|  |  |  |
| --- | --- | --- |
| **London Marathon Landmarks** | | |
|  |  |  |
| Making a map of the route with information about the famous landmarks | | |
| **Subject(s):** Design & Technology, Geography  **Approx time:** 40 - 60 minutes (plus extension planting activity) |  | **Key words / Topics:**   * Marathon * Map * Landmark * Scissors |
|  |  |  |
| **Stay safe**  Whether you are a scientist researching a new medicine or an engineer solving climate change, safety always comes first. An adult must always be around and supervising when doing this activity. You are responsible for:    • ensuring that any equipment used for this activity is in good working condition  • behaving sensibly and following any safety instructions so as not to hurt or injure yourself or others    Please note that in the absence of any negligence or other breach of duty by us, this activity is carried out at your own risk. It is important to take extra care at the stages marked with this symbol: ⚠ | | |
| **Suggested Learning Outcomes** |  |  |
| * To know about the London Marathon and London landmarks * To be able to make a map of the London Marathon route and landmarks | | |
| **Introduction** |  |  |
| This is one of a series of resources designed to allow learners to use the theme of the London Marathon to develop their knowledge and skills in Design & Technology and Geography. This activity introduces the making of route maps and highlighting key landmarks.  This could be used at Key Stage 1 or 2 to introduce and develop map and route practical skills. | | |
| **Purpose of this activity**  In this activity learners will use the theme of the London Marathon and the making of a route map to highlight key London landmarks.  This activity could be used as a main lesson activity, to teach learners about the making of route maps with the highlighting of key landmarks at set distances on the London Marathon. This contributes to learning in geography and developing skills making graphic products in Design & Technology. As part of a wider scheme, it may also be used for the purposes of focusing on the use of maps and how more detailed information may be included in them. | | |
|  |  |  |
| **Activity** |  | **Teacher notes** |
| **Introduction (5 minutes)**  Teacher to introduce the activity, to make a route map of the London Marathon landmarks.  **Demonstration (10-15 minutes)**  Teacher to demonstrate the steps shown in the presentation to make the route map for the London Marathon landmarks.   * Step 1 – Learners to safely cut out the map sheets, images and arrows with scissors ⚠ * Step 2 – Learners to match up the numbered sections to create the route map. Use sticky tape to join them together. Mount the map onto a card backing for support using a glue stick. * Step 3 – Learners to find the six landmarks, marked A to G, on the route map. * Step 4 – Learners to attach a green arrow to each location and attach the correct image.   **Performing the Activity (20-30 minutes)**  Learners to carry out the activity.  **Plenary (5-10 minutes)**  Learners could compare their route maps to see how each learner presented the information. |  | Whilst this activity could be done as individuals, as it requires colour print outs, it may be most cost-effective to carry this out in small groups.  Print out the Activity Sheets - London Marathon Landmarks in colour and distribute to the learners. |
|  |  |  |
| **Differentiation** |  |  |
| **Basic** |  | **Extension** |
| * Map sections and images could be pre-cut to size. |  | * Learners to find more information about each landmark and add it to the map below the image. * Use the internet to find out where other Marathons take place across the world. * Watch the video: **YouTube:** Lindsey runs the London Marathon on CBBC Blue Peter: https://www.youtube.com/watch?v=SDUjptE78YI |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt |
| * Sticky tape * Scissors * Rulers * Glue sticks * Backing card |  | | Presentation London Marathon Landmarks  icon-doc Activity Sheets London Marathon Landmarks |
|  |  | |  |
| **Additional websites** |  | |  |
| * **London marathon homepage:** <https://www.tcslondonmarathon.com/> * **YouTube:** Timelapse: The Virgin Money London Marathon Course: https://www.youtube.com/watch?v=WmabgZ\_0SbU * **YouTube:** Lindsey runs the London Marathon on CBBC Blue Peter: https://www.youtube.com/watch?v=SDUjptE78YI | | | |
|  |  | |  |
| **Related activities (to build a full lesson)** |  | |  |
| **Starters** (Options)   * Discuss the London Marathon and the origins of Marathon running. * Run the London Marathon in 5 minutes! Watch the video: **YouTube:** Timelapse: The Virgin Money London Marathon Course: https://www.youtube.com/watch?v=WmabgZ\_0SbU | | **Plenary**   * Learners could compare their route maps to see how each learner presented the information. | |
|  |  | |  |

|  |
| --- |
| **The Engineering Context** |
| * After doing a full survey of an area, topographic engineers create specialised maps before buildings are constructed. They can then create 3D models on a computer to test that the new buildings will be safe to build. |

|  |  |  |
| --- | --- | --- |
|  |  |  |

|  |  |
| --- | --- |
| **Curriculum links** | |
| **England: National Curriculum**  Design & Technology Key Stage 1  Make   * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]   Geography Key Stage 2  Geographical skills   * devise a simple map; and use and construct basic symbols in a key | **Northern Ireland Curriculum**  The Arts / Art and Design Key Stage 1  use modelling and construction techniques to make three-dimensional work, for example, experiment with cutting, folding and joining methods to make a model building from thick paper or thin card.  KS2 – The world around us   * developing a sense of place using maps to locate places to using resources such as atlases, maps and digital sources to identify and describe places and environments   investigated |
| **Scotland: Curriculum for Excellence**  Craft, Design, Engineering and Graphics  Design and construct models/products   * TCH1-09a I can design and construct models and explain my solutions   Representing ideas, concepts and products through a variety of graphic media   * TCH 2-11a I can use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work.   People, place and environment   * SOC 2-14a I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. | **Wales: National Curriculum**  Design and Technology Key Stage 2  Making   * 1. work to their specification/recipe to make products * 3. measure, mark out, cut, shape, join, weigh and mix a range of materials and ingredients, using appropriate tools/utensils, equipment and techniques   Range   * tasks in which they develop and practise particular skills and techniques that can be applied in their designing and making   Geography  Skills   * use maps, imagery and ICT to find and present locational information. |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Assessment opportunities** | | |
| * Informal formative assessment of the making activity, summative review of the completed London Marathon landmark map. | | |
|  |  |  |