



// Geography

LAND OF THE FANNS

Plan your Land of the Fanns

Educational Resource // Activity

From, Land of the Fanns Online Resource

Key Stage

This is an activity suitable for Key Stages 2 - 4.

How long will this take?

This activity can be treated as a short 1 hour session, or expanded into a full project.

Equipment & Materials

- Map of the Land of the Fanns, one print-out for each child, or working partners. There is a map on www.landofthefanns.org

What do we do?

- First provide some background information on the Land of the Fanns and what's in it. Depending on age and level of working, this could be via the briefing note found on all our sites and resources, or materials at www.landofthefanns.org.
- The Land of the Fanns is distinct for being a very 'busy' landscape, with lots of different features, especially manmade ones.
- Children are tasked with a list of features that they need to choose where to put in the Land of the Fanns.
- Talk through the map – depending on the quality of the map that you are using, you might want to discuss how to read a map (contour lines, rivers, trees, etc), and/or encourage the children to draw these onto the map to give some context to their features.
- Read through the list, briefly discussing things to consider for each one. You might want to look at some of the sites in the Land of the Fanns to give an idea of what these places might look like.
- Mansion house (think about views, location, surroundings, proximity to London)
- Quarry (think about access, what else is nearby)
- Forest for hunting deer (think about how big a forest needs to be)
- Road to link the sea to London (think about what else is in the way of the route)
- Military base (think about the role of the base – what is it defending, and from whom, what space is needed)

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- Aerodrome (think about what conditions are needed for an aerodrome, purpose)
- Cement factory (think about access, what would need to come in and out of the factory)

- Housing estate (think about where would be nice to live, what else is nearby)
- Farm (think about how big a farm needs to be, what would you have on your farm and what does that need?)
- School (who goes to school, and how do they get there)
- Park (who uses a park, what space does it need?)
- Windmill (what setting does a windmill need to be in?)
- Ask the children to draw each item onto their map, either by drawing them straight onto the map, or by using a key.