



P A T H H

90 Minute Workshop
KS2 History and Geography
Local History and Map Reading



**The Hampshire and Wight Trust for
Maritime Archaeology**

School Workshops Downloads

Session summary:

This workshop is designed to be delivered to whole classes and last approximately 1 – 1.5 hours. The session is divided into 4 parts. The first activities focus around identifying sign types found on all public routes. The second part looks at directions and explores the use of basic directional skills when traveling from A to B via certain types of transport. The third part focuses on using enquiry and observation skills to identify changes between old and new maps. The final activities work on identifying and investigating paths, their changes and the effect of changes through time.

Aims:

The workshop has been designed to complement several aspects of KS2 geographical and historical enquiry with a focus on:

- ▶ Map reading
- ▶ Recognising historical change of settlements
- ▶ Detecting physical changes to an area
- ▶ Reading signs
- ▶ Collection & analysis of evidence to draw conclusions
- ▶ Using geographical & historical vocabulary and concepts

The workshop will teach children about historic and modern maps and factors that influence the creation and maintenance of rights of way, many of which may be used by pupils and staff.

Objectives:

By the end of this lesson students will:

- ▶ Be aware of the various rules and laws applied to public access routes.
- ▶ Understand the basic process of investigation of a path via historical maps.
- ▶ Make links between the maps used in the session with what is physically outside.

Activity background:

PATHH (Providing Access To Hampshire's Heritage) was a Heritage Lottery Funded project that sought to identify historic rights of way across Hampshire that are not on modern maps but which meet modern needs and, with sufficient historic evidence, could be restored to Hampshire's 'definitive map'. Volunteers researched lists of suggested new rights of way to see if there was any historic evidence for them. Historic sources consulted include tithe and enclosure maps from the early 19th century, early Ordnance Survey maps from the late 19th century and Highway Handover maps from the 1920s.

The project also aimed to involve local schools and make the work accessible to the wider public. As part of this we worked with a broad range of schools throughout Hampshire and conducted workshop sessions that taught the concept and results of the project, as well as demonstrating and teaching some of the skills that the project required. This downloadable lesson plan is based on those workshops so that you can run it in your own class as well. The downloads contain an entire lesson plan that can be customised for your own school.

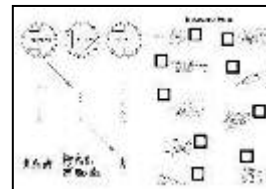
Facilitated workshop

The PATHH school workshops were originally delivered by the project manager, who visited the school and ran the workshop himself. If you are interested in having a workshop delivered to your school / class, please contact info@hwtma.org.uk.

Preparation

This downloadable lesson plan contains everything you need to run the workshop in your class. Download the two PDF files that come with this document (PATHH Slides.PDF and PATHH Print.PDF). The PATHH Slides.PDF can be used on a classroom projector; simply open the PDF on your computer and click through each page in turn as shown in the lesson plan (below) If you do not have a projector, you can always print each slide. The pages of PATHH Print.PDF will need to be printed in appropriate quantities as outlined in the sessions below:

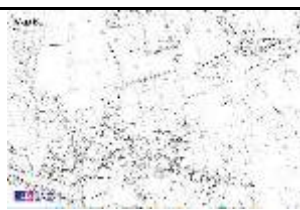
- ▶ 1 copy of the answer sheet for each pupil (page 5 of PATHH Print.PDF).
- ▶ 8 copies each of maps A1, A2, B1 and B2 (pages 1 to 4 of the PATHHPrint.PDF) per class



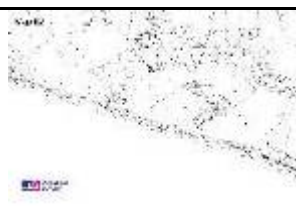
Map A1



Map A2



Map B1



Map B2

You will also need a few additional materials:

- ▶ Colouring pencils
- ▶ Photographs of local road signs (Activity 1)
- ▶ Copy of an Ordnance Survey 1:25,000 Explorer map

Additionally you may wish to tailor the workshop more specifically to your school in Activity 3. Alternatively you can just use the generic maps of Milford-on-Sea included with this download.

Tailoring Activity 3 to your school

In order to do this, you will need to obtain some modern OS maps and some historic OS maps to replace slides 18 and 19 of the PATHH Slides.PDF and hand-out maps A1, A2, B1 and B2 of the PATHH Print.PDF.

Caution: It should be noted that this is time consuming and may not produce the desired results. During the PATHH project, the project manager was able to tailor the workshop to each school that he visited and identify an appropriate number of maps and features to use. This is not easy to do and may not be suitable for every school.

Additionally, there is no way to guarantee that the area around your school contains any modern or historic rights of way suitable for this workshop. Consider your local area and whether there is an extensive network of footpaths, bridleways and byways. If you order a historic OS map, check it to see if there are any historic tracks or other features suitable for Activity 3. If not, you may want to consider using the generic maps of Milford-on-Sea included in this download.

Finally, the generic maps of Milford-on-Sea included in this download include two modern and two historic maps. If you order historic maps from Hampshire County Council, you will only be able to obtain one map, which will restrict Activity 3.

How to obtain historic OS maps

You can request a historic 3rd edition Ordnance Survey County Series map centred on your school from Hampshire County Council's Countryside Access Team. Please email countryside@hants.gov.uk and quote the PATHH project. Give the location of your school and ask for a map (you can use the template below). You may want to attach the JPEG of a modern map that you have obtained so that it can be roughly matched up.

How to obtain modern OS maps

Visit <http://www.getamap.ordnancesurveyleisure.co.uk>. Zoom to your local area and switch to the leisure tab. At the maximum zoom, the map is displayed as a 1:25,000 scale map. You can make a copy with the utilities taskbar. The Ordnance Survey permits you to copy a map for reasonable use. Do not make any more prints than you need and do not share the copies after the workshop.



Screenshot of www.getamap.ordnancesurveyleisure.co.uk

Once you have both maps, you'll need to make sure the coverage is of the same area. Crop the maps accordingly. A diameter of 1km around the school is usually sufficient. You will then need to obtain some key features on the historic map in order to customise Activity 3. Select a mix of features on the historic map that either still remain or have disappeared on the modern map, as per the activity plan. You may need to use a graphics package to do this. If you do not have access to a suitable graphics package, overlaying the two images in PowerPoint and resizing the images (maintaining aspect ratio) until significant geographical features 'match' is often sufficient.

Email template:

"Dear sir/madam,

I have recently downloaded the PATHH downloadable lesson workshop and am adapting it to make it specific to my school. Please could you send me a JPEG of an Ordnance Survey 3rd Edition County Series Map with a 1km diameter centred on my school. The address is:

If you wish to learn more about the PATHH project, more information can be found at www.pathh.hwtma.org.uk"



Aim: Check the children’s ability to identify the local area
Teach the children basic road sign types.

Prep: Take some photos of road signs within a ½ mile radius of the school. To save time, consider using screen grabs of Google Street View that show the signs and the area they are in.

Materials: Slides 1 to 9 of PATHH Slides.PDF.

Introduction






Tell the children that you want to teach them all about heritage and rights of way.

See if the children know what heritage means. Find out if they are aware of any local heritage. If you have done local history in the past, this might be a good opportunity to recap.

See if the children know what ‘right of way’ means. Many children may know this term from road use and ‘having right of way’. Explain that there is another type of right of way and that they’re going to learn about it today.

Ask the children how they come to school and find out how many walk, ride a bike, take the bus or come by taxi.

Ask if they see the road signs around the school and if they know what they mean. The slides below refer to those in PATHH Slides.PDF:

	<p>Slide 1. Ask if the children know what type of sign this is (direction sign) and if they know what it tells them. Obtain a local example if possible and see if they know where it is. Ask the children to point in that direction.</p>
	<p>Slide 2. Ask the children if they know what type of sign this is. Tell them to ignore the person and ask what the triangle means (caution or warning). Once they have learnt this, see if they can work out what this particular sign means.</p>
	<p>Slide 3. Using the same process, teach the children about prohibited signs (use ‘not allowed’ or ‘don’t’ as an alternative meaning). Tell them to ignore the number, but once they have worked out the meaning of a red circle, check they understand speed limits.</p>
	<p>Slide 4. Follow the same process for an instruction sign (use ‘have to’ or ‘do’ as an alternative).</p>
	<p>Slides 5, 6, 7, 8 and 9 plus photos of local signs. Test the children’s understanding of the three types of sign by getting them to repeat the meaning of each shape, and work out the meaning of each individual sign. Use the photos of the local signs to see if the children know where they are locally (ask them to point in that direction). Repeat this with as many signs as you like.</p>

Extra activity: Ask the children to think of other signs they may see in one of these three types. What other animals might you see in a triangle and where? What other shapes/vehicles might appear in a red circle?








Activity 2: Rights of Way	Approximately 30 minutes
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Aim: Teach the children about the three main types of right of way found in Hampshire. Learn how they can be identified on the ground and on an Ordnance Survey 1:25,000 Explorer Map.

Prep: Obtain a 1:25,000 Explorer map of the local area.

Materials: Slides 10 to 15 of PATHH Slides.PDF. Colouring pencils. Answer sheet (Page 5 of PATHH Print.PDF).

	<p>Slide 10. Explain to the children that you want to teach them about some different types of sign. Ask if any of them have seen a sign like this one, if they know what it's called (a finger post – based on the shape of the pointing sign) and what it's used for.</p>
	<p>Slide 11. Ask if they've ever seen one of these disks on a finger post or anywhere else. Ask what they think it means. They should be able to work out that it means there is a footpath (visible on the right). Tell the children that a footpath is a type of right of way and ask if they can work out what it might mean. Explain that it means that people have the <i>right</i> to make their way along it, and that the right is protected by law.</p>
	<p>Slide 12. Explain that a footpath is one type of right of way. Ask if they know who can use a footpath (the clue is in the name).</p>
	<p>Slide 13. Explain that there are other rights of way. Ask them how to pronounce bridleway. Ask if they know what a bridle is. Explain that a bridleway is somewhere you can take your horse and bridle. Who else can use a bridleway?</p>
	<p>Slide 14. Finally, ask the children who can use a byway.</p>

Quiz the children on the three rights of way. Check they can recall what colour arrows each one uses and what user groups can use each type.

OS map. Show the children the OS maps and see if they know what it is. See if the children can identify the school on it (if it is a local map). Show the children a motorway and ask if they know what it is. Repeat with A roads (pink) and minor roads (yellow).

Ask the children how they think the three rights of way might be shown on maps. Common suggestions include written labels or the use of the arrows they have just seen. If no-one gets the correct answer, hint that the clue is on the slide still showing. When someone recognises the green crosses, ask if anyone remembers the footpath and bridleway lines. Teach the terms dot and dash.

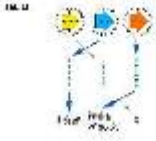
Re-review the rights of way again (quickly). Test the children on arrow colours, user groups and OS lines. Now hide the slides.

Answer Sheet. Using the first activity on the answer sheet, ask the children to colour in the three arrows at the top in the correct colours for each right of way (i.e. yellow for footpath, blue for bridleway and orange for byway). This may take some time.

Next, ask the children to colour the OS lines.

Activity 2: Rights of Way (continued)

Finally ask the children, in groups, to draw arrows connecting the right of way sign, with the OS line and with the user groups. Footpath is done for them. Keep checking each group and ensure they are getting the answers right.



Slide 15. Show the children the correct answers and make sure they have got them all correct.

Activity 3: Maps**Approximately 40 minutes**

Aim: Teach the children about modern and historic mapping. Show children how modern rights of way have evolved from historic lanes and paths.

Prep: You can use the generic hand-out sheets included with this education download (Maps 1-4 of PATHH Print.PDF), but you may wish to obtain modern and historic OS maps of the area around your school. To do this, follow the instructions at the start of this document.

Materials: Slides 16 to 19 of PATHH Slides.PDF. Approximately 8 copies each of maps A1, A2, B1 and B2 (Pages 1-4 of PATHH Print.PDF). Answer sheet.



Slide 16. Show the children this section of an OS map (or use a section tailored to your school). Ask the children if they recognise any symbols. Ask if they can identify symbols like car park, school, pub, public phone, etc... Check that they can identify rights of way. Ask if there is a byway on the map. Why not?

Tell the children there are far more miles of footpath and bridleway in Hampshire. In total there are 2048 miles of footpath, 465 miles of bridleway and 319 miles of byway (NB. Some of these are restricted byways – open to horse and carriage but not motor vehicles. This type is not covered in this workshop).

Tell them that altogether this makes 2842 mile of rights of way. Ask the children how far this might stretch if you laid all of the rights of way end to end and in a straight line. After a few guesses, show them **Slide 17.**



Slide 18 / Map A. Show the children the modern OS map (either the included download, or the one of your school). Practice some of the icons they have already seen on the previous map. Explain that this is a map of the place as it is today.



Now move to **Slide 19 / Map B.** Ask them what is different. Ask them why. See if anyone can guess what is different about Map B.

Explain that the Ordnance Survey first made maps over 200 years ago, and that this map is 100 years old (NB. You may get a map of a different age from Hampshire County Council). Ask them if the (or your) school was there 100 years ago.

Issue the hand-outs of Maps A1, A2 (modern maps), B1 and B2 (historic maps). One copy between four children works well.

Answer Sheet: The children need to find the feature listed on the Treasure Hunt answer sheet. These features are taken from the historic OS maps (Maps B1 and B2). Once they have found the feature, they need to find the same place on the modern OS map (Maps A1 and A2); if the feature is still there, the children should put a tick in the box. If it has gone, they should put a cross in the box. Allow approximately 15 minutes for them to do this and provide support for each group throughout.

Activity 3: Maps (continued)

As a class, check all of the answers. See how many children have got each feature correct. Pay special attention to the routes that are marked on the modern map as rights of way. See how many children correctly identified these.

Activity 4: Wrap up

Approximately 10-15 minutes

Aim: Conclude the workshop, reinforce the main themes and learn about the benefits of rights of way.

Materials: Slides 20 to 23 of PATHH Slides.PDF



Slide 20. See how many children recognise Stonehenge. Ask if they know where it is.



Slide 21. Show the children the modern map. See if they can spot any rights of way and the different types on it.



Slide 22. Explain that hundreds of years ago, there were more tracks and paths around Stonehenge (this is the Andrews and Dury map from 1773).



Move to **Slide 23** to highlight all of the extra tracks shown on the historic map.

Ask the children what they think happened to all of these tracks. Discuss the introduction of the motor car and the need to pave some tracks, whilst others became overgrown and fell out of use or were swallowed up by surrounding land use (such as farming).

The PATHH project has been looking at potential upgrades to the county's rights of way network that would be of modern benefit, and seeing if the implementation of those routes can be satisfied through historical research and evidence. Essentially it has been looking for historic paths and tracks and seeing if they could be reinstated as legal rights of way for the benefit of modern users.

Ask the children why they think more rights of way and a better network are beneficial. Several topics that can be discussed further are:

- ▶ Environment (a better network reduces reliance on cars)
- ▶ Health (more access to rights of way stimulates healthy activities like walking and riding)
- ▶ Safety (a better network will allow people to travel along routes without traffic)
- ▶ Pleasure (a better network will encourage more people to explore the countryside)

As a final wrap up, you may want to run a pop-quiz, asking children what a caution sign looks like, what colour a bridleway arrow is on a sign and other such questions.

PATHH

The PATHH Project Partners:



Hampshire Countryside Access Forum, who founded the project.



The Hampshire and Wight Trust for Maritime Archaeology (HWTMA), the project managers.



Hampshire
County Council

Hampshire County Council's Countryside Access Team department and the Hampshire Record Office.



The project has been funded by the Heritage Lottery Fund.



New Forest National Park Authority (NFNPA) provided additional funding to support the delivery of further education and outreach for the project/



Southampton City Council, The New Forest Access Forum and South Downs Local Access Forum have also supported the project.



South Downs
Local Access Forum

