

Learning Resources

KS2-3: Fantasy Map Mission / Oracy

Students will encounter the classic structure of the Quest story, and explore maps found in many popular children's stories such as J. R. R. Tolkien's Middle Earth, C. S. Lewis' Narnia and A. A. Milne's Hundred Acre Wood. Students will be transported into different fantasy worlds in the Enchanted Library before inventing their own maps to support story creation.

Outcomes: speaking and listening presentation, fantasy map

Length of session: 1 hour

Here's how this session supports children's skills across the framework:

Oracy Skills Framework Links

Physical Skills (Voice and Body Language)

The session begins with an oral story, where the storyteller will model voice projection, pace of speaking and tonal variation for the children. The children will also see the storyteller maintaining eye contact and using gesture to tell help them tell the story. They then practice these skills when presenting their fantasy maps.

Linguistic Skills (Vocabulary, Grammar, and Spoken Language features)

Students are first given the opportunity to look at an assortment of story maps, where they are encouraged to speak about the different features. The children consider their choice of descriptive vocabulary when talking about both the maps and the stories they are from. At the end of the session, some children may share their maps and give an oral presentation. Here, they might explain their choices or tell a story using their map to help, requiring them to consider their language and grammar when speaking in front of others.

Cognitive Skills (Reasoning, Sequencing, and Comprehension)

When making their maps, students must consider the sequence of their ideas, and how they might structure these ideas into a story. They are given time to create their maps, so the students themselves must manage this time effectively and maintain focus on their task in order to complete the map to a good standard. Students are given a short presentation time, in which practice their summarisation skills to convey meaning appropriately in the time given.

Social & Emotional Skills (Confidence, Empathy, and Collaboration)

The students practise their teamwork skills, by working in small groups to construct their maps. They must take turns and listen actively to the members of their group when creating their fantasy worlds. When presenting their maps, the students are given space to take pride in their work and speak about it confidently, while being aware that they have an audience.

Supporting Schools' Learning Goals

For schools, the 'Fantasy Map Mission' session aligns with the Oracy Framework in many ways, and the session supports children's communication skills, as well as their social development.

This combination of storytelling, group work and story creation offers a comprehensive approach to oracy, helping children develop key skills in a playful, supportive environment at The Story Museum.