

Maps

Year 12 Geography A2 - Maps and Map Reading Skills January 2019 Template

Locational knowledge		Place knowledge		Human and Physical Geography	
<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 		<ul style="list-style-type: none"> Small area of the United Kingdom. Small area in a contrasting non-European country. 		<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	
Skills					
Mapping		Fieldwork		Enquiry and Investigation	
<ul style="list-style-type: none"> Use a range of maps and globes (including picture maps) at different scales. Use vocabulary such as bigger/smaller, near/far. Know that maps give information about places in the world (where/what?). Locate land and sea on maps. Use large scale maps and aerial photos of the school and local area. Recognise simple features on maps e.g. buildings, roads and fields. Follow a route on a map starting with a picture map of the school. Recognise that maps need titles. Recognise landmarks and basic human features on aerial photos. Know which direction is North on an OS map. Draw a simple map e.g. of a garden, route map, place in a story. Use and construct basic symbols in a map key. Know that symbols mean something on maps. Find a given OS symbol on a map with support Begin to realise why maps need a key. Look down on objects and make a plan e.g. of the classroom or playground. 		<ul style="list-style-type: none"> Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. Use simple compass directions (NSEW). Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. 		<ul style="list-style-type: none"> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' Investigate through observation and description. Recognise differences between their own and others' lives. 	
Communication		Use of ICT / technology			
<ul style="list-style-type: none"> Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Notice and describe patterns. Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. 		<ul style="list-style-type: none"> Use simple electronic globes/maps. Do simple searches within specific geographic software. Use a postcode to find a place on a digital map. Add simple labels to a digital map. Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. Use programmable toys or sprites to move around a course/screen following simple directional instructions. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. Describe and label electronic images produced. 			

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Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:	
English links	<ul style="list-style-type: none"> Directional language. Giving simple clear instructions
Mathematics links	<ul style="list-style-type: none"> Position/Direction Beebots, follow map route.
Computing links	<ul style="list-style-type: none"> Beebots
Other links	<ul style="list-style-type: none">
Possible Experiences including visits/visitors/other:	
Consider what could augment your planning to really enthuse the children in your class:	
<ul style="list-style-type: none"> Links to Water Park – map reading/ orienteering 	
Display/Resources:	
Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:	

Session	Key Objective from skills listed above (What is it that you want the children to learn?)	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
1	To be able to use compass points to navigate around a map.	Show the children the first slide. Ask the children, what is a map? What do we use them for? What do they show? Where do we find maps? (Globes,	Can the children explain what a direction is?	When do we use and need maps?

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		<p>atlas, play mats, treasure map, story maps, SatNav, theme parks, transport maps, Google Maps etc...)</p> <ul style="list-style-type: none"> • Go through the slides showing examples of different maps and their different uses. • Show the children the image of a compass rose and ask them to think, pair and share their ideas about what it is. • Explain the use of a compass and the language used when describing direction. • Explain that today we will be looking at using directions to help guide us around a map. • Go through the examples on the slide, showing how to move around the map using the compass <p>Higher Ability Children have a blank treasure map and draw in obstacles. Write instruction to guide the pirate to the treasure.</p> <p>Middle ability As above – obstacles already on map. Initial support until children aware of directions.</p> <p>Lower Ability Use paper square on the floor to create a grid. Place obstacles on the grid. Children direct each other from one end to the other.</p> <p>Plenary Show the children the Plenary slide. Ask the children to guide you to the treasure using directional language. Show the children the Plenary slide. Ask the children to guide you to the treasure using directional language.</p>	<p>Can the children explain why using directional language is important?</p> <p>Can the children use directional language to guide a partner?</p> <p>Evidence in Topic books</p> <p>LA - photos</p>	<p>Find some maps – leaflets, road atlases.</p>
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<p>2</p>	<p>To use aerial photographs and plan perspectives to recognise and create landmarks</p>	<p>Show children the first slide with the examples of maps and recall last session's information on maps.</p> <ul style="list-style-type: none"> • Ask the children how they think maps are made. How do map makers gather all the information? • Show the slides with different examples of aerial and plan perspectives. What do you notice about these pictures? • Explain to the children that it is an aerial view and explain what an aerial view/perspective is and how map makers use them. • Show the children the different slides. Can you recognise the famous places from an aerial view? Can you recognise the landmarks and spot them in the aerial photo? • Explain that there are two new children starting in the class and they will need to help the children by drawing a plan view of the classroom. Ask the children, 'How could you draw a plan of the classroom? What do you need to make sure it is a helpful plan? How do you make sure it's an aerial view?' <p>Higher Ability Ask them to create different shapes to create a plan of their classroom. What do you need to include? What are the main items in the classroom? Ask the children to share their plans with the person next to them. Do they look the same? Do you need to add anything? Have you missed anything out?</p> <p>Middle Ability As above – support initially.</p> <p>Lower ability Create the plan of a table top showing where objects have been placed. Children check each other's plans. Are plans the same?</p> <p>Plenary</p> <p>Use white boards- children create a simple plan of their bedrooms.</p>	<p>Can the children explain what is meant by an aerial view or perspective?</p> <ul style="list-style-type: none"> • Can the children draw the classroom as an aerial view to help another pupil? • Can the children draw an aerial view or perspective of a familiar room? <p>Evidence in Topic books</p>	<p>Children create a simple plan of their bedrooms.</p>
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3	<p>Use simple fieldwork and observational skills to study the geography of their school and surroundings. Use simple fieldwork and observational skills to study the geography of their school and surroundings.</p>	<p>Explain to the children that they will be looking at different maps of towns. Show the children the different maps of towns, pausing to look carefully at the details, using geographical language to read the maps.</p> <ul style="list-style-type: none"> • Show the children the map on the slide. What is the map showing us? What do they think the symbols might mean? • Show the children the key on the slide, explain why it is important. Ask the children, what do you notice about the key? What does it show you? Why is a key useful? What do the symbols show us? • Explain to the children that they will be going into the playground and will be taking notes, photographs and drawings of the key features they see as they walk around the area. <p>Higher Ability Ask them to walk with a partner, marking down the route as they go. Ask them to mark any interesting places. Ask the children to think about the questions: What places are important to you? What are the landmarks that stand out to you?</p> <p>Middle Ability Ask them to walk with a partner, marking down together the different places of interest. Ask the children to think about what is important to them? What are the landmarks that stand out to you?</p> <p>Lower Ability Ask them to walk with a partner, marking down together the different places of interest. Ask the children to think about what is important to them? What are the landmarks that stand out to you?</p> <p>Plenary Show the children the Plenary slide with the example of the key, then model drawing a quick key. What do you need to include? What symbols have you used?</p>	<p>Can the children read the information on the town map examples?</p> <ul style="list-style-type: none"> • Can the children explain what the use of a key is? <p>Evidence in Topic books.</p>	

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4	To devise a simple map and use and construct basic symbols in a key. To devise a simple map and use and construct basic symbols in a key.	<p>Give the children their Map Research Sheets from lesson three and remind them of the walk they took around the school and local area. Show the children any photographs that were taken during the walk. Ask the children to recall the different key features they saw on the walk.</p> <ul style="list-style-type: none"> • Explain to the children that today they will be using the rough sketch they drew and the details they noted down to create a map of the surrounding area. • Show the children an example of a map of an area. What do they notice on the map? Point out the key, symbols and other features found on the map. • Show the children the map check list on the board to remind them of what they need to include in their final maps. <p>Higher Ability Ask children to draw a more detailed map of their walk. Ask the children to include 5 different symbols and a key for their map. Ask the children to share their maps with the person sitting next to them. Are there any key features missing? What else could they add to their map?</p> <p>Middle Ability Ask children to draw a more detailed map of their walk. Ask the children to include 3-4 different symbols and a key for their map.</p> <p>Lower Ability Ask children to draw a more detailed map of their walk using the photographs to aid them. Ask the children to include 2-3 different symbols and a key for their map.</p> <p>Plenary Ask the children to work with a partner. Using the Plenary slide ask the children to answer the questions using the maps they have made of the area surrounding the school.</p>	<p>Can the children recall the key features seen on their walk?</p> <ul style="list-style-type: none"> • Can the children show how to draw a simple map? • Can the children draw a key to aid with reading their map? <p>Evidence in Topic books</p>	

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5	To design a map, referring to key human features	<p>Ask the children, what do think a human feature is? What do you think a natural feature is? Then go through the examples and explanations on the subsequent slides.</p> <ul style="list-style-type: none"> • Show the children the slide showing a map of ‘Spring Town’ - a make-believe town. Ask the children to read the map, what can they see? What do they notice about the town? What key human features can they spot? Is there anything wrong with the town? • Explain to the children that today they will be designing their own town, so they will need to think about the different features in their town, their location and how to make it a great town for its residents to live in. • Show the children the slides showing the problems that Spring Town is experiencing; how could they make sure that their town has a better design? <p>Higher Ability Design a town. Children use an outline map of road to create a town adding human features. Children explain why they have placed features in various places. Create a key to go with the map.</p> <p>Middle Ability As above – support</p> <p>Lower Ability Children decide on 4 human features to be added to the map. Children decide on the best locations. Create a key</p> <p>Plenary Show the children the Plenary slide with the two maps of Spring Town. Can they use geographical vocabulary to describe what they can see? Can they spot the differences in the two pictures? Show the children the Plenary slide with the two maps of Spring Town. Can they use geographical vocabulary to</p>	<p>Can the children read the map of Spring Town?</p> <ul style="list-style-type: none"> • Can the children explain why Spring Town is not designed very well? • Can the children design a new town with human features? <p>Evidence in Topic books</p>	

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		describe what they can see? Can they spot the differences in the two pictures?		
6	To create a 3D map using their town designs.	<p>Show the children the first slide showing Spring Town. Remind the children of their designs and ask them to share with the person next to them.</p> <ul style="list-style-type: none"> • Go through the slides, discussing examples of different 3D maps, using geographical vocabulary. Explain to the children that they will be creating 3D maps of their own using the designs from the last lesson. • Show the children the checklist slide. Can they recall what they need to add to their maps? What human features do they need to include? How can they make their 3D map a helpful map? <p>Higher Ability Arrange a selection of boxes and other materials on the table. Ask the children to look carefully at their design sheets. What resources do they need to build their 3D Maps? Give each child a large piece of card and ask them to carefully draw out the layout for their town. Once they have drawn the layout ask them to choose some key features to make with resources to add to their town.</p> <p>Middle Ability Arrange a selection of boxes and other materials on the table. Ask the children to look carefully at their design sheets. What resources do they need to build their 3D Maps? Give each child a large piece of card and ask them to carefully draw out the layout for their town. Once they drawn the layout ask them to choose some key features to make with resources to add to their town.</p> <p>Lower Ability Arrange a selection of boxes and other materials on the table. Ask the children to look carefully at their design sheets. What resources do they need to build their 3D Maps? Give each pair a large piece of card and ask them to carefully draw out the layout for their town with adult support. Once they have drawn the layout ask them to choose some key features to make with resources to add to their town</p>	<p>Can the children recall key features of a map?</p> <ul style="list-style-type: none"> • Can the children complete their 3D maps using the checklist? • Can children talk through their designs using geographical vocabulary? 	

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		<p>Plenary Review the unit. What have we found out about maps?</p>		
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