



Lesson Series

1. Aerial Views
2. Maps
3. Location
4. Compass Points
5. What makes a good map?
6. Drawing maps

National Curriculum Coverage

- 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

What you need to know

- Aerial views are a view from above.
- Maps are a representation of an area of land or sea that can be used for navigation. Maps can show physical and or human features including cities, roads, buildings etc.
- The art of map making is called cartography. People who make maps are called cartographers. The word cartography comes from the Latin word 'carta' meaning map.
- The earliest known maps are actually of the stars and were found in cave paintings in Lascaux, France. The maps of the stars there are thought to be around 17,000 years old.
- Ancient Egyptian maps have been found that show land boundaries; it is likely these boundaries were re-established after the annual flooding of the Nile.
- The Age of Exploration is a time from the 15th to the 17th century where many Europeans began to travel the world in search of new trading routes and wealth. During this time, mapping improved greatly as people travelled to new places. The Spanish and Portuguese also began mapping the seas to show ocean currents, this helped navigators to plan their routes.
- Now, many of us have maps at our fingertips on smartphones. Digital mapping has enabled us to locate maps showing almost any area of the world in seconds.
- Location means the place or position where something is. We can locate places on a map.
- A compass is an instrument used for navigation that locates where the geographical cardinal points are (north, south, east and west). Compasses have been used for over 2,000 years and were first designed in China using a magnetic stone called a lodestone.
- Simple maps include a title, a key, symbols and labels.



Teacher Knowledge

This lesson introduces children in Year 1 to the concept of aerial perspective. Through exploration, children can begin to understand how our view of an object can change depending on which way we are looking at it. Maps show us a simple representation of an aerial view, helping us to identify where things are located. It is important that children in Year 1 are developing a basic knowledge of aerial perspective as it will aid their general geographical understanding in future lessons. It may be helpful for you to ask children to draw a map without any input to establish a level of prior learning. Children can simply show what they know at this starting point, and then this information can be used to inform at correctly pitch the following lessons. If following PKC EYFS, children will have had the opportunity to use and draw maps in Early Years. They will have also been shown maps when learning about different places around the world.

Knowledge Objective

To know that an aerial view means to look at something from above.

Knowledge Goals

The word aerial means from above.

When we look at something from above we call this an 'aerial view'.

Sometimes objects look different from an aerial view.

Lesson Detail

Prior Learning: Ask children to draw a map of their school. Use this as an assessment of prior learning. Emphasise to children that it is a quick task to show what they already know. It could be completed on whiteboards, or in books. You are just looking to see if children have secured any understanding before this point in the curriculum and what they have remembered from EYFS, if it is obvious children cannot draw maps, stop and move on.

Vocabulary: Introduce the term aerial view. Show some images of aerial views. Explain that an aerial view shows us a view from above. The word comes from the Greek word 'aerios' meaning air. So we know that to look at something from an aerial view means we must look from up in the air. Orally rehearse 'aerial view'. Show some examples of aerial views and other views, ask children to identify which images are aerial views. Explain another word for view is perspective.

Teach: Look at images of objects from an aerial perspective and discuss how they may be hard to recognise as the view is different to how we usually see things. Look at an aerial view of the school (Google Maps- satellite view) and identify key places/buildings. Identify things in the image that are made by people (human features) and those that are natural (physical features), such as trees, grass etc. Explain that photographers can work from helicopters and planes, or drones could be used to take aerial views. Satellites orbiting the earth often take photos from very high up in the sky, from an aerial perspective. Show some examples.

Talk task: *Who might use an aerial view?* Discuss (Police helicopters, search and rescue, pilots)

Task: Model this first: Draw objects in the classroom from an aerial perspective using first hand observation. *Can your partner guess what you have drawn?* Label the drawings. Pre-prepare images of familiar objects from an aerial view. Ask children to label them. You could include some non-examples and see if children can pick them out as not being taken from an aerial view.

Partner teach/Plenary: Explain how maps are a simple representation of an aerial view; they help us to understand where things are located. Introduce knowledge organisers and look at the definition of aerial view. *How is an aerial view different from how we see things usually?*

Step for Depth: *Why are aerial views useful?*

Vocabulary

Above,
below,
aerial,
view,
perspective,
map,
satellite,
information,
place

Suggested Resources

Aerial view of the school and surrounding area. ([Digimap](#) is a useful resource for this unit. For a small fee, you can access ordnance survey maps and interact with them. Teachers can also access maps from the 1840s allowing children to see differences in land use and development. [The Royal Geographical Society](#) has some useful resources for teaching aerial perspective. The resources are aimed at KS2 but some elements could be adapted for use with KS1.)

Teacher Knowledge

Maps are diagrams or pictures that represent a specific area of land or sea. They show physical features such as rivers, beaches, cliffs, coastline, forests, mountains, seas, valleys and sometimes vegetation. Maps can also show human features such as cities, towns, villages, buildings, and ports. Scales on maps can be very different, some showing the whole world, others showing a local area. Children need to understand that maps show us where things are from above. They will build on their work in the previous lesson to gain an understanding that maps represent a simple aerial view of a specific location. People who create maps are called cartographers and map making has been undertaken for many, many years. Some of the earliest maps are from Ancient China, children may be interested to look at maps from a long time ago and see how map making has developed in the digital age. Now we always have maps available to us on phones/tablets/internet. Children will build on their knowledge of maps and their conceptual understanding as they work through the curriculum in KS1 and KS2.

Knowledge Objective

To understand that maps tell us the location of different places.

Knowledge Goals

Maps give us information about places.

Location means where something is.

Maps use symbols to show where things are.

Lesson Detail

Prior Learning: Check knowledge organisers. Read definition of aerial view. Discuss their learning from the previous lesson and recall what information we can find from maps.

Vocabulary: Reconnect to the word 'location' and explain it means the place where something is. Explain that maps tell us the location of places. The word 'location' comes from the Latin verb *locare*. Explain that geographers think about location of places and what it is like in that place. A geographer might find a place and look at what is in it and around it. (Disciplinary knowledge) Explain that symbols are little pictures that represent things; give some examples from maps. Instead of drawing a church, we can use the symbol of the circle with a cross. (Children will return to this learning in Lesson 5)

Teach: Recap from previous lesson- why maps might be useful and who might need them. Recap aerial views. Explain that maps are drawn as if we were above the land, like an aerial view. Maps tell us where places are; the **location** of places. Tell the children that map makers are called cartographers. Show children a range of maps showing land, sea, rivers, beaches, cliffs, coastline etc. Explain that some maps show very large areas of land e.g a map of the UK and some show small areas, give examples. Explain that we are going to look at maps that show our local area.

Give children a simple map of the immediate area and guide them through identifying the school, roads surrounding it, places of interest etc. Trace a familiar route, e.g. the school gate to a nearby familiar place. Look at symbols used on maps and find out what they represent by using a key.

Talk Task: *What can we see in our local area on a map? What is located on our map?* Work in partners to talk about what they notice on the map.

Task: Model this first; Draw a map of your walk to school. Draw a simple line to show your route and then model the thinking, 'I need to draw my flat on the map. Then I know I walk past the shops so I need to draw them on my map. Etc. Children can draw a simple map of their walk to school. This could be a simple line with buildings and places of interest marked on it. Accuracy will develop over time.

Partner teach/Plenary: Discuss what information children found on the maps. Emphasise that some maps show us large areas of land and sometimes oceans, but some maps show us our local area, or our school.

Step for Depth: *What information can we find out from a map?*

Vocabulary

Location,
symbol
atlas,
map,
locality,
Identify

Add any locally relevant vocabulary, e.g. if your school is near the coast, teach that word explicitly.

Suggested Resources

Different examples of maps including a map of the UK, a simple map of the local area and Ordnance Survey map of the local area



Teacher Knowledge

In this lesson, children will learn some of the vocabulary we use to describe location. They will become more confident when describing location and will use the vocabulary with increasing accuracy. This lesson will require children to think about their own position in relation to things around them. They will draw a signpost map which involves thinking about things nearby and things further away. This task will help children to develop their understanding of position and location. Words that children should be familiar with include; next to, nearby, near, far, close to, behind, in front, furthest, closest, further than, closer than.

Knowledge Objective

To describe location.

Knowledge Goals

Location means the place where something is.

We can use words to describe location.

We can use words to compare the location of different places.

Lesson Detail

Prior Learning: Check knowledge organiser. Reconnect to vocabulary taught: *What is an aerial view? What do maps show us?*

Vocabulary: Explain that location means the place where something is. Explain we use different words to describe location. Introduce location words; next to, nearby, far from, close to, furthest, closest. Ask children to move around the room according to which word you use, e.g. Stand near to the door, stand far from the table etc. You may like to introduce hand signs to help children remember some of the vocabulary. If children need more experience with this vocabulary after this lesson, try to find additional time to address this. They will use this vocabulary in this unit and in other geography units across KS1 and KS2.

Teach: Show children a simple map of the classroom. Explain that to describe things in the classroom we need to use some location words e.g. next to, nearby, near, far, close to, behind, in front, furthest, closest, further than, closer than. Orally rehearse the sentence structure, for example, the computer is **next to** the reading corner. Model drawing signpost map- children to think about the things that are closest to them, things that are nearby and finally things far away. Give children plenty of opportunities to orally rehearse the sentence structure e.g. The door is located close to me. The playground is far away from me. The office is much further away from me than the library.

Talk task: *Which things in our classroom are nearest to you? Which are further away?*

Task: Complete signpost map with 'me' at the centre. If children complete their 'maps', extend children by asking them to draw a signpost with their home as the centre point. *Which places do you know are near to your home? Which places are further away?* Extend this as necessary to challenge children with lots of prior experience.

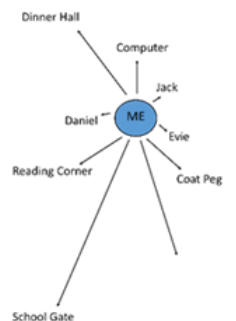
Partner teach/Plenary: Explain that geographers are people who study places. They think about what is in a place. They talk about location. What might a geographer say about our school? Discuss, *What does location mean? How can I describe the location of ___?*

Step for Depth: *Describe the furthest place you have ever been. How did you get there?* This could be written in geography books, or could be done orally as a whole class step for depth. Please note– this exercise is not designed to highlight how some children may have been on planes and others haven't, but to encourage children to think about distance and time travelled. It might be that a child walked a really long way once and they consider that being the furthest place they've been. Consider their conceptual understanding of location and distance when reading/listening to their answers.

Vocabulary

next to,
nearby,
near,
far,
close to,
behind,
in front,
furthest,
closest,
further than,
closer than

Example signpost map:



Suggested Resources

Additional text if required: Scot Ritchie, [Follow That Map!](#) A first look at mapping skills, Kids Can Press, 2009 [Mapzone](#) from the Ordnance Survey has some online games and lesson ideas that can be adapted for children in Year 1.

Teacher Knowledge

This lesson offers children an opportunity to learn about direction and apply their knowledge to a practical situation. At this stage, children may need to secure their understanding of left and right before moving onto compass points. This understanding is something that will need to be reinforced over time and may require frequent revisiting to ensure children can confidently identify directions including left and right. A compass is a magnetised instrument that contains a pointer showing the direction of the magnetic north. The magnetic north changes slightly as the earth's magnetic poles are not fixed whereas the geographical poles remain the same. From the direction of north, we can deduce the direction of east, south and west. Compasses remain an essential tool for navigation for people all over the world. From a hiker making his way along a trail, to the captain of the largest cruise ship, compasses ensure people know which direction they are travelling in.

Knowledge Objective

Compass points can be used to show direction.

Knowledge Goals

We can give directions such as forwards, backwards, left or right.

Compasses can be used to find direction and navigate.

A compass has four points; north, south, east and west.

Lesson Detail

Prior Learning: Recap using words to describe location. Ask children to describe the location of some things around the school site.

Vocabulary: Introduce the compass points; North, South, East and West. Orally rehearse the words. Explain that a compass shows direction, this means the way to go. We can use compass points to describe which direction a location is. E.g. to the west of our classroom is... Teach the word 'navigate' and explain it means to find or plan a route or a way to go.

Teach: Recap left and right. Explain our left and right are from our own perspective. Point to your left, then move a little and point to your left again. Show how your left can mean different places depending on where you stand. Show children a picture of a compass (have a real one if possible) and explain that people use these to navigate. Explain again that 'navigate' means finding out or planning the way to go. Explain that compass directions do not change. Whichever way we face, North is still in the same place. Compasses use the Earth's magnetic field to show North. Using compass points- explore the school building walking to the north, south, east and west using first hand observation to identify compass direction. Model using compass points to describe direction and locations, for example, if we start in the playground and travel north, we will reach the school gate.

Talk task: *Why are compass points useful?*

Task: If you have access to compasses, give children time to explore them. Then set a compass challenge- to draw objects onto a page following instructions. For example- give children a page with a house in the middle. Ask them to draw the compass signs with north pointing to the top of the page. Ask them to draw a tree to the north of the house, a lake to the south etc. Alternatively, they could draw their own objects and then write sentences describing the location. (The tree is south of the house.)

Optional tasks: If available, children can use programmable floor robots to explore direction. Children can design maps or pathways for their roamers, exploring left and right turns. Children can give each other directions to get from one place to another, blindfolded if they can do this safely. Children can also design treasure maps with instructions for how to locate the treasure.

Partner teach/Plenary: *What are the compass directions?*

Step for Depth: *Who might use a compass?*

Vocabulary

Compass
Navigate
Direction,
left,
right,
forwards,
backwards,
north,
south,
east,
west

Suggested Resources

This [online compass game](#) from BBC education will help children to remember the four compass points.

Teacher Knowledge

In this lesson children will generate a checklist of things that good maps require. They will then, in the following lesson, go on to create their own maps against the checklist of requirements. A map will often, but not always, have a title, labels, symbols, outlines of the shape of the land and a key. Features such as rivers, roads, railways and coastlines may also appear on maps. Any symbols used on maps are explained in a small table or box called a 'key' or 'legend'. This box contains the symbols used on a map, followed by an explanation of what the symbols represent. Children should have the opportunity to investigate many different maps so that they can gain an understanding of the common features.

Knowledge Objective

To understand what makes a good map.

Knowledge Goals

Maps often have a title, labels and symbols.

Maps often have a key which explains any symbols.

Maps often have a compass showing north, south, east and west.

Lesson Detail

Prior Learning: What is a map? Why do we need them? What do we call people who draw maps? These questions could be presented in a multiple-choice quiz.

Vocabulary: Recap the word symbol. Explain it means a picture that represents something. Show some examples of symbols used in maps. Explain that often, maps have a key, which is a table that has the symbols and some labels so we know what they all represent. If we are not sure what a symbol is on a map, we can check on the key. Recap 'cartographer' a person who makes maps. (Disciplinary knowledge)

Teach: Show children some poor examples of maps that do not show adequate information (these can be sketched and prepared yourself) and discuss why they are not good maps. Model how to draw a key (in preparation for the next lesson). Explain that a map doesn't have beautiful drawings of things, it uses symbols which are clear, uncomplicated pictures. Maps need to be easy to read, so symbols are clear. Identify some key things that make a map clear and useful; title, symbols, key, compass points. When cartographers create maps they think about the useful information that is needed on the map.

Talk task: Give children the opportunity to look at a map with a key. Give children some bad examples of maps you have drawn. They can discuss why they are not helpful maps. *Why is it important for maps to have clear information?*

Task: Part 1: Create a checklist; what makes a good map? Include title, labels, symbols, a key and compass points. Part 2: Draw a key that includes simple symbols.

Partner teach/Plenary: *What makes a good map? When we are creating our own maps, what do we need to include?*

Step for Depth: *What would a cartographer need to think about when they began to draw a map? Write a list of things they need to think about.*

Vocabulary

Title,
label,
symbol,
key,
compass,
Information
Cartographer

Suggested Resources

A range of maps with keys, ideally from a children's atlas, some badly drawn maps as examples of how not to draw a map (sketched by the teacher)



Assessment Outcome

In this lesson, children will apply the knowledge they have gained from previous lessons to draw their own maps. It is useful for children to start with where they are, for example in a classroom they would start with where they sit. Then children can think about the locations around them, other tables, or a book corner etc. It might be helpful for the class to agree a set of symbols at the beginning of the lesson, for example a small square for a chair. The class can refer to the list they compiled in the previous lesson, checking what they need to include. At this stage, children may not be drawing accurate maps, but will be exploring the idea of space, distance and location. It is important for children to have time to draft and redraft if necessary, allowing them to develop their map drawing skills. Depending on how the class have progressed in the previous lessons, you may want to make this more challenging by asking them to draw a map of the local area. Take the children for a walk around the local area, take digital photographs of key places, use a compass to find out which direction they are walking in.

- To draw a map.
- Maps give us information about places.
- Maps are drawn from an aerial view

Suggested Assessment Tasks

Knowledge Organiser: Blank out sections of the knowledge organiser for children to fill in. For example, leave a key word but blank out the definition and vice versa.

Multiple Choice Quiz: Children complete the MCQ and mark their own immediately afterwards to provide instant feedback.

Map Skills Task

Task A: Draw a map of the classroom- children can be given pre-cut objects to place on their map if they need extra scaffolding to succeed in this task. (Change this to 'local area' if necessary to stretch and challenge) Children can agree on symbols for different objects e.g tables and chairs in their classrooms, or if drawing a map of the local area, use symbols for key features. Encourage children to begin by placing their own table on a map, or their school as a starting point and then they can work at adding extra symbols or objects.

Ask children to show each other their maps looking to see if they have created similar maps, or if the maps look different. If the maps the children have made look very different it may be possible to pick up on some errors or misconceptions.

Invite children to walk around the classroom to check their map, making changes if necessary.

Suggested Resources

Knowledge organiser, MCQ, paper, This website has a '[classroom architect](#)' facility that allows you to drag and drop items to make a map of the classroom if you want to model this for children.