



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.

Extending understanding of OS maps: Six-figure grid references

Year 6

This unit, further develops pupils' use of OS maps. They learn to read six-figure grid references and practise locating the school, their house and significant buildings on a map of the local area through the use of hard-copy maps and digital maps. They will then use their acquired skills to complete a treasure map quiz. There is also an end of unit assessment.

Locational Knowledge

- Initially locate local area on a map and a globe.
- Google Earth to be used in conjunction with globes and maps to zoom in from a '3D globe' to a '2D map' of the local area.
- Name and locate countries and cities of the United Kingdom and discover how to locate specific landmarks and places through the use of grid references.

Place Knowledge

Learn about how features of places can be represented through symbols on maps in 2-dimensions.

Human and Physical Geography

Use OS map symbols and the map key to name physical and human features.

Geographical Skills and Fieldwork

Interpret maps and aerial photographs. Use the eight points of a compass and six-figure grid references.

Key questions and ideas:

Learning Objective: Can I use map skills to locate a range of places on an OS map?

Key Questions

- How can we locate places on Ordnance Survey maps?
- What is a six-figure grid reference?
- How can we read them?
- How is distance represented on a map?

Key ideas

- Landscape features and places can be located on an OS map through the use of grid references.
- The 'Easting' and 'Northings' are the numbers around the edge of an OS map.
- To pinpoint a place you take the Eastings number first, then the Northings.
- Six-figure grid references enable more accurate readings, as two more figures give the exact location within the grid square.

Notes for the teacher:

Open Digimap and locate the school. Pose the questions: How can we pinpoint places on an Ordnance Survey map? How could you describe to a friend where to find the school on an Ordnance Survey map?

Pupils learn how to use six-figure grid references to pinpoint places on a map. They find the school and their home, plus any other local places of interest. They then develop their understanding of scale and use this to find actual distances between places. Finally, pupils put together these two skills to carry out a Treasure Hunt. Pupils record any handy hints that have helped them with this lesson. This can then be turned into a leaflet to help others.

Assessment:

- How well can pupils apply their map skills to the main activity task?
- End of Unit Assessment