



Whole School Developing Map Skills

Maps have long been a source of interest and intrigue. Early maps were largely pictorial and often inaccurate. Over the years, maps have become more and more accurate, with the use of satellite imagery. Although maps are now widely available online, paper maps are still highly valued. A secure understanding of maps underpins all areas of the geography curriculum. This documents teaches children the skills so that they can apply them in their geography programme of study.

The earlier units can be used by older pupils too, to ensure they have the baseline knowledge necessary for more advanced map reading activities. Opportunities for retrieval of knowledge from previous units at the start of each unit should be used.

- What is Geography?**
Geography is the study of places and the relationships of people and their environment. Geography seeks to understand where things are found, why they are there, and how they develop and change over time.
Human geography: Use geographical vocabulary to refer to features on a map or plan (city, town, village, factory, farm, house, port, harbour, shop).
Physical geography: Use geographical vocabulary to refer to features on a map (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation).
- Why is it important that we learn about Geography?**
 - Geography encourages us to become active citizens who are engaged with the world around them.
 - By learning about different cultures, societies, and environments, we are better equipped to understand human's impact on the planet and tackle global issues, such as climate change, poverty, and inequality.
- Locational knowledge:**
KS1: name and locate the world's seven continents and five oceans, name, locate and identify characteristics of Jersey, its parishes and main settlements, the other Channel Islands and the surrounding waters.
KS2: Locate the world's countries using maps, concentrating on environmental regions, key physical and human characteristics, countries, and major cities. Name and locate countries and cities of the UK, geographical regions and key human and physical characteristics.
- Place knowledge:**
KS1: understand geographical similarities and differences through studying the human and physical geography of Jersey, and of a small area in a contrasting country.
KS2: understand geographical similarities and differences through the study of human and physical geography of Jersey, a region of the United Kingdom, a region in a European country, and a region within one other continent
- Geographical skills and fieldwork:** Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs. Communicate geographical information in a variety of ways, including through maps.
KS1: use world maps, atlases and globes to identify Jersey and the Channel Islands together with their position in relation to the United Kingdom and its countries, France, and the countries, continents and oceans studied at this Key Stage. Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right), to describe the location of features on a map. Devise a simple map, and use and construct basic symbols in a key.
KS2: Name and locate countries and cities of the United Kingdom. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Jersey, the Channel Islands, the United Kingdom and the wider world.

The School Grounds

Year 2

This unit extends the idea of the map beyond the playground to the whole school. Pupils select locations to photograph within the school grounds. They pass these photos to another group who need to find where the photos were taken and pupils use compass points to give directions to each place. Finally, they create a map of the school grounds with the photo locations as key landmarks.

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
- Locate places and physical features on maps and aerial photographs of the local area. - Refer to a globe when showing children, a map or an aerial image to ensure they understand the relation between the 2D and 3D representations of the Earth. - Google Earth to be used in conjunction with maps and globes to zoom in from a '3D globe' to a '2D map'.	Consider the physical and human features of the local area and school grounds.	Use basic geographical vocabulary to refer to key physical and human features of the local area.	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs. Communicate geographical information in a variety of ways, including through maps. children relating a large-scale plan (e.g. of the school grounds) to the environment, identifying known features marking information on a large-scale plan (e.g. of the school grounds) using colour or symbols to record observations using a simple compass and cardinal compass directions (north, south, west, east).

Key questions and ideas:

Learning Objective: Can I create a map of the school using symbols and a map key?

Key Questions

- How can we find out where places are located?
- What is a map?
- What is a plan?
- How can give directions?
- How are places represented on maps and plans?

Key Ideas

- A map of the school grounds is a 'smaller scale' map than the map of the classroom as it represents a larger space at a lower level of detail.
- Map symbols are pictures to represent human (man-made) and physical (natural) features of the landscape.
- Symbols are useful as they prevent maps from being covered in too many word labels.
- An aerial photo is a photograph from above. Photos from above help people draw maps accurately.

Notes for the teacher:

Pupils practice identifying small and large scale maps.

Pupils will work in small groups to take photos of different locations in the school and playground. They then give the photos to another group who find the locations and give directions. Finally, the pupils come back together and make a map of the school with their photos as key landmarks.

Pupils create symbols and a map key. Pupils discuss symbols that could be used to represent their key locations in the school grounds.

Pupils volunteer to draw a symbol on the board and other groups attempt to guess the place in the school the symbol represents. View the school surroundings using Google Earth/.

Assessment:

- How well can children give directions?
- How well can children follow directions?
- Do they understand the concept of an aerial plan (bird's eye view)?

Additional Resources

- Cameras