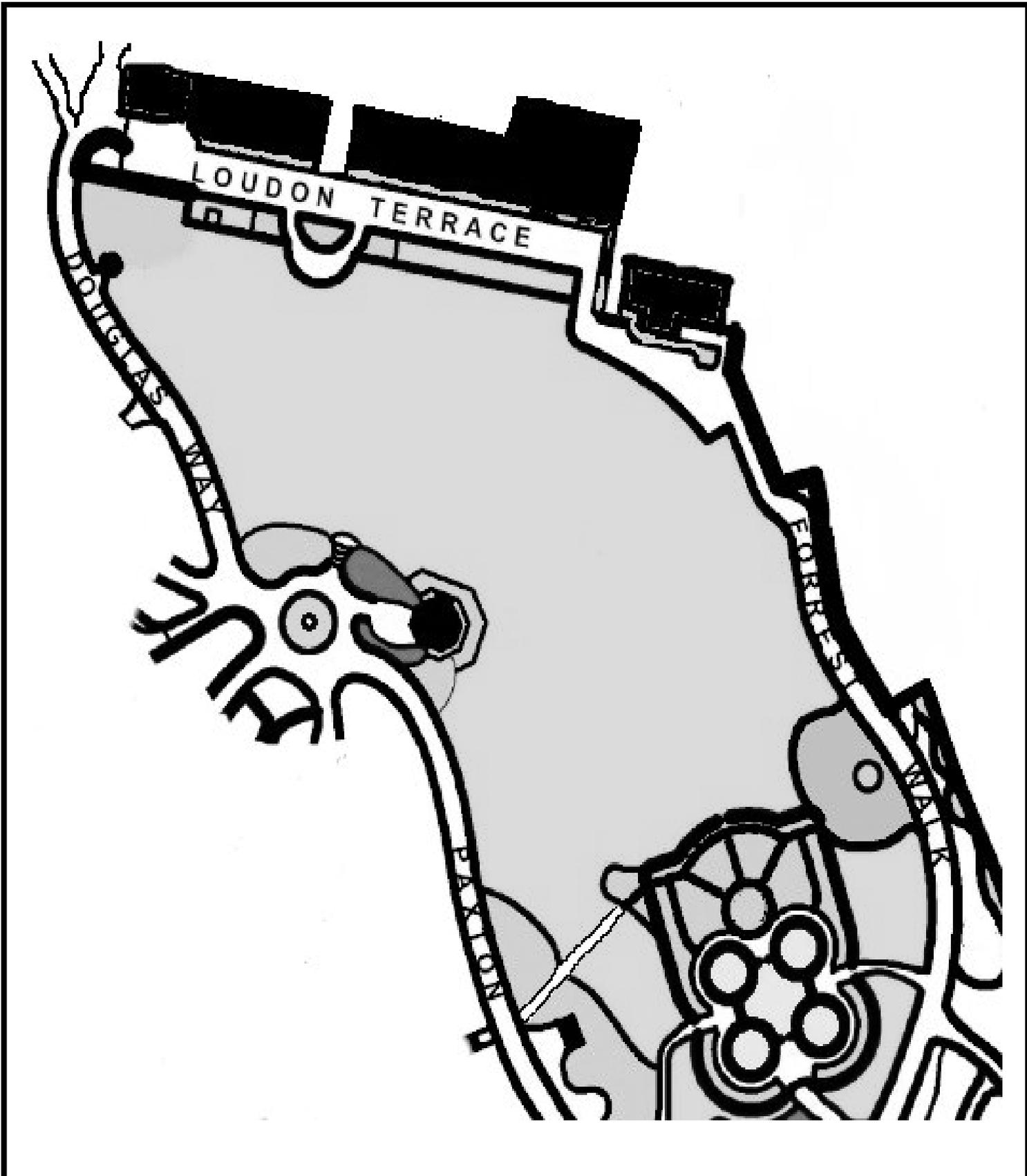
Worksheet A

Name: _____









Worksheet E

Name: _____



1.



2.



3.



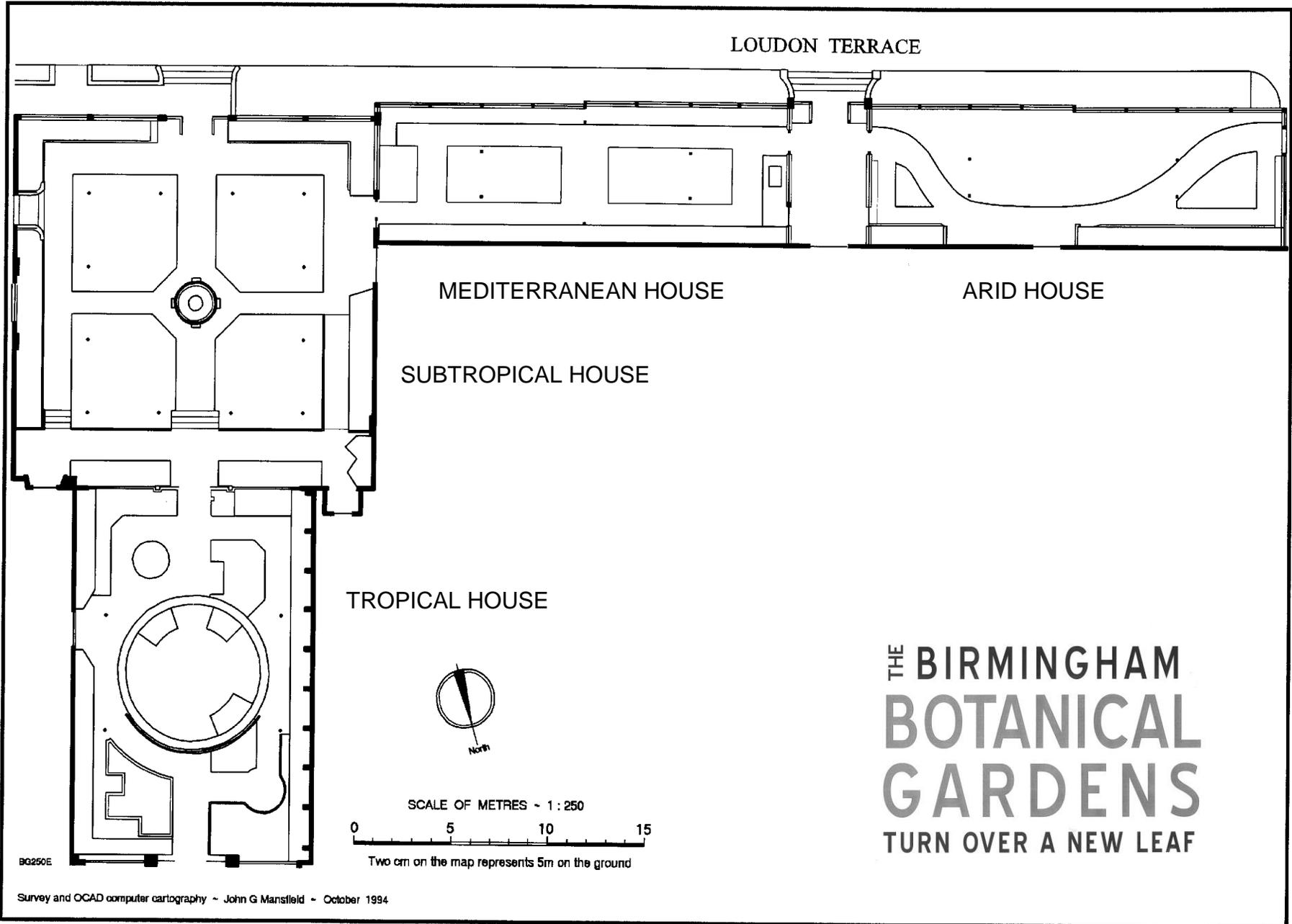
4.



5.



6.



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