

Our Intent is: To support our children to engage in enquiry about , "How the Earth's features are shaped and changed over time?" and understand their place in Forton and connection to the wider world.



Forton Primary School

**Nicky Nook Class
Summer 1
Year B**

Key Concept: Magical Mapping

Key Questions:

How does a compass work?

Can you identify the physical features on a map?

N.C. LINKS: Geographical skills and fieldwork

Pupils should be taught to:

- 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 map
- 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
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Place knowledge

understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

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Unit Overview:

To explore the different types of maps

To identify the features of maps

To identify the compass Directions

To plan routes.

To use an atlas and identify the physical features.

Vocabulary:

- | | |
|-------------------|------------------|
| ▪ Sketch map | Climate |
| ▪ Key | Atlas |
| ▪ Compass rose | Continent |
| ▪ Map Symbol | Ocean |
| ▪ Ordnance Survey | Physical Feature |
| ▪ Route | Human Feature |
| ▪ Compass | Ariel view |

New Knowledge Progression:

- To draw a simple map.
- To use compass points to move around a map
- To plan a simple route.
- To use an atlas to find places in the UK.
- To use an atlas to find places around the world.
- To understand what an aerial view is.
- To understand aerial views of the school and local area.
- To describe human and physical features.
- To name 5 oceans of the world.

Building on Prior learning from EYFS:

Communication – talk about the features of different places (familiar/other places), talk about patterns and change in relation to places with which they are familiar.

Mapping – know about features of different places, recognise and talk about the features in familiar/other places.

Fieldwork – look closely at similarities and differences between different places (familiar/other places), make simple comparisons.

Building on Prior learning when B follow A:

- Know that symbols mean something on maps.
- Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.
- Use simple compass directions as well as locational and directional language when describing features and routes.
- Use maps and other images to talk about everyday life e.g.

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Enquiry – comment and ask questions about familiar places/other places and about familiar/other people.

Use of Technology – use technology and IT equipment, (eg cameras, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about different locations and places.

where they live, journeys to school etc.

- Create their own simple maps and symbols.
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Key Skills (Disciplinary)

- Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.
- Use a range of sources such as simple maps, globes, atlases and images.
- Know that symbols mean something on maps.
- Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.
- Use simple compass directions as well as locational and directional language when describing features and routes.
- Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.
- Draw, speak or write about simple geographical concepts such as what they can see where.
- Create their own simple maps and symbols.

Sequence of Lessons:

1. **Mapping it Out.** L.O. to draw a simple sketch map.
2. **Routing Around.** L.O. to use compass points to move around a map. To plan a simple route.
3. **Atlas Skills – UK.** L.O. to understand a journey line. To draw a sketch map. To use an atlas to find places in the UK.
4. **Atlas Skills – The World.** L.O. to use an atlas to find places in the UK. To use an atlas to find places in the World.
5. **Viewing from Above.** L.O. to understand what an aerial view is. To observe school and local area using aerial photos.

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6. Mapping our Oceans and Seas. L.O. to use key words to describe human and physical features. To name and locate 5 oceans of the World.

Enhancements:

Field trip (around Garstang or Scorton).

Field work (compass skills).

Photography – taking photographs of physical features.

End of Unit Outcomes:

To plan and draw out a route on a map.

To create a sketch map.