

Year 56 B3 Geography - Mapping Skills Summer 2019 Template

Mapping Skills – Summer 2019

Locational knowledge		Place knowledge		Human and Physical Geography	
<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</li> <li>Name and locate counties and cities of the United Kingdom.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>		<ul style="list-style-type: none"> <li>A region of the United Kingdom.</li> <li>A region in a European country.</li> <li>A region within North or South America.</li> </ul>		<ul style="list-style-type: none"> <li>Describe and understand key aspects of:                             <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> </li> </ul>	
Skills					
Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT / technology	
<ul style="list-style-type: none"> <li>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</li> <li>Relate different maps to each other and to aerial photos.</li> <li>Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.</li> <li>Choose the most appropriate map/globe for a specific purpose.</li> <li>Follow routes on maps describing what can be seen.</li> <li>Interpret and use thematic maps.</li> <li>Understand that purpose, scale, symbols and style are related.</li> <li>Recognise different map projections.</li> <li>Identify, describe and interpret relief features on OS maps.</li> <li>Use six figure coordinates.</li> <li>Use latitude/longitude in a globe or atlas.</li> <li>Create sketch maps using symbols and a key.</li> <li>Use a wider range of OS symbols including 1:50K symbols.</li> <li>Know that different scale OS maps use some different symbols.</li> <li>Use models and maps to discuss land shape i.e. contours and slopes.</li> <li>Use the scale bar on maps.</li> <li>Read and compare map scales.</li> <li>Draw measured plans.</li> </ul>	<ul style="list-style-type: none"> <li>Use eight cardinal points to give directions and instructions.</li> <li>Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.</li> <li>Interpret data collected and present the information in a variety of ways including charts and graphs.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</li> <li>Make predictions and test simple hypotheses about people and places.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</li> <li>Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.</li> <li>Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</li> <li>Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate search facilities when locating places on digital/online maps and websites.</li> <li>Use wider range of labels and measuring tools on digital maps.</li> <li>Start to explain satellite imagery.</li> <li>Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc.</li> <li>Collect and present data electronically e.g. through the use of electronic questionnaires/surveys.</li> <li>Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.</li> <li>Investigate electronic links with schools/children in other places e.g. email/video communication.</li> </ul>	

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<b>Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:</b>	
English links	•
Mathematics links	• Grid references, coordinates, position and direction vocabulary
Computing links	• Google maps – looking at maps on the internet
Other links	• Orienteering ( contact secondary school PE department)
<b>Possible Experiences including visits/visitors/other:</b>	
Consider what could augment your planning to really enthuse the children in your class:	
•	
<b>Display/Resources ideas:</b>	
Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught	

<b>Session</b>	<b>Key Objective from skills listed above (What is it that you want the children to learn?)</b>	<b>Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations</b>	<b>Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)</b>	<b>Possible extension into homework if appropriate to enhance and deepen learning</b>
1	Identify the difference between longitude and latitude on a global map	What is the Northern Hemisphere? What is the Southern Hemisphere? Discuss	Topic books	

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		<p>Give chn a world map and in pencil draw a line to divide the northern and southern hemispheres. Do the chn know the name of the imaginary line?</p> <p>Introduce longitude and latitude. Discuss ensuring children are secure</p> <p><b>Independent</b></p> <p>Give the children a list of cities. In pairs chn work together to find the latitude of each of the cities. Share results.</p>		
2	Identify 4 figure grid references	<p>Have the children heard of grid references before? When might they need to be used? Discuss.</p> <p>Look at the grid on the board. Miss Usher to demonstrate how to find the grid reference for the picture of the flower. What's the difference between a grid reference and a coordinate? Discuss</p> <p>Look at other symbols on the board – Can the children work in pairs to work out the grid reference for each of the symbols?</p> <p>In groups children to have a copy of an ordnance survey map. Miss Usher to call out grid references. Can children identify what is located at each of the points?</p> <p><b>Independent work</b></p> <p>LA - children to identify the grid reference for different items.</p> <p>MA as LA but children to also plot different items at different grid references.</p> <p>HA – Chn to follow the trail on the grid. At each point identify the ordnance survey symbol and write the grid reference.</p>	Completed grids to be stuck in topic books	Can chn find out how to find a 6 figure grid reference.

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3	Identify 6 figure grid references.	<p>Recap previous sessions learning. What can the chn remember?</p> <p>Introduce 6 figure grid references. Explain that in their head, they should be able to <b>divide all sides of the square into ten equal sections.</b></p> <p>By doing this, you can pinpoint locations within each grid square. Show an example on the IWB. Look at the different examples on the ppt allowing children to practice reading the 6 figure grid references.</p> <p><b><u>Independent Work</u></b></p> <p>LA – Supported – Chn to practice reading and plotting six figure grid references on a grid</p> <p>MA – As LA unsupported</p> <p>HA Use ordinance survey maps to identify and plot 6 figure grid references.</p>	Work in books	
4	To identify OS map symbols	<p>Use the hall. Look together and ordinance survey maps for different places. Allow chn time to study them closely and then ask what they all have in common.</p> <p>Same symbols.</p> <p>Give the children a grid and a story. Ask the children to read the story together and copy the underlined words into their grids.</p> <p>find the map symbol for each of the underlined words around the room. Draw the symbol in the table and write down the letter on the back of the card.</p>	Drawings of symbols in books	

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		<p>Work out the anagram to answer the question in the story</p> <p>Once they know the answer go back to you seat without telling anyone the answer.</p> <p><b>Independent</b></p> <p>Children to complete the grid. Use ordinance survey maps to help. Children draw the symbol for the more complex items.</p> <p>Differentiation through support</p> <p>Independent</p>		
5	To understand how to use a map scale to find distance	<p>Explain that for maps to be useful they need to be smaller than real life and ideally fit in a bag!</p> <p>Scale is about how 'zoomed out' a map is</p> <p>Look at three maps of the same place. What do the children notice?</p> <p>The scale of a map helps you to work out the distance in reality between one place and another, the scale on a map lets people see the size of it in real life.</p> <p>Today we will look at a scale of 1cm:10cm ratio</p> <p>Show examples on PPT of what a scale on a map looks like.</p> <p>Ask If a box measures 20cm on one side and 30cm on the other side how would you draw this if the scale is 1cm:10cm? Allow children time to draw on their whiteboards.</p> <p>Look at the examples on the ppt of how scale works on a map.</p>	Work in topic books	

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		<p>LA – Measure and give the answer in miles (scaled pictures) Use string for the curved lines. Answer questions about the map provided</p> <p>MA as LA but different scale</p> <p>HA – more complicated scale measurements inc grid references too</p>		
6	To understand how height is shown on a map	<p>Explain that Relief is the shape of the land. The relief tells us about the height of the land and how the land is shaped. The height of land is measured in meters above sea level.</p> <p>Look at the examples on the ppt of how height on a map can be shown.</p> <p>Focus in particular on contour lines.</p> <p>Provide children with maps, globes and atlases. Can the chn find any of these ways on the resources provided?</p> <p><b>Independent work</b></p> <p>All children – differentiation through support and outcome. Children to join the contour lines.</p> <p>Children to write a short description of what contour lines are and what they show</p>	Topic books	