



Context					
Unit	Map Makers				
Assessment	Can you draw a map of your dream town?				
Key Knowledge <i>How does this unit fit in?</i> <i>What Big Ideas are explored?</i>	<p>The National Curriculum states that pupils in KS1 must ‘use simple compass directions (North, South, East and West) and locational and directional language 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’; ‘use and construct basic symbols in a key’ and 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. This unit covers these NC requirements. The focus of this unit is mapwork. Through the learning, children will further develop their understanding of different Places and the human and physical features which make different places so unique. Children will consolidate their knowledge of compass points and direction from Year 1 (Summer 2, Seas and Coasts) and will further their mapwork skills drawing a plan of the classroom, and then later a simple map including a key. Children will use their fieldwork and observational skills to record data from their local area to help them draw a map of the local area. Children will begin to consider town design, considering why the residents of Spring Town are unhappy and making improvements to the town map, deepening the connections between people and places.</p>				
Skills <i>What skills are taught in this unit?</i> Skills Progression	<p>Mapwork - Use the 4 compass points to describe the location of features on a map Fieldwork - Collect data from the local area Human & Physical - identify human and physical characteristics</p>				
Vocabulary <i>To be displayed on the working wall</i>	Map	Physical features	Landmarks	Compass	East/West
	Human features	Key	Point of Interest	North / South	Navigate

Unit Overview

Enquiry Question		Learning Intention	Focus Skill	Diversity	Local Geography	Curriculum Links
1	How can I navigate a map?	To explore compass directions	Mapwork			Y1 Summer 2 Geography: Seas and Coasts
2	How will I know the layout of my new classroom?	To draw a plan of the classroom	Mapwork			
3	What features does my town have?	To study the geography of my school and its surroundings.	Fieldwork Mapwork		Local area walk	
4	Can you draw a map?	To draw a map	Fieldwork Mapwork Human & Physical		Human & Physical features of West Drayton	
5	Can you improve Spring Town for the residents?	To design a map	Mapwork Human & Physical			
6	Can you draw a map of your dream town?					

Enquiry Question	How can I navigate a map?															
Learning Intention	To explore compass directions															
SOLO SC: Uni- Structural	I can name the 4 points of the compass.															
SOLO SC: Multi- Structural	I can use a mnemonic to remember the compass points															
SOLO SC: Relational	I can follow directions using the 4 points of the compass.															
SOLO SC: Extended Abstract	I can give directions and describe locations using the 4 points of the compass.															
The lesson (How will children meet the LI?)	<p>CONCEPT: In this lesson, children will develop their knowledge of <u>Place</u>. Children will find out what maps are and some of the different ways they are used. They will revise their knowledge of the four compass points (Y1 Summer 2) and use these to navigate around maps.</p> <ul style="list-style-type: none"> - Introduce the knowledge organiser for this unit. - Introduce the key concepts for this unit. How does this unit fit in with our geography journey so far? - What connections can the children make with this content? Encourage discussion. - Follow Lesson Plan 1, following 'Main Activity' to provide differentiation for all learners. 															
Key Vocabulary for the lesson	<table> <tr> <td>North</td> <td>West</td> <td>Navigate</td> <td>Tube Map</td> <td>Town Map</td> </tr> <tr> <td>South</td> <td>Compass</td> <td>Direction</td> <td>Treasure Map</td> <td>Toy Map</td> </tr> <tr> <td>East</td> <td>Map</td> <td>Satellite Navigation</td> <td>Weather Map</td> <td>Compass Rose</td> </tr> </table>	North	West	Navigate	Tube Map	Town Map	South	Compass	Direction	Treasure Map	Toy Map	East	Map	Satellite Navigation	Weather Map	Compass Rose
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Resources	<table> <tr> <td>Lesson Plan 1</td> <td>Lesson Resources</td> <td>Platinum: 8 Compass Points</td> </tr> <tr> <td>Lesson Slides</td> <td>Compass Directions (additional resource)</td> <td></td> </tr> </table>	Lesson Plan 1	Lesson Resources	Platinum: 8 Compass Points	Lesson Slides	Compass Directions (additional resource)										
Lesson Plan 1	Lesson Resources	Platinum: 8 Compass Points														
Lesson Slides	Compass Directions (additional resource)															

Enquiry Question	How will I know the layout of my new classroom?			
Learning Intention	To draw a plan of the classroom			
SOLO SC: Uni- Structural	I can recognise landmarks on an aerial view			
SOLO SC: Multi- Structural	I can describe what an aerial view is			
SOLO SC: Relational	I can draw a plan of the classroom			
SOLO SC: Extended Abstract	I can draw a plan of the whole school			
The lesson (How will children meet the LI?)	<p>CONCEPTS: In this lesson, children will develop their knowledge of <u>Place</u> whilst improving their mapwork skills. Children will explore what aerial views are and identify some different locations based on an aerial photograph. They will then be introduced to plan perspectives and be challenged to draw a plan perspective of their classroom or another familiar room.</p> <ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Follow Lesson Plan 2, following 'Main Activity' to provide differentiation for all learners. (The resources does not include square paper, this might be useful to help children draw shapes rather than cutting them out?) - Platinum: What objects will children include / leave out? How will children tackle 2 storeys? Children could work in pairs on this task to prompt discussion and problem solving without too much interference from the teacher. 			
Key Vocabulary for the lesson	Map Cartographer	Aerial Photograph Aerial Perspectives	Satellite Images Plan views	Drawing
Resources	Lesson Plan 2 Lesson Slides			

Enquiry Question	What features does my town have?			
Learning Intention	To study the geography of my school and its surroundings. Local area walk - CT to have taken this walk and planned the route before this lesson			
SOLO SC: Uni- Structural	I can say what I see.			
SOLO SC: Multi- Structural	I can identify landmarks on a map.			
SOLO SC: Relational	I can describe the location of landmarks in my local area.			
SOLO SC: Extended Abstract	I can draw a key for my map			
The lesson (How will children meet the LI?)	<p>CONCEPTS: The aim of this lesson is to further understand how maps help people navigate the places they visit. Children will look at maps of towns and cities, describing what they can see and finding out why symbols and keys are useful when using maps. They will then go on to use symbols and keys of their own as they explore their local area, taking notes and photos of what they see along the way.</p> <ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Follow Lesson Plan 3, following 'Main Activity' to provide differentiation for all learners. - You will take the children on a short walk of the local area OR this could be done virtually using Google Earth. - Provide each pair with a clipboard to draw on throughout the walk. - As the children walk, stop periodically to identify landmarks / places of interest they see and record them. Some children could be tasked with taking photographs. - When back at school, look at the landmarks / places of interest that have been recorded - can we create a key for the map? What would be a good symbol for them? (In theory a similar exercise could be completed with a walk around the school grounds, perhaps using the 'fancy something different' guidance. - Record a sample of symbols created on the working wall. 			
Key Vocabulary for the lesson	Map Key	Landmark Place of Interest	Route Symbol	Fieldwork Observations
Resources	Lesson Plan 3 Lesson Slides		Lesson 3 Resources	

Lesson 4

Enquiry Question	Can you draw a map?				
Learning Intention	To draw a map				
SOLO SC: Uni- Structural	I can draw a simple map of my local area				
SOLO SC: Multi- Structural	I can create symbols for the human and physical features found in West Drayton				
SOLO SC: Relational	I can devise a simple map with a key				
SOLO SC: Extended Abstract	I can compare my map with someone else's and suggest areas to improve				
The lesson <small>(How will children meet the LI?)</small>	<p>The aim of this lesson is for children to recap the main features of maps. They will then go on to create their own map with symbols in a key, using the information they gathered in the previous lesson and/or using a digital map to help them.</p> <ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. <p>The aim is that children are able to remember more over time.</p> <ul style="list-style-type: none"> - Follow Lesson Plan 4, following 'Main Activity' to provide differentiation for all learners. 				
Key Vocabulary for the lesson	Map title Symbol Key	Key features Cartographer	Residential Area Car Park Canal	School Religious building Library	Station Bus Stop Cemetery
Resources	Lesson Plan 4 Lesson 4 Resources Lesson Slides				

Lesson 5

Enquiry Question	Can you improve Spring Town for the residents?																
Learning Intention	To design a map																
SOLO SC: Uni- Structural	I can read the map of Spring Town																
SOLO SC: Multi- Structural	I can explain why Spring Town is not designed very well																
SOLO SC: Relational	I can design a map, including a key.																
SOLO SC: Extended Abstract	I can justify why my changes will improve Spring Town for the residents																
The lesson <small>(How will children meet the LI?)</small>	<p>CONCEPTS: The aim of this lesson is for children to consider the planning that must go into designing a town and the impact this can have on the <u>people</u> who live there. Children can make connections about <u>places</u> they know and the human and physical features that are found there. Children will continue to hone their mapwork skills, considering the design of the town, drawing a map including symbols and a key. This lesson can be used to assess children’s understanding and fluency when working with maps.</p> <ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Follow Lesson Plan 5, following ‘Main Activity’ to provide differentiation for all learners. 																
Key Vocabulary for the lesson	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Human feature</td> <td style="width: 25%;">Hospital</td> <td style="width: 25%;">Rubbish Dump</td> <td style="width: 25%;">Shop</td> </tr> <tr> <td>Physical feature</td> <td>School</td> <td>Swimming Pool</td> <td>Houses</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Car Park</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Park</td> </tr> </table>	Human feature	Hospital	Rubbish Dump	Shop	Physical feature	School	Swimming Pool	Houses				Car Park				Park
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Resources	Lesson Plan 5 Lesson 5 Resources Lesson Slides																

Lesson 6

Assessment Think! Question	Can you draw a map of your dream town?
Tasks	Revisit the success criteria: features of an effective map. Children have free reign to design their dream town and draw a map with a key. For LA pupils, provide the roads as starting point and pupils can populate the landmarks and key.
Key Vocabulary for the lesson	Map Human features Physical features Key Landmarks Point of Interest Compass North / South East/West Navigate
Resources	Think! Question