

Where will I live? Key concepts: Reasoning with maps

School/Scheme	Examples of activities related to 'reasoning with maps'
Westholme School, A Geographical Mystery	Students annotate a map to explain why the two houses differ in price. Hopefully the students should suggest that house prices are a symptom of social/economic and environmental inequalities.
Habergham High School What makes an area good or bad?	Students identify the boundary of 'their area' by annotating a Multimap map of their place in Burnley. They identify places that are important to them.
Queen Elizabeth's Grammar Where would you be willing to live?	Students interpret and label maps to identify Blackburn's morphology: street patterns, building density and use this when trying to answer the question, 'Why do house prices differ?'.
Ivy Bank Business and Technology College Urban Change	Look at their own O.S. map of the area given through the O.S. Free Maps for Schools scheme. Identify similarities and differences between Padiham (their area) and Burnley, using simple headings and the map key.
Colne Primet High School Environmental Quality	Students map their analysis of their environmental survey. They use this to answer the question, 'Does location affect environmental quality and thus house prices?'.
Edge End High School What is all the fuss about?	The students mapped their fieldwork data: photos and questionnaire results to support a discussion of the pros and cons of the proposed regeneration of their area.
Coleridge Community School and Parkside Community School Marshalls Airfield	The students read two articles relating to the proposed re-development of Marshall's airfield. They then highlight and annotate the map to illustrate the factors that will need to be considered in developing Marshall's.
Sawston Village College New housing developments	Using previous lesson discussions on sustainable communities, the students annotated maps to describe their own living environments and to highlight good and bad points.

<p>St Bede's Inter-Church Schools and Chesterton Community College Perceptions of places</p>	<p>The students were first asked to map their area. They were then given an O.S. map of their area to revise their map. Using these revised maps they played Globingo to interrogate the maps (e.g. find someone who lives near a park/railway/main road etc).</p>
<p>Hills Road Sixth Form College Managing Urban Environments</p>	<p>Students used local plans and a base map of Cambridge to identify the areas of major change. They shaded in locations of new developments and made brief notes.</p>
<p>Comberton Village College and Saffron Walden High School Sustainable Cambridge?</p>	<p>To illustrate housing pressure, students map where their parents and grandparents lived before they moved to Cambridge.</p>
<p>Chesterton Community College Housing Design and Housing Needs</p>	<p>The students are asked to match a variety of housing designs to a variety of locations and to justify their choices using map evidence.</p>