

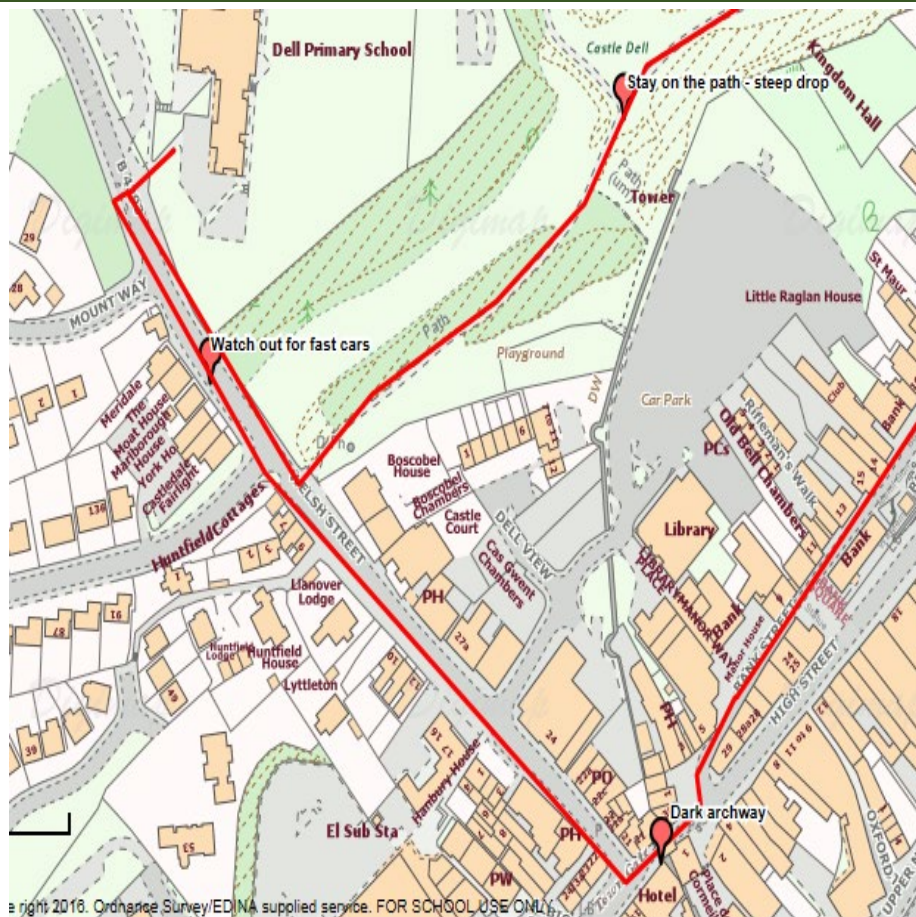


How to get to Grandma's safely?

Paula Owens

Geography Teaching Resource

Primary



Digimap for Schools





Contents

Contents.....	2
Digimap for Schools Geography Resources.....	3
Content and curriculum links	3
Introduction	4
Main activity	4
Tasks	5
Identify locations	5
Map the dangers	5
Example map.....	6
Taking it further	7
Web links	7
My risk assessment of the local area	8
Copyright	9
Acknowledgements.....	9





Digimap for Schools Geography Resources

These resources are a guide for teachers to demonstrate to the whole class or direct individual students as appropriate. Each activity has several ideas within it that you can tailor to suit your class and pupils. Some resources contain worksheets for direct distribution to pupils.

<https://digimapforschools.edina.ac.uk/>

Content and curriculum links

Level	Context	Location
Primary	Dangers in the local environment	Can be applied anywhere in the UK

Knowledge/Skills	Recognizing simple map features/creating maps showing routes and features/knowing how to stay safe out of doors
Curriculum links (England)	Locating and describing places in the locality, managing risk and staying safe
Curriculum links (Wales)	Knowledge and Understanding of the World: Identify features of own locality. Personal and Social Development: Develop an understanding about dangers in the outside environment.
Scottish Curriculum for Excellence	Social Studies Outcomes: People, Place and Environment: 1-07a, 1-08a, 1-11a





Introduction

This activity is a useful focus for a fieldwork activity, although it could be done without going outside. Zoom in to a map and examine features such as streets, alleys, shops, woods and parks around their school, prompting them to think about the dangers that might be encountered in different places.

Main activity

Remind children of the traditional tale of Little Red Riding Hood and the Wolf and show them the short film made by children from Southborough Primary School (see web links).

Discuss the places Little Red Riding Hood went to in the film (a wood, a busy road, an alleyway, an electricity sub-station and a playground) and whether there are any of these features near you. Use a map of your local area to help you and ask pupils what other kinds of places might be dangerous.

The task will be to map a route for Little Red Riding Hood, identifying and describing the dangers found at each place.

Use aerial imagery to help pupils investigate their suggested places more thoroughly.

A suggested format might be for pupils to work in groups of four or five and to look for four or five places in the locality respectively.

The risk assessment handout can be useful for pupils to record their ideas before putting them on a map.

Each group will create a map showing the route and the stops along the way. Each person in the group will take responsibility for one of the stops and be able to explain both the risk and the possible action that might be taken there. Give pupils time to gather information; describe the risks and actions verbally and finally, time for the group to collaborate and develop a group story.

Use the school as the starting and end point for an imaginary journey by Little Red Riding Hood. Pupils will have to devise a circular route from and back to the school.





Tasks

Identify locations

Ask each group to:

1. Brainstorm places near to the school and decide what some of the dangers might be.
2. Make a list of places and dangers, for example, the local high street and busy roads.

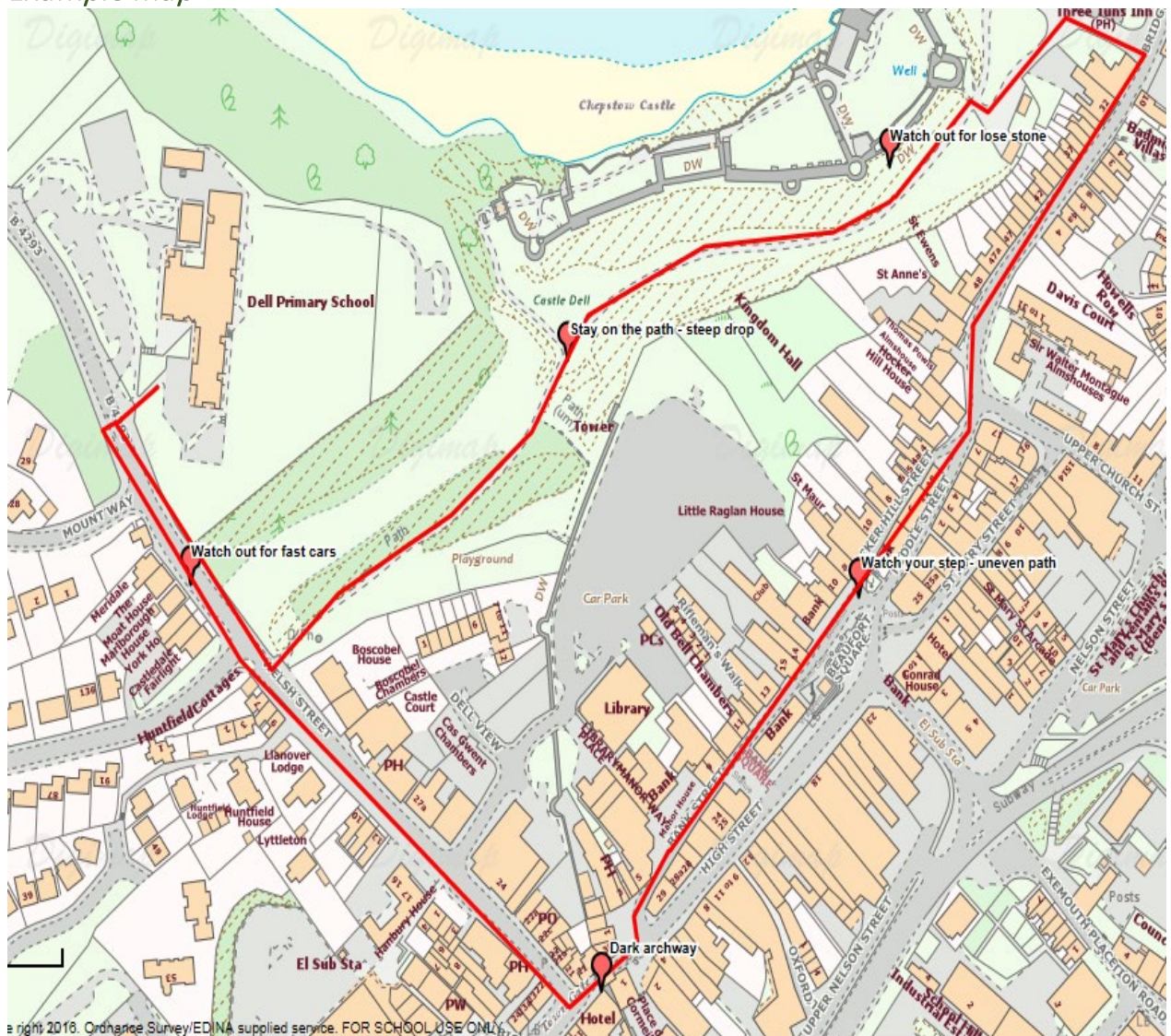
Map the dangers

1. Open Digimap for Schools and search for your school so that you can find your locality.
2. They might want to use the scale bar to zoom in and out or to move the map until they find the places they are interested in.
3. Mark their chosen places and label them on the map.
4. Open the Drawing Tools and select the Marker menu.
5. They can choose a marker and click on the map to place it.
6. Then click 'Text' and select your text size and colour.
7. Click near to the marker you have just added and write in the name of the place.
8. Repeat this and add another label saying what the danger is.
9. Or, you could try writing the name of the place and the danger on one label.
10. Using the Line tool, draw a route to the school, which passes each danger point and eventually ending back at school.





Example map





Taking it further

- Create a class ‘risk’ map of the locality showing all of the identified dangers pupils have found and use this to create a guide to staying safe in the local area.
- Link this to fieldwork and use this activity as pupils’ risk assessment preparation.
- Try setting the tale in an unfamiliar, contrasting locality.
- Make your own film using a simple story format about a journey.
- Look back in time using the 1890s and 1950s maps to identify if the number and type of dangers had changed over time

Web links

Southborough Primary school and teacher Jonathon Kersey made a film about their trip to school. Unfortunately the film is no longer available but there are supporting resources available to help including planning documents and teacher evaluation.

<https://www.geography.org.uk/Young-Geographers-Project--Southborough-CE-Primary-School>





My risk assessment of the local area

Write your own risk assessment. An example is given below.

Think carefully about who is responsible for you staying safe.

Place or feature	Risk	Action needed	Who is responsible?
The road outside our school.	Some cars go very fast.	Stop, look and listen.	Me.





Copyright

©EDINA at the University of Edinburgh 2016

This work is licensed under a Creative Commons Attribution-Non Commercial Licence



Acknowledgements

© CollinsBartholomew Ltd (2019) FOR SCHOOLS USE ONLY

© Crown copyright and database rights 2020 Ordnance Survey (100025252). FOR SCHOOLS USE ONLY.

Aerial photography © Getmapping plc. Contains OS data. FOR SCHOOLS USE ONLY.

Historic mapping courtesy of the National Library of Scotland. FOR SCHOOLS USE ONLY.

