

Time Travelers and Imagineers Term 2

#### PRIOR LEARNING AND STARTING POINTS:

KS1: The children can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and the seas surrounding the United Kingdom. They can name and locate the 7 continents and 5 oceans on a map. They will know how to use a map or globe. They will be able to explain similarities and differences between the four countries of the United Kingdom, and similarities and differences between the UK and another country.

INTENT	IMPLEMENTATION	IMP
NC OBJECTIVES/KNOWLEDGE: Pupils will:  • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as 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 and routes on a	ACTIVITIES:  Map sketching  Atlas work – features of an atlas, finding countries/continents/oceans/cities/etc. Finding geographical features, including human and physical.  Compass directions (following)  Using compass directions to give directions  Google Maps – planning routes and alternative routes.  Aerial photographs – comparing with ground view. Identifying key local places.  Differences between oceans and seas.	OUT PUP • • • • • • • • • • • • • • • • • •

#### **CHALLENGE BY:**

- investigate and locate their own locations
- Using higher level directional language

### SUPPORT BY:

- Pre-teach vocabulary
- Use visual prompts and props to support learning of new ideas
- Verbally giving directions

#### VOCABULARY:

Ocean, content, atlas, man. north, south, east, west, compass, route, aerial view, human, physical, feature, index North, South, East, West, right, left, near, far key

use aerial photographs and

recognise landmarks and

basic human and physical

features; devise a simple

basic symbols in a key

map: and use and construct

plan perspectives to

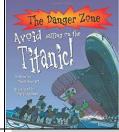
## **Higher Level Vocabulary:**

North East, North West, South East, South West, longitude, latitude

#### SKILLS:

- Use an atlas or maps to identify places
- Use compass and directional language to describe locations and routes
- Devise a simple map with a

#### RICH READING OPPORTUNITITY:





Avoid being in the

#### **ASSESSMENT OPPORTUNITIES:**

- Can the pupils use a map or atlas to identify countries, continents and oceans?
- Can pupils use simple compass directions and use directional language to describe a route?
- Can pupils devise a simple map with a key?
- Do pupils understand map symbols and the landmarks and geographical features they represent?

#### TCOMES PILS WILL KNOW:

- the names of different types of maps and their uses
- simple compass directions
- how to use an atlas

#### PILS WILL BE ABLE TO:

- draw maps of their local environment
- understand and use compass directions
- find features in an atlas using the index and contents page
- discuss the differences between oceans and seas.
- understand some map symbols and use these when creating their own maps

#### PILS WILL UNDERSTAND:

- the use of maps, atlases and photographs in a geographical sense and in everyday life
- the difference between oceans and seas
- what aerial photographs are

#### LINKS TO LATER LEARNING:

#### Key Stage 1:

Year 2, Term 3: Pupils will continue to use maps to identify places within the United Kingdom.

Pupils will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 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 the United Kingdom and the wider world; use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## LINKS TO LATER LEARNING: NEXT PHASES:

**Key Stage 3:** Pupils will build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field; interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs; use Geographical Information Systems (GIS) to view, analyse and interpret places and data.

Key Stage 4: Students will learn the use of a range of maps, atlases, Ordnance Survey maps, satellite imagery and other graphic and digital material2 including the use of Geographical Information Systems (GIS), to obtain, illustrate, analyse and evaluate geographical information. To include making maps and sketches to present and interpret geographical information.

## LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:

English - Map of London (comparing how it has changed since GFoL), create maps of where the fire burned/how people

- Pupils to use an atlas to
- Pupils take on lead roles within group work.
- Using a scale on their map

# The Danger Zone

SM	ISC	TH	RE	ΑC	)

Social: How do we use maps in everyday life?

Moral: Global issues eg climate change

Spiritual: Awe and wonder of the world

<u>Cultural:</u> Features of different countries

#### **VALUES:**

Unity, Belonging, Courage, Cooperation

# PREPARATION FOR

#### ADULTHOOD:

How to use maps in everyday life

# **KEY QUESTIONS**

- What is the difference between an ocean and sea?
- Can you give directions using a compass?
- Can you compare aerial and ground views?
- What does this symbol represent?

escaped/etc. Map of route the Titanic took/map of the ship/create own map of where you would go/etc. Maths – Positional/directional language/beebots

History – Great Fire of London and Titanic (as above)

Forest School – Map of route to woods/map of woods, compass directions.