



Pathway - 2,3,4

Year - 7

Term - Maps Summer 1 & 2

Learning Intention:

Curriculum objectives

-name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

-use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

-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

Learning about maps gives our pupils the opportunity to learn all about the geography of their surrounding area. Your pupils will find out why we use maps and how to read them, as well as having the opportunity to draw their own maps and plan perspectives.

Key knowledge that should be learned during this SoW

All

Most

Some

Concept:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

<p>Knowledge:</p>	<p>Can the children explain what a direction is? Can the children explain what is meant by an aerial view or perspective? Can the children read the information on the town map examples? Can the children recall the key features seen on their walk? Can the children read the map of Spring Town? Can the children recall key features of a map?</p>	<p>Can the children explain why using directional language is important? Can the children draw the classroom as an aerial view to help another pupil? Can the children explain what the use of a key is? Can the children show how to draw a simple map? Can the children explain why Spring Town is not designed very well? Can the children complete their 3D maps using the checklist?</p>	<p>Can the children use directional language to guide a partner? Can the children draw an aerial view or perspective of a familiar room? Can the children draw their own key for their maps? Can the children draw a key to aid with reading their map? Can the children explain why Spring Town is not designed very well? Can children talk through their designs using geographical vocabulary?</p>
<p>Key Skills:</p>	<p>Effective participants – group work, peer assessment opportunities Team workers – group work, peer assessment</p>	<p>Effective participants – group work, peer assessment opportunities Team workers – group work, peer assessment, Reflective learners – students to reflect on what to include in their work Creative thinkers – students to create a series of pictures, questions etc</p>	<p>Effective participants – group work, peer assessment opportunities Team workers – group work, peer assessment, Reflective learners – students to reflect on what to include in their work Creative thinkers – students to create a series of pictures, questions etc Independent enquirers – students to show independence in what they include in their work</p>
<p>Language and/or communication skills:</p>			

Curricular Links	
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