Roose School Geography Map Skills ideas

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| Year | Focus | Map opportunities  |
| EYFS | Local studies | Investigate and create maps of where mini beasts can be found on school grounds- **Animals and mini beasts**Where does food come from? Find countries on maps **Growth/Let’s get cooking**Find locations of festivals in UK and around the world. – **Festivals**Draw and explain journey to school. **All about me** |
| 1 | A local scale study of‘our place’ | · Hand drawn maps of the school grounds / home area / special places – auditing map-skills and existing vocabulary.· Introduction to aerial imagery, topographical scale plans ofschool and its grounds, 1:2500. –**Roose VIllage**· Vocabulary – actively building spatial vocabulary: usingcompasses and naming features and their orientation e.g. North, South, East, West through outdoor learning |
|  | Weather  | · Recording weather in one or more places in the school grounds and mapping location(s) on a topographical plan of the grounds. · Mapping weather data on a map of the UK and adding simple symbols.- **London**· Using an atlas to find other places in the UK and looking atboundaries between the countries of the UK. |
|  | World  | · Globes and atlases: continents and oceans, familiarising through games and quick activities. North and South Poles, continents and oceans.- **The seaside**  |
| 2 | Contrasting non –European locality  | · Local scale study of a village and town e.g. in Kenya, revisitcontinents.· Atlas – locate continent, country, key features and digital maps to zoom into local scale study, compare urban and rural ways of living, avoid single story. – **Arctic and Antarctic. Africa** |
|  | Hot and Cold places  | · Locate Poles, Polar Regions, Equator. Use a globe to locatehot and cold places, and ‘zoom’ in to introduce other localfactors such as altitude – eg Kilimanjaro, a cold summit near the Equator. Map and describe place examples and link vocabulary and spatial knowledge to places studied eg Kenya is on the Equator. **Arctic and Antarctic. Africa** |
|  | UK(ongoing from y1)  | · Mapping the countries of the UK and major features and cities. Using a blank map to research and map places and features using an atlas.- **England, Wales, Scotland and Northern Ireland. 7 continents and 5 oceans**. · Adding information to digital maps, e.g. text and pictures.- **Local Study- Furness Abbey** |
| 3 | Climate regions andwater cycle  | · Use world maps and globes to introduce latitude, longitude,and climate patterns. Locate and map major rivers in the world and UK. Zoom in to places and features studied e.g. a local river, the Amazon.- **Water Cycle. Europe**. **Local Environmental Issues.**  |
|  | Mountains | · Map major mountain ranges and link to work on continents, volcanoes identify mountains on each continent and link to latitude and longitude. Recap Kilimanjaro. Investigate mountains using Google Earth and Bing imagery. Map using ARC GIS. – **South America** |
|  | European overview  | · Map countries in Europe and their key characteristics.Investigate in more depth e.g. The Mediterranean - link toclimate, latitude and mountain ranges, significant volcanoessuch as Mount Etna and why people live so close, pros andcons of farming close to a volcano.- **Europe** |
|  | Americas  | · Revisit continents and investigate North and South Americaand their key features. Revisit mountain ranges, climates and identify major biomes. Link to work on rivers and sources of fresh water.- **South America** |
|  | Time zones  | · Introduce time zones and link to Digimap for School maps.Investigate time zones across America. Map major citiesaround the world and give their time relative to noon inGreenwich, UK.- **South America** |
| 4 | UK | Local area fieldwork· Online map challenges to help locate and memorise counties of the UK.· Develop map and compass skills. Create routes to visit usingOS Apps and do a ‘flyover’ before going out in the field. Mapfeatures found and create StoryMaps**.- Regions of the UK** |
|  | Naturalresources andAmazon | · Investigate and map natural resources around the world and discuss impacts of human activity. Link to work on climate, biomes, fresh water and major rivers. Map regions of the Amazon and the countries within it. Focus on the Amazon as a region, zoom into Manaus, and map impacts of farming on the rainforest. |
|  | Vegetation belts andbiomes  | · Investigate and map rainforests around the world andexplain why they are where they are. Map imports offoodstuffs from around the world using e.g. Scribble mapsand their icons. Link to climate and introduce trade. -**Rainforests** |
|  | UK  | · Investigate major physical features and mountain ranges ofthe UK, map and compare to global ranges. Link to patternsof settlement and major cities and towns and explain whymountains are more sparsely populated.· Local area fieldwork to investigate patterns of land uselocally. **Regions of the UK**  |
|  | Europe | Investigate maps of Europe and locate Greece. Look at specific locations in Greece to link to Greek mythology |
| 5 | Energy andclimate change  | · Investigate links between energy use around the world e.g. using fossil fuels, especially wood, and deforestation and climate change. Map and investigate alternative energy use. Use NASA Earth’s visible light map to discuss energy use around the world.- **Asia and China**  |
|  | Earthquakes  | · Link to work on mountain formation and map tectonic plates and major earthquake zones. Investigate and map natural causes of earthquakes and some human ones e.g. fracking. **Mountains and Volcanoes.** |
|  | Coasts and Rivers | Local study of coast around school. Map area and identify areas most at risk of erosionInvestigate methods of preventing erosion. Use maps to find rivers in local area. –**Rivers and Coasts** |
| 6 | UK  | · Use maps and graphs to investigate local issues and quality of life through a neighbourhood survey with residents. Link up with secondary schools as a transition project. Pupils to explain maps created and outcomes of surveys.- **Countries and Cities**  |
|  | Regional comparisons  | · Building on previous work, regional comparisons between UK / Australia. Using maps to show features and regional scales of comparison. Use appropriate maps for different scales of enquiry. **Australia** |
|  | Developing Environmental Awareness  | · Investigating food miles and trade linksMap where food comes from. Is there a more eco-friendly alternative? Consider solutions and write reports Mapping human activity and physical changes on the continents where some of our food comes from. –**Trade links** |

TWINKL do a Magical mapping packs for KS1 classes. They also have a geographical skills and map making set of resources for KS2. They also have an All about maps EYFS pack.

<https://school-learningzone.co.uk/index.html> learning zone has lots of key stage resources on maps and mapping.

<https://kidadl.com/articles/map-skills-ks2-made-easy> some fun ideas about map making and compass skills.

<https://www.rgs.org/schools/teaching-resources/map-skills/> this site from Royal geographical society has lots of map skills lesson plans for each year group from 1-6.

I have also saved an orienteering booklet in the folder. TWINKL also has OAA orienteering planning, activities and games information.