



| Context  |   |                   |                   |               |           |
|--|---|-------------------|-------------------|---------------|-----------|
| <b>Unit</b>  | Map Makers  |                   |                   |               |           |
| <b>Assessment</b>  | Can you draw a map of your dream town?  |                   |                   |               |           |
| <b>Key Knowledge</b><br><i>How does this unit fit in?</i><br><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 <b>Places</b> 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> |                   |                   |               |           |
| <b>Skills</b><br><i>What skills are taught in this unit?</i><br><a href="#">Skills Progression</a> | <p><b>Mapwork</b> - Use the 4 compass points to describe the location of features on a map<br/> <b>Fieldwork</b> - Collect data from the local area<br/> <b>Human &amp; Physical</b> - identify human and physical characteristics</p>  |                   |                   |               |           |
| <b>Vocabulary</b><br><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 be able to use compass points to navigate around a map                                       | Mapwork                                  |           |   | Y1 Summer 2<br>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 use fieldwork and observational skills to study the geography of my school and surroundings. | Fieldwork<br>Mapwork                     |           | Local area walk?                          |   |
| 4                | Can you draw a map?                             | To devise a simple map with a key   | Fieldwork<br>Mapwork<br>Human & Physical |           | Human & Physical features of West Drayton |   |
| 5                | Can you improve Spring Town for the residents?  | To design a map, including key humans and physical features                                     | Mapwork<br>Human & Physical              |           |   |   |
| 6                | Can you draw a map of your dream town?          |   |  |           |   |   |

## Lesson 1

|  |   |  |                                  |  |                               |   |       |         |           |              |         |      |     |                      |             |              |
|--|---|--|----------------------------------|--|-------------------------------|---|-------|---------|-----------|--------------|---------|------|-----|----------------------|-------------|--------------|
| <b>Enquiry Question</b>  | How can I navigate a map?   |  |                                  |  |                               |   |       |         |           |              |         |      |     |                      |             |              |
| <b>Learning Intention</b>  | To explain why using directional language is important  |  |                                  |  |                               |   |       |         |           |              |         |      |     |                      |             |              |
| <b>SOLO SC: Uni- Structural</b>                                      | I can list different uses for maps  |  |                                  |  |                               |   |       |         |           |              |         |      |     |                      |             |              |
| <b>SOLO SC: Multi- Structural</b>                                    | I can use a mnemonic to remember the compass points   |  |                                  |  |                               |   |       |         |           |              |         |      |     |                      |             |              |
| <b>SOLO SC: Relational</b>   | I can use 4 points of a compass to navigate around a map  |  |                                  |  |                               |   |       |         |           |              |         |      |     |                      |             |              |
| <b>SOLO SC: Extended Abstract</b>                                    | I can use 8 points of a compass to describe direction   |  |                                  |  |                               |   |       |         |           |              |         |      |     |                      |             |              |
| <b>The lesson</b><br><small>(How will children meet the LI?)</small> | <p><b>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.</b></p> <ul style="list-style-type: none"> <li>- Introduce the knowledge organiser for this unit.</li> <li>- Introduce the key concepts for this unit. How does this unit fit in with our geography journey so far?</li> <li>- What connections can the children make with this content? Encourage discussion.</li> <li>- Follow <a href="#">Lesson Plan 1</a>, following 'Main Activity' to provide differentiation for all learners.</li> <li>- Platinum Task - 8 Compass Points: Y4 Geography Skill</li> </ul> |  |                                  |  |                               |   |       |         |           |              |         |      |     |                      |             |              |
| <b>Key Vocabulary for the lesson</b>                                 | <table style="width: 100%; border: none;"> <tr> <td style="width: 16.6%;">North</td> <td style="width: 16.6%;">West</td> <td style="width: 16.6%;">Navigate</td> <td style="width: 16.6%;">Tube Map</td> <td style="width: 16.6%;">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 |
| North  | West  | Navigate                                   | Tube Map                         | Town Map                                   |                               |   |       |         |           |              |         |      |     |                      |             |              |
| South  | Compass   | Direction                                  | Treasure Map                     | Toy Map                                    |                               |   |       |         |           |              |         |      |     |                      |             |              |
| East   | Map   | Satellite Navigation                       | Weather Map                      | Compass Rose                               |                               |   |       |         |           |              |         |      |     |                      |             |              |
| <b>Resources</b>   | <table style="width: 100%; border: none;"> <tr> <td style="width: 33.3%;"><a href="#">Lesson Plan 1</a></td> <td style="width: 33.3%;"><a href="#">Lesson Resources</a></td> <td style="width: 33.3%;"><a href="#">Platinum: 8 Compass Points</a></td> </tr> <tr> <td><a href="#">Lesson Slides</a></td> <td><a href="#">Compass Directions</a><br/>(additional resource)</td> <td></td> </tr> </table>   | <a href="#">Lesson Plan 1</a>              | <a href="#">Lesson Resources</a> | <a href="#">Platinum: 8 Compass Points</a> | <a href="#">Lesson Slides</a> | <a href="#">Compass Directions</a><br>(additional resource) |       |         |           |              |         |      |     |                      |             |              |
| <a href="#">Lesson Plan 1</a>  | <a href="#">Lesson Resources</a>  | <a href="#">Platinum: 8 Compass Points</a> |                                  |  |                               |   |       |         |           |              |         |      |     |                      |             |              |
| <a href="#">Lesson Slides</a>  | <a href="#">Compass Directions</a><br>(additional resource)   |  |                                  |  |                               |   |       |         |           |              |         |      |     |                      |             |              |

## Lesson 2

|   |  |  |                                |         |
|---|--|--|--------------------------------|---------|
| <b>Enquiry Question</b>   | How will I know the layout of my new classroom?  |  |                                |         |
| <b>Learning Intention</b>   | To draw a plan of the classroom  |  |                                |         |
| <b>SOLO SC: Uni- Structural</b>   | I can use aerial photographs and plan perspectives to recognise landmarks  |  |                                |         |
| <b>SOLO SC: Multi- Structural</b>   | I can describe what an aerial view is  |  |                                |         |
| <b>SOLO SC: Relational</b>  | I can draw a plan of the classroom   |  |                                |         |
| <b>SOLO SC: Extended Abstract</b>   | I can draw a plan of the whole school  |  |                                |         |
| <p style="text-align: center;"><b>The lesson</b><br/>(How will children meet the LI?)</p> | <p><b>CONCEPTS:</b> 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"> <li>- 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. <b>The aim is that children are able to remember more over time.</b></li> <li>- Follow <a href="#">Lesson Plan 2</a>, 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?)</li> <li>- 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.</li> </ul> |  |                                |         |
| <b>Key Vocabulary for the lesson</b>  | Map<br>Cartographer  | Aerial Photograph<br>Aerial Perspectives | Satellite Images<br>Plan views | Drawing |
| <b>Resources</b>  | <a href="#">Lesson Plan 2</a><br><a href="#">Lesson Slides</a>   |  |                                |         |

## Lesson 3

|  |  |  |                                    |       |           |     |                   |        |              |
|--|--|--|------------------------------------|-------|-----------|-----|-------------------|--------|--------------|
| <b>Enquiry Question</b>  | What features does my town have?   |  |                                    |       |           |     |                   |        |              |
| <b>Learning Intention</b>                                      | I can use fieldwork and observational skills to study the geography of my school and surroundings  |  |                                    |       |           |     |                   |        |              |
| <b>SOLO SC: Uni- Structural</b>                                | I can describe what a map key is   |  |                                    |       |           |     |                   |        |              |
| <b>SOLO SC: Multi- Structural</b>                              | I can locate different points of interest on a map using a map key   |  |                                    |       |           |     |                   |        |              |
| <b>SOLO SC: Relational</b>                                     | I can use fieldwork and observational skills to study the geography of my school and surroundings  |  |                                    |       |           |     |                   |        |              |
| <b>SOLO SC: Extended Abstract</b>                              | I can draw a key for my map  |  |                                    |       |           |     |                   |        |              |
| <p><b>The lesson</b><br/>(How will children meet the LI?)</p>  | <p><b>CONCEPTS:</b> The aim of this lesson is to further understand how maps help <u>people</u> navigate the <u>places</u> 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"> <li>- 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. <b>The aim is that children are able to remember more over time.</b></li> <li>- Follow <a href="#">Lesson Plan 3</a>, following ‘Main Activity’ to provide differentiation for all learners.</li> <li>- You will take the children on a short walk of the local area OR this could be done virtually using Google Earth.</li> <li>- Provide each pair with a clipboard to draw on throughout the walk.</li> <li>- 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.</li> <li>- 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?<br/>(In theory a similar exercise could be completed with a walk around the school grounds, perhaps using the ‘fancy something different’ guidance.</li> <li>- Record a sample of symbols created on the working wall.</li> </ul> |  |                                    |       |           |     |                   |        |              |
| <b>Key Vocabulary for the lesson</b>                           | <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Map</td> <td style="width: 25%;">Landmark</td> <td style="width: 25%;">Route</td> <td style="width: 25%;">Fieldwork</td> </tr> <tr> <td>Key</td> <td>Place of Interest</td> <td>Symbol</td> <td>Observations</td> </tr> </table>   | Map  | Landmark                           | Route | Fieldwork | Key | Place of Interest | Symbol | Observations |
| Map  | Landmark   | Route  | Fieldwork                          |       |           |     |                   |        |              |
| Key  | Place of Interest  | Symbol   | Observations                       |       |           |     |                   |        |              |
| <b>Resources</b>   | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><a href="#">Lesson Plan 3</a><br/><a href="#">Lesson Slides</a></td> <td style="width: 50%;"><a href="#">Lesson 3 Resources</a></td> </tr> </table>  | <a href="#">Lesson Plan 3</a><br><a href="#">Lesson Slides</a> | <a href="#">Lesson 3 Resources</a> |       |           |     |                   |        |              |
| <a href="#">Lesson Plan 3</a><br><a href="#">Lesson Slides</a> | <a href="#">Lesson 3 Resources</a>   |  |                                    |       |           |     |                   |        |              |

## Lesson 4

|  |  |                  |                    |                  |        |         |        |              |          |                    |          |     |  |       |         |          |
|--|--|------------------|--------------------|------------------|--------|---------|--------|--------------|----------|--------------------|----------|-----|--|-------|---------|----------|
| <b>Enquiry Question</b>  | Can you draw a map?  |                  |                    |                  |        |         |        |              |          |                    |          |     |  |       |         |          |
| <b>Learning Intention</b>  | To devise a simple map with a key  |                  |                    |                  |        |         |        |              |          |                    |          |     |  |       |         |          |
| <b>SOLO SC: Uni- Structural</b>                                      | I can identify the human and physical features found in West Drayton   |                  |                    |                  |        |         |        |              |          |                    |          |     |  |       |         |          |
| <b>SOLO SC: Multi- Structural</b>                                    | I can create symbols for the human and physical features found in West Drayton   |                  |                    |                  |        |         |        |              |          |                    |          |     |  |       |         |          |
| <b>SOLO SC: Relational</b>   | I can devise a simple map with a key   |                  |                    |                  |        |         |        |              |          |                    |          |     |  |       |         |          |
| <b>SOLO SC: Extended Abstract</b>                                    | I can compare my map with someone else's and suggest areas to improve  |                  |                    |                  |        |         |        |              |          |                    |          |     |  |       |         |          |
| <b>The lesson</b><br><small>(How will children meet the LI?)</small> | <p><b>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.</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><b>The aim is that children are able to remember more over time.</b></p> <ul style="list-style-type: none"> <li>- Follow <a href="#">Lesson Plan 4</a>, following 'Main Activity' to provide differentiation for all learners.</li> </ul> |                  |                    |                  |        |         |        |              |          |                    |          |     |  |       |         |          |
| <b>Key Vocabulary for the lesson</b>                                 | <table style="width: 100%; border: none;"> <tr> <td style="width: 16.6%;">Map title</td> <td style="width: 16.6%;">Key features</td> <td style="width: 16.6%;">Residential Area</td> <td style="width: 16.6%;">School</td> <td style="width: 16.6%;">Station</td> </tr> <tr> <td>Symbol</td> <td>Cartographer</td> <td>Car Park</td> <td>Religious building</td> <td>Bus Stop</td> </tr> <tr> <td>Key</td> <td></td> <td>Canal</td> <td>Library</td> <td>Cemetery</td> </tr> </table>  | Map title        | Key features       | Residential Area | School | Station | Symbol | Cartographer | Car Park | Religious building | Bus Stop | Key |  | Canal | Library | Cemetery |
| Map title  | Key features   | Residential Area | School             | Station          |        |         |        |              |          |                    |          |     |  |       |         |          |
| Symbol   | Cartographer   | Car Park         | Religious building | Bus Stop         |        |         |        |              |          |                    |          |     |  |       |         |          |
| Key  |  | Canal            | Library            | Cemetery         |        |         |        |              |          |                    |          |     |  |       |         |          |
| <b>Resources</b>   | <a href="#">Lesson Plan 4</a> <a href="#">Lesson 4 Resources</a><br><a href="#">Lesson Slides</a>  |                  |                    |                  |        |         |        |              |          |                    |          |     |  |       |         |          |

## Lesson 5

|  |   |               |          |              |      |                  |        |               |        |  |  |  |          |  |  |  |      |
|--|---|---------------|----------|--------------|------|------------------|--------|---------------|--------|--|--|--|----------|--|--|--|------|
| <b>Enquiry Question</b>  | Can you improve Spring Town for the residents?  |               |          |              |      |                  |        |               |        |  |  |  |          |  |  |  |      |
| <b>Learning Intention</b>  | To design a map, including key human and physical features  |               |          |              |      |                  |        |               |        |  |  |  |          |  |  |  |      |
| <b>SOLO SC: Uni- Structural</b>                                      | I can read the map of Spring Town   |               |          |              |      |                  |        |               |        |  |  |  |          |  |  |  |      |
| <b>SOLO SC: Multi- Structural</b>                                    | I can explain why Spring Town is not designed very well   |               |          |              |      |                  |        |               |        |  |  |  |          |  |  |  |      |
| <b>SOLO SC: Relational</b>   | I can design a map, including key human and physical features   |               |          |              |      |                  |        |               |        |  |  |  |          |  |  |  |      |
| <b>SOLO SC: Extended Abstract</b>                                    | I can justify why my changes will improve Spring Town for the residents   |               |          |              |      |                  |        |               |        |  |  |  |          |  |  |  |      |
| <b>The lesson</b><br><small>(How will children meet the LI?)</small> | <p><b>CONCEPTS:</b> 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"> <li>- 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. <b>The aim is that children are able to remember more over time.</b></li> <li>- Follow <a href="#">Lesson Plan 5</a>, following ‘Main Activity’ to provide differentiation for all learners.</li> </ul> |               |          |              |      |                  |        |               |        |  |  |  |          |  |  |  |      |
| <b>Key Vocabulary for the lesson</b>                                 | <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 |
| Human feature  | Hospital  | Rubbish Dump  | Shop     |              |      |                  |        |               |        |  |  |  |          |  |  |  |      |
| Physical feature   | School  | Swimming Pool | Houses   |              |      |                  |        |               |        |  |  |  |          |  |  |  |      |
|  |   |               | Car Park |              |      |                  |        |               |        |  |  |  |          |  |  |  |      |
|  |   |               | Park     |              |      |                  |        |               |        |  |  |  |          |  |  |  |      |
| <b>Resources</b>   | <a href="#">Lesson Plan 5</a><br><a href="#">Lesson Slides</a>  |               |          |              |      |                  |        |               |        |  |  |  |          |  |  |  |      |

## Lesson 6

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