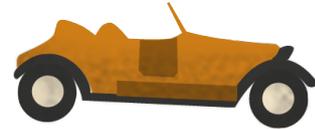


## Teachers and Leaders Guide: Reading Maps Try it yourself: Comparing different maps



This activity helps learners to begin to identify change and continuity in a landscape through comparing and contrasting maps from different times. It also helps learners to be able to identify how landscapes changed, to begin thinking about why these changes might have happened and what they can tell us about how life changed over a number of years.

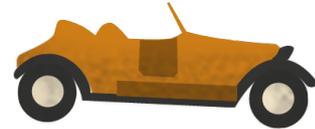
### What's new?

This is an activity which helps learners to look more closely at maps and to identify continuity and change in a landscape. It asks them to spot features and landmarks which are the same or which have disappeared or appeared between the publication dates of two maps. This can be done either alone or in pairs, using the accompanying record sheet. Maps have been provided of Melrose in the Scottish Borders, which you can use to get started, although you might like to go straight to using historic maps of your area, which can be found on the NLS maps website at [maps.nls.uk](https://maps.nls.uk).

You will see that there are map tiles of Melrose, which learners can use on the computer, or the same maps have been provided as PDFs for you to print out and use. You might like to project the maps onto your whiteboard and then identify each of the landmarks as they are discussed in the group discussion.

The maps which have been provided are of Melrose in 1885 and 1955. Ask learners to complete the questions about the two maps on the activity sheet and follow on with a group discussion using the suggestions on the next page.

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### Spot the Changes

After this discussion, ask learners to have a look at the maps which they drew in the "What is a map" activity, if they have completed that. Are there any features they would like to add?

Of the features which are there, which do they think have been there a long time and which are new?

Using the NLS geo-referenced maps at [maps.nls.uk/geo/explore/](https://maps.nls.uk/geo/explore/) ask learners to find an historic map of the area they have used for the map which they drew for the activity "What is a Map". Can they spot changes and continuity?

#### Discussion point!

- What did the class or group find? Discuss the changes and continuity. Why have some landmarks remained the same?
- Why have some things changed? Was there anything happening in Scotland at the time which might explain these changes?
- Has the basic shape of the town changed at all? e.g the major roads or where the buildings. Why might this have changed or not?
- Is there anything that learners have noticed which give a clue to who and how people may of lived in the past? For example, there might be a Roman Road or camp, or a mill or railway line which is no longer there.
- Different maps are produced for different reasons. e.g the Bartholomew map was produced mainly for people who were touring the countryside, whereas the Ordnance Survey maps were produced to identify land ownership and to provide an accurate record of the landscape and towns for military purposes. Ask learners if this is reflected in the kinds of features which have been given prominence in the maps.