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 the 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 counties 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.

An Introduction to Maps

Year 1

The unit begins with children looking at a variety of maps, including floor maps, globes and street maps. They will be allowed to feel and touch the maps as much as possible. They will be introduced to the idea of four compass points and taught to give directions. They will use photographs of the playground to create their own 2-D plan of the classroom on paper.

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
• Interpret a range of sources of geographical information: including maps, diagrams, globes, aerial photographs. • Google Earth to be used in conjunction with maps and globes to zoom in from a '3D globe' to a '2D map'.	Exploring the physical characteristics of the playground as a place.	Communicate geographical information and use basic geographical vocabulary to refer to key physical and human features on maps and plans.	Use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features on a map. Devise a simple map, and use and construct basic symbols in a key. • Adding details to a teacher-prepared drawing – adding symbols of playground items to an outline map of playground

Key questions and ideas:

Learning Objective: Can I create a plan of the playground?

Key Questions

- What is a map?
- What is a plan?
- Where would we find them?
- What are compass points?
- How can we use them to give directions?

Key Ideas

- Maps and plans are views from above or a 'bird's eye view' of a place and use symbols.
- Maps and plans show the distance between places or objects accurately, through using a map scale.
- They can be drawn at different levels of detail: from the positions of objects in a room (a plan) to the location of countries, continents and oceans in the world (a world map). There are four main compass points which help people to navigate direction: North, South, East and West.

Additional Resources

- A range of maps on pupils' desks (tube, OS, road atlas, bus map, cycle route map etc.)
- A globe
- Camera/prepared photos of the classroom
- Rope to create a large outline of the classroom
- Compass
- Class toy
- Paper and pens for drawing plans

Notes for the teacher:

Show the class a variety of maps and globes. Let them look at them, handle and discuss what they show. Pupils discuss their purpose, whether they have seen them before and whether they are flat or 3-D. Discuss how a globe is a 3D accurate display of the world whereas a map is a stretched out, 2D representation.

Use photos of the playground to make a large plan on the carpet as a whole class. Pupils then create their own playground plan. Introduce compass points and ask pupils to give simple directions. Pupils can add compass points to their own maps.

Play 'Toy Detectives': A member of the class leaves the room, whilst a volunteer hides a class toy and another pupil marks its location on the classroom plan. The child then returns and uses the map to find the hidden toy.

Assessment:

- How well can pupils describe the maps? How familiar are they with maps and plans?
- Are pupils able to represent their classroom accurately on a plan and give clear directions?