***Philip’s Irish Primary Atlas* and *Atlas Hunt* from Folens**

**Introduction**

***Philip’s Irish Primary Atlas***

*Philip’s Irish Primary Atlas* provides an up-to-date picture of Ireland and the rest of the world. Filled with clear, bright maps and photographs, the atlas is both accessible and engaging for children in senior primary classes.

The new edition includes:

* A map projections section to examine the challenges of map making
* Historical maps of Ireland and Europe to illustrate how maps change over time
* Detailed maps of less-familiar places to expand children’s knowledge and understanding
* A greater range of photographs to bring people and places to life
* For those using *Explorers*, a detailed map of each featured country for seamless lessons.

***Atlas Hunt***

*Atlas Hunt* is designed to develop children’s curiosity about the world.

The new edition includes:

* Open-ended activities that are easily differentiated and offer choice and personalisation
* Support for children to make their own maps and decide how features will be represented
* Meaningful activities to support the wider geography curriculum, e.g. weather and climate
* Scaffolding for investigations and enquiry-based learning
* Extension activities for further learning
* A handy glossary of geography terms at the end of the book.

Compared to previous editions of *Atlas Hunt*, you may find the pages do not look as perfect once complete. However, they will result in much higher engagement and learning. Allowing children to create their own maps, rather than filling in blanks, is not only more enjoyable, but also far more effective in developing their knowledge of places and their spatial awareness.

Once complete, *Atlas Hunt* will make a lovely keepsake of children’s geographies in their senior years of primary school.

**Learning Objectives**

Used together, *Philip’s Irish Primary Atlas* and *Atlas Hunt* will help children:

* Develop their identities through investigating their sense of place within local, national and global communities
* Develop their knowledge and understanding of local, national and global places and people
* Develop their understanding of geographical concepts such as location, change, interdependence, contrasts and development
* Critically engage with local, national and global issues, learning about rights, values, ethics and beliefs.

**Using maps in your school and classroom**

**Creating a map-rich environment**

Maps are an important part of a literacy-rich environment. Children’s knowledge and understanding of the world increases through their interactions with maps, plans and images on paper and online. Their communication skills develop through the interactions they have with each other and adults while working with maps. Maps and other spatial information help children to ask critical enquiry questions about the world they are growing up in and can help them reach conclusions about their questions.

Every primary classroom, from Junior Infants to 6th class, should have:

* A globe
* An atlas
* A map of Ireland
* Maps in picture books, stories, textbooks and other reference materials
* Access to free digital maps such as Google Maps, Esri Maps and Open Street Map

If there is space in the class or corridor, classes should also have a map of Europe and of the world.

**Getting started with *Philip’s Irish Primary Atlas* and *Atlas Hunt***

Every use of an atlas is meaningful and educational for children. Here are some activities to get you started with *Philip’s Irish Primary Atlas* and *Atlas Hunt*.

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| **Activity** | **Guidance and ideas** |
| **Compare a world map to a globe** | Discuss the representation of the Earth on maps and globes. Use the map projections section in the atlas (pp. 8-9) and *Atlas Hunt* (pp.12-13) to explore how places are represented on maps and globes. Provide opportunities for children to appreciate that maps vary in how they show the world. See some links below to different kinds of maps. |
| **Compare an atlas map with a satellite image** | Use the high-resolution satellite image of Ireland in the atlas (p.10) to compare how features are represented on maps and satellite images. This can be done at a larger scale using online maps such as Google Maps or Esri maps. Esri maps also allow children to measure distances and areas, such as the size of a sports pitch, city or lake. |
| **Find places using the index** | Use the index at the back of the atlas (pp. 89-96) to find places such as those in the news, in stories or being studied in other subjects. These can be added to children’s ‘Places I have learned about’ world map in *Atlas Hunt* (pp. 6-7) and / or a class map. |
| **Make a sketch map from a map in the atlas** | *Quick activity*: Have children work in pairs – one as a researcher and the other as a cartographer. The researcher looks at the map and describes what the cartographer should draw. The map may be placed in a location that the researcher goes back and forth to, or the researcher and cartographer may sit back-to-back.*Slower activity*: It is also good to give children the opportunity to draw maps with care and attention. Using the relevant pages in *Atlas Hunt*, such as ‘My locality’ (pp. 14-15) and ‘Enquiry: A country I find interesting’ (pp. 56-57), or a plain sheet of paper, ask children to draw a sketch map of a place they are learning about. |
| **Measure the distance between places using the scale bar** | In geography or maths lessons, opportunities for children to build their understanding of scale are very important. Use string to measure distances on maps in the atlas and work these out using the scale bar. For example, have children measure the distance between the school and the nearest big city on a map of Ireland (pp. 20-21), or the distance between Ireland and a country they would like to visit on a map of Europe (pp. 36-37). Children can add some of these distances to their maps of Ireland (pp.18-29) and Europe (pp. 42-45) in *Atlas Hunt*. |
| **Describe the general features of a region using a topographic map** | As a one-off activity, or as part of lessons on a particular place, asking children to describe places using maps has a number of benefits in developing oral language and spatial knowledge. For example, if children are learning about France, they could describe the country to their partner using a map of France in the atlas (p. 41). This activity works very well before children draw maps, for example those on the Enquiry pages of *Atlas Hunt* (pp. 30, 46, 54, 56). |
| **Describe a place using several different atlas maps at different scales** | To develop children’s sense of how scale is used in mapping, they can find maps of the same place on different pages in the atlas. For example, Brazil is shown on pages 67, 69 and 76, each showing its size relative to other countries and features. Afterwards children can check their figures on The True Size website, linked below.  |
| **Describe the distribution of a geographic pattern using a thematic map** | Given the opportunity, children can use maps to describe patterns. Describing what they can see is the first stage of thinking about patterns. For example, they could use the climate and biome maps in the atlas (pp. 80-83) and *Atlas Hunt* (pp. 60-63) to work out how climates affect biomes. |
| **Explore how maps are made** | Use the map projections section in the atlas (pp. 8-9) and *Atlas Hunt* (pp.12-13) to discuss how maps are created. See a link below to a video about map projections titled ‘Why all world maps are wrong’, as well as links to different kinds of maps and The True Size website.  |
| **Refer to an atlas to see where places being studied are located** | Atlases should be ‘at hand’ in the classroom, so that children can easily look up places they are studying. Take care not to make this a competition, asking who can find places first. Children need to develop research skills that using atlases can nurture. It is a good idea to provide opportunities for children to take time and see what places and features are located near to places they are learning about. As new places are studied, they can be added to the ‘Places I have learned about’ world map in *Atlas Hunt* (pp. 6-7) and / or a class map. |
| **Use an atlas for independent enquiry** | Atlases fire up children’s imaginations and curiosity. When provided with the opportunity to pour over their atlases, children will ask all types of questions. These questions, along with those from your own planning, can be used as the basis of enquiries. These enquiries may be a series of lessons or more independent work children do. Or more often, a mixture of the two. Children can do many of the activities in *Atlas Hunt* as part of an enquiry on a country or region. |

**Sources and links for teachers and children**

**GIS maps**

A Geographical Information System (GIS) is a system of layered maps. The most well-known GIS is Google Maps. GIS maps allow children to zoom as far out as the whole world and as close in as their own home or school. Each system has its own benefits, the most useful are:

* **Ordnance Survey Ireland (OSi)**

<https://www.osi.ie/education/>

Source detailed maps of Ireland, as well as information about maps, from Ireland’s National Mapping Agency.

* **GeoHive from OSi**

<https://geohive.ie/>

Find old maps of anywhere in Ireland and scan through time to explore how and why places change.

* **Google Maps**

<https://www.google.com/maps>

Find places and plan routes. Use Street View to virtually visit locations. Search for ‘latest add-ons for Google Maps’ to keep up-to-date on new features.

* **Google Earth**

<https://www.google.com/earth/>

See a more detailed view of the world with satellite imagery. Create your own maps and play games.

* **Esri Ireland**

<https://schools.esri-ireland.ie/>

Make maps at any scale and work out the size of any mapped feature. Compare the area of countries or features in your locality. Esri offer free GIS to schools, as well as extensive training and online support for teachers.

* **Open Street Map**

<https://www.openstreetmap.org/>

Check the names and locations of features in your local area using this community-generated map system. Contribute to the map by adding information that is missing.

* **Environmental Protection Agency (EPS)**

<https://gis.epa.ie/EPAMaps/>

Focus on the environment with a range of GIS layers of environmental information.

**Sites using maps and GIS technology**

* **Logainm**

<https://www.logainm.ie/en/>

Search for Irish placenames in English and as Gaeilge and discover their meaning.

* **The Schools’ Collection**

[www.duchas.ie/en/plc](http://www.duchas.ie/en/plc)

Explore the Schools’ Collection from Dúchas; a collection of folklore compiled by children in the 1930s. The site pinpoints the location where each piece of folklore was collected.

**Maps to use for projects**

* **Maps**

<https://www.maps.ie/>

Explore Ireland’s physical geography, cities, sights and activities with a variety of digital maps. Investigate distances, area and coordinates. Plan routes and create maps.

**Map projections and thematic maps**

* **Why all world maps are wrong**

<https://www.youtube.com/watch?v=kIID5FDi2JQ>

Watch this YouTube video that explains map projections and why every map is a compromise.

* **The Upsidedown** **Map**

<https://www.flourish.org/upsidedownmap/>

Turn your perspective on its head with an “upside down” map of the world.

* **Myriahedral Projections**

<http://philogb.github.io/page/myriahedral/>

Explore map projections by unfolding the globe in different ways.

* **The True Size**

<https://www.thetruesize.com/>

Explore the true size of countries, compared to how they are presented on a Mercator projection.

* **12 Maps That Changed the World**

<https://www.theatlantic.com/international/archive/2013/12/12-maps-that-changed-the-world/282666/>

Teachers, read about 12 maps that track the development of human history.

* **World Mapper**

<https://worldmapper.org/>

Explore a huge variety of thematic maps on a wide range of topics, from education to the environment.

* **Old Maps Online**

<http://www.oldmapsonline.org/>

Find old maps of places around the world using this catalogue of antique maps.

* **Biodiversity Maps**

<https://maps.biodiversityireland.ie/>

Use maps to explore Ireland’s wildlife.

**Sites for developing children’s locational knowledge**

* **Toporopa**

<https://www.toporopa.eu/>

Play interactive games to explore the physical and political geography of Europe. Available in 15 different European languages, including Irish.

* **Scratch Map**

<https://scratchmymap.com/>

Record the countries that you have visited, and those you plan to visit, using this interactive map.

**Viewing, using and contributing photographs**

* **Flickr**

<https://www.flickr.com/>

Find photographs of places, or upload and store your own.

* **Geograph**

<https://www.geograph.org.uk/>

Explore the photographs that have already been added to this project that aims to collect geographic photographs for every square kilometre of Ireland and Great Britain. You can also contribute your own and help fill the empty squares.

**Support for Teachers**

* **The Geographical Association**

<https://www.geography.org.uk/Using-globes-atlases-and-world-maps>

Find support and resources from the Geographical Association. Free entry level membership is offered to primary teachers.

**Paper maps**

Ordnance Survey maps can be bought in most local stationery and bookshops, as well as through educational suppliers or online at [www.osi.ie](http://www.osi.ie). The largest supplier of maps is [www.stanfords.co.uk](http://www.stanfords.co.uk) where you will find maps of every country in the world.