



## 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.

## Contour Lines

Year 5

This unit builds on the previous unit, but it has a greater emphasis on physical geography. Pupils learn how hills and valleys are represented on OS maps, through the use of contour lines. Building a 3-D model from contour lines helps to develop their understanding of how physical features are represented on 2-dimensional maps.

### 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.
- Using an OS map to locate a range of human and physical features.

### Place Knowledge

Considering how the features and characteristics of place are represented on maps.

### Human and Physical Geography

Human and Physical features on OS maps.

Relief on maps and on the land.

### Geographical Skills and Fieldwork

Interpret contour lines on a map.

#### Key questions and ideas:

#### Learning objective:

To create a 3D model using map contour lines.

#### Key Questions

- What are the definitions of 'human feature' and 'physical feature'?
- How are these represented on an Ordnance Survey map?
- How is land height shown on Ordnance Survey maps?
- What is a contour line?

#### Key ideas

- A human feature is built and man-made, whereas a physical feature is natural.
- Physical and human features are represented using symbols on maps, and also a map key.
- Land height is shown on OS maps using contour lines. The closer together contour lines are, the steeper the slope of the land.

#### Notes for the teacher:

Pupils sort OS map symbol flashcards according to whether they are human or physical features.

Pupils find contour lines and learn what they are used for and how they show us about relief. The main activity is to build a 3-D model from contour patterns showing particular physical landscape features.

Pupils have to look at photos of different physical features, such as river valleys and mountains. They have to draw what the feature would look like on an OS map using contour lines.

**Assessment:** Are pupils able to match photos of landforms to contour line images?