



Term 2		Time Travelers and Imagineers
<p><b>PRIOR LEARNING AND STARTING POINTS:</b> 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.</p>		
INTENT	IMPLEMENTATION	IMPACT
<p><b>NC OBJECTIVES/KNOWLEDGE:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>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</li> <li>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 map</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>	<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>Map sketching</li> <li>Atlas work – features of an atlas, finding countries/continents/oceans/cities/etc. Finding geographical features, including human and physical.</li> <li>Compass directions (following)</li> <li>Using compass directions to give directions</li> <li>Google Maps – planning routes and alternative routes.</li> <li>Aerial photographs – comparing with ground view. Identifying key local places.</li> <li>Differences between oceans and seas.</li> </ul>	<p><b>OUTCOMES</b> <b>PUPILS WILL KNOW:</b></p> <ul style="list-style-type: none"> <li>the names of different types of maps and their uses</li> <li>simple compass directions</li> <li>how to use an atlas</li> </ul> <p><b>PUPILS WILL BE ABLE TO:</b></p> <ul style="list-style-type: none"> <li>draw maps of their local environment</li> <li>understand and use compass directions</li> <li>find features in an atlas using the index and contents page</li> <li>discuss the differences between oceans and seas.</li> <li>understand some map symbols and use these when creating their own maps</li> </ul> <p><b>PUPILS WILL UNDERSTAND:</b></p> <ul style="list-style-type: none"> <li>the use of maps, atlases and photographs in a geographical sense and in everyday life</li> <li>the difference between oceans and seas</li> <li>what aerial photographs are</li> </ul>
	<p><b>CHALLENGE BY:</b></p> <ul style="list-style-type: none"> <li>Pupils to use an atlas to investigate and locate their own locations</li> <li>Pupils take on lead roles within group work.</li> <li>Using a scale on their map</li> <li>Using higher level directional language</li> </ul>	
<p><b>VOCABULARY:</b> Ocean, content, atlas, map, north, south, east, west, compass, route, aerial view, human, physical, feature, index North, South, East, West, right, left, near, far key <b>Higher Level Vocabulary:</b> North East, North West, South East, South West, longitude, latitude</p>	<p><b>RICH READING OPPORTUNITY:</b></p>	<p><b>LINKS TO LATER LEARNING:</b> <b>Key Stage 1:</b> Year 2, Term 3: Pupils will continue to use maps to identify places within the United Kingdom. <b>Key Stage 2:</b> 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. <b>LINKS TO LATER LEARNING: NEXT PHASES:</b> <b>Key Stage 3:</b> 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. <b>Key Stage 4:</b> Students will learn the use of a range of maps, atlases, Ordnance Survey maps, satellite imagery and other graphic and digital material 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. <b>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:</b> English – Map of London (comparing how it has changed since GfOL), create maps of where the fire burned/how people</p>
<p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>Use an atlas or maps to identify places</li> <li>Use compass and directional language to describe locations and routes</li> <li>Devise a simple map with a key</li> </ul>	<p><b>ASSESSMENT OPPORTUNITIES:</b></p> <ul style="list-style-type: none"> <li>Can the pupils use a map or atlas to identify countries, continents and oceans?</li> <li>Can pupils use simple compass directions and use directional language to describe a route?</li> <li>Can pupils devise a simple map with a key?</li> <li>Do pupils understand map symbols and the landmarks and geographical features they represent?</li> </ul>	

<p><b><u>SMSC THREAD:</u></b>  <u>Social:</u> How do we use maps in everyday life?  <u>Moral:</u> Global issues eg climate change  <u>Spiritual:</u> Awe and wonder of the world  <u>Cultural:</u> Features of different countries  <b><u>VALUES:</u></b>  Unity, Belonging, Courage, Cooperation  <b><u>PREPARATION FOR ADULTHOOD:</u></b>  How to use maps in everyday life</p>	<p><b><u>KEY QUESTIONS</u></b></p> <ul style="list-style-type: none"> <li>• <b>What is the difference between an ocean and sea?</b></li> <li>• <b>Can you give directions using a compass?</b></li> <li>• <b>Can you compare aerial and ground views?</b></li> <li>• <b>What does this symbol represent?</b></li> </ul>	<p>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.</p>
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