

Thinking Maps - A Guide

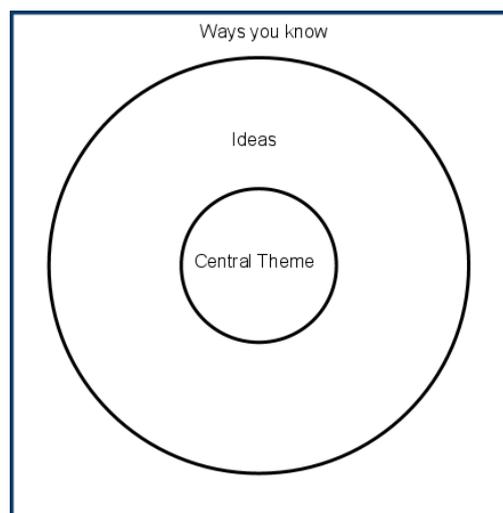
During the last academic year we introduced Thinking Maps to our children. This was in order to develop a common language for learning and to promote resilience and independence across the curriculum. Thinking Maps are a set of eight graphic organisers that combine to form a powerful tool for learning. During this new school year we will be using Thinking Maps across all subjects and phases. The following is a guide to each of the eight maps for parents, in order that you will understand and become familiar with the maps that your children will be using in their learning.

Each of the eight individual Maps relates to a single thinking process: **defining, describing, comparing or contrasting, sequencing, deconstructing, categorising, identifying cause and effect, and establishing relationships between things.**

The Eight Maps

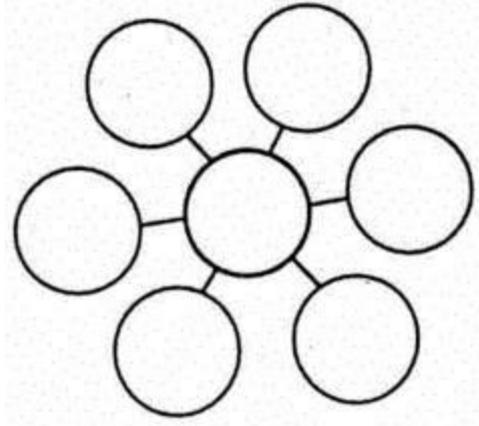
Circle Map– Defining

Circle Maps are used to define a thing or concept. It is used to brainstorm ideas and to enable prior knowledge about a topic to be identified. In the centre of the circle, place words, numbers, pictures, or other sign(s) or symbol(s) to represent the object, person, or idea you are trying to understand or define. In the outside circle, write or draw any information that puts this thing in context. The space between the outer circle and the Maps frame is used to identify the source of existing knowledge.



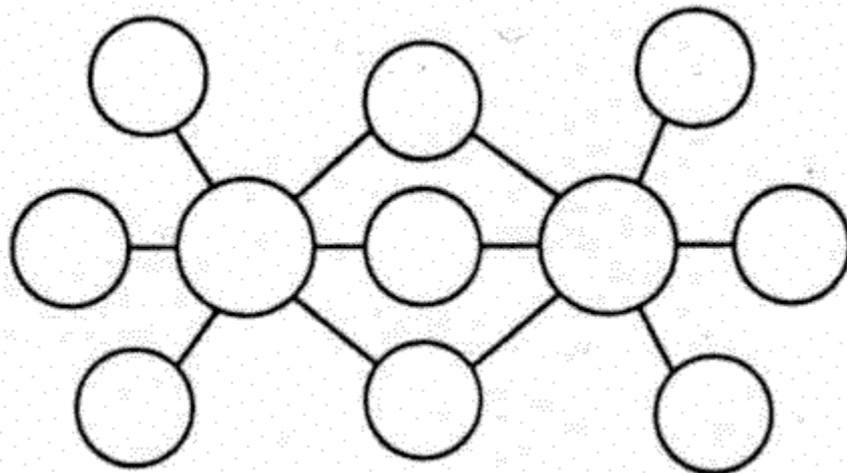
Bubble Map- Describing

Bubble Maps are used to describe qualities associated with a specific item, person, idea or event. They develop pupils' abilities to identify qualities and use descriptive words. In the centre circle, write the word or thing being described. Write the adjectives or adjectival phrases in the outside circles.



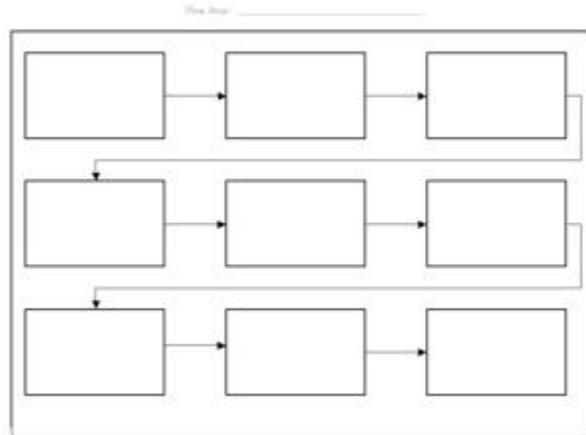
Double Bubble Map- Comparing and Contrasting

Double Bubble Maps are used to identify points of similarity and difference. The two ideas, items or events being compared are written in the two larger centre circles. Outside bubbles contain things that are only possessed by/relevant to one of the two ideas, items or events. Bubbles that are connected to both circles contain things that are possessed by/relevant to both.



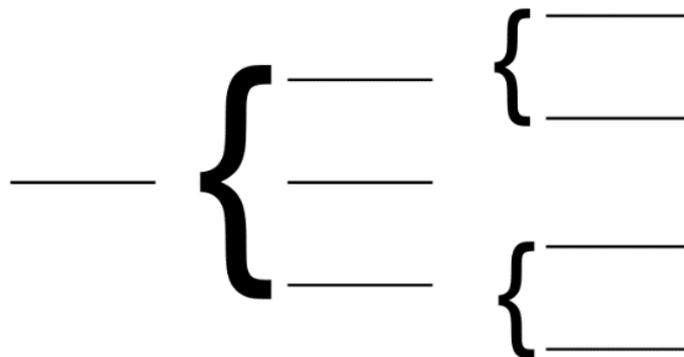
Flow Map- Sequencing

Flow Maps sequence a chain of events or processes, mapping the relationships between stages and sub-stages. In the outside rectangle, write the name for the event or sequence. The smaller rectangles list the steps or events that follow from beginning to end. Each rectangle is linked to the next by an arrow, with each row starting on the left hand side.



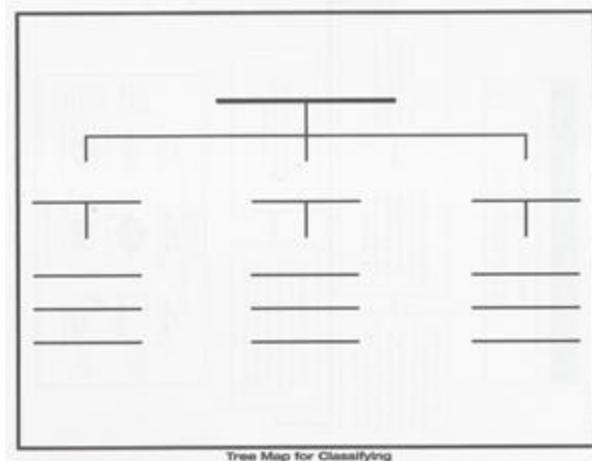
Brace Map- Deconstructing

Brace Maps allow students to understand the relationship between a physical object and its parts and to analyse the structure of an item. On the line to the left, write the name of the whole object. On the lines within the first brace to the right, write the major parts of the object, then follow within the next set of braces with the subparts of each major part.



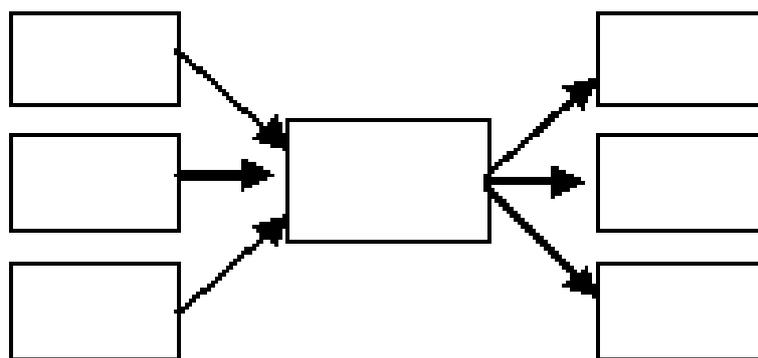
Tree Maps– Categorising

Tree Maps are used for classifying and grouping ideas, objects, people or events. Sometimes new categories are created. On the top line, write the category or topic name. Below that begin writing sub-categories. Below each sub-category write specific members of the group. Some things may go in multiple groups.



Multi-Flow Map- Identifying Cause and effect

Multi-Flow Maps are used to chart causes and effects. By doing so they help students to analyse a situation by looking at what led to and resulted from it. In the centre rectangle, write the event that occurred. In the rectangle(s) to the left, list the causes of the event. Write the consequences of the event in the rectangles to the right of the centre rectangle.



Bridge Map- Establishing Relationships through Analogies

Bridge Maps allow students to identify relationships by way of analogies. In the space provided write in the relating factor. The relating factor is the connection that fits both sides of an analogy. On the top and bottom of the left side of the bridge, write in the first pair of things that have this relationship. On the right side of the bridge, write in the second pair of things that have the same relationship. The bridge can continue with more relating factors.

