

Learning journey	Geography	UK Map Skills	Year 3 Autumn	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
<p>Before the start of the unit the children...</p> <p>a. Can use a simple atlas.</p> <p>b. Can identify the UK, its countries and the comparison area of the UK a contrasting non-European country.</p> <p>c. Can use the four-point compass directions. North, South, East and West to describe location of features and routes on a map.</p> <p>d. Can use aerial photographs to recognise landmarks and basic humans and physical features.</p> <p>e. Can draw a simple map and use agreed realistic, in line with Ordnance Survey (OS) map, symbols to make a simple key.</p> <p>f. Can ask a series of questions about places and environments.</p>	<p>The pupils will learn how to use an atlas and find key countries on a map.</p> <p>The pupils will use positional and directional vocabulary while using a variety of maps.</p> <p>The pupils will learn to identify man-made and physical landmarks.</p> <p>The pupils will study OS maps and discuss what different map symbols mean.</p> <p>The pupils will create maps of their journey to school, using OS style symbols.</p> <p>The pupils will identify the different countries, cities, mountains and rivers of the UK.</p> <p>The pupils will compare Hatch Warren with a school in London.</p>	<p>In Autumn 2 the pupils will go on to study villages, towns and cities where they will need to use their map skills to identify key features of different types of settlements.</p> <p>They will learn about different types of settlements and what they may look like on a map.</p> <p>The pupils will compare villages, towns and cities around the world to Basingstoke via maps.</p>	<p>Map</p> <p>Atlas</p> <p>Equator</p> <p>Northern hemisphere</p> <p>Southern hemisphere</p> <p>North, northeast, east, southeast, south, southwest, west, northwest</p> <p>UK</p> <p>England</p> <p>Scotland</p> <p>Wales</p> <p>Norther</p> <p>Ireland</p> <p>Republic of Ireland</p>	<p>Want</p> <p>Need</p> <p>County</p> <p>Country</p> <p>Landmark</p> <p>Man-made</p> <p>Physical</p> <p>Capital city</p> <p>Mountain range</p> <p>River</p> <p>Population</p> <p>Weather</p> <p>Amenity</p> <p>OS map</p> <p>Aerial view</p> <p>Satellite image</p> <p>Symbol</p>
NC coverage and HWJS skills development			Knowledge organisers	
<p><u>National curriculum coverage for Geography</u></p> <ul style="list-style-type: none"> Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes 				


- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

HWJS skills development


- Identify the 7 continents and 5 oceans
- Identify man-made and physical landmarks
- Compare different areas of the UK
- Describe where HWJS is in relation to the local area
- Explain why maps use symbols and their significance
- Evaluate key areas of the UK

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Keywords	
Map	representation of an area of land or sea showing physical features, cities, roads
Area	4 look at maps in class
Distance	A line drawn on the Earth's surface between two points, showing the route you would follow between them
Northern Hemisphere	the half of the earth that is north of the equator
Southern Hemisphere	the half of the earth that is south of the equator
North, Northeast, East, Southeast, South, Southwest, West, Northwest	compass directions
Map	Things we don't need but could be useful to have
Map	Things we must have to use them
Map	Things we don't need but could be useful to have
County	A division of the land government (occupying a particular region)
Landmarks	Things of historic value or worthy interest and recognized from a distance, especially one that usually remains in a particular place
Map scale	Scale from nature, all human
Map scale	Scale from nature, all human
Capital city	A city that contains the government of a country
Metropolitan area	A group of population centres related to another city
Rivers	A large natural stream of water flowing in a channel to the sea, a lake, or another river
Population	All the people that live in a particular place
Weather	The state of the atmosphere in a particular place and time in regards heat, cloudiness, dryness, visibility, wind, etc.
Altitude	Measurement of the height or level of a surface or place




An OS map of Birmingham with symbols



An aerial view of Birmingham. This is also a satellite image

What is the population of Birmingham?	In 2019, the population of Birmingham was 114,402
What is the population of London?	In 2021, the population of London was 8.7 million making it the highest populated city in the UK
What is the population of the UK?	In 2021, the population was 66 million which makes it the 22nd most populous country in the world

UK	the United Kingdom made up of England, Scotland, Wales and Northern Ireland Capital city: London
England	Capital city: London
Scotland	Capital city: Edinburgh
Wales	Capital city: Cardiff
Northern Ireland	Capital city: Belfast
Republic of Ireland	Not part of the UK but attached to Northern Ireland



Connections / deepening understanding

English – Information texts written about the local area
Maths – the link between right angles and 90 degree turns is linked to positional vocabulary
Art – pointillism work looking at the school design
French – children learn about France and it's major cities

RADE

Everybody has the right to belong somewhere
UNCRC Article 7 – *Every child has the right to have a nationality*
Article 5 – *understanding of children's evolving capability to make their own choices*
UNCRC Article 3 – *why landmarks and places are in the best interest of the child*

Assessment

The pupils will be assessed through ongoing assessment using the atlas game at the start of each lesson.
By the end of the unit most pupils will be able to locate UK on a world map and identify the key cities. They will be able to describe the difference between different maps and the advantages of each one. They will be able to interpret symbols and create their own when making a map.

<p>History – linked to Prehistoric Britain, Ancient Greece, Ancient Rome</p>	<p><i>UNCRC – Becoming familiar with their local surroundings and increasing their own awareness of what is around them</i> <i>UNCRC Article 27- children understand that the area they live in meets the standard of living, social and physical needs</i> <i>UNCRC Article 27 – Does area affect quality of life?</i></p>	
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Assessment recording for the unit - checking the level of pitch of the work

<u>Key skill(s)/ knowledge to be assessed by the end of the unit</u>	<u>Lower attaining</u>	<u>Middle attaining</u>	<u>Higher attaining</u>
<p>Key skills: Using a variety of map types and directional vocabulary, children will navigate the local area</p>	<p>The pupils can use 2 different map types and directional vocabulary to navigate the local area</p>	<p>The pupils can use a variety of map types and directional vocabulary to navigate the local area</p>	<p>The pupils can confidently use a variety of map types and directional vocabulary to navigate the local area</p>
<p>Key knowledge : Know where the UK is in the world and identify key cities</p>	<p>The pupils can identify the UK on a world map</p>	<p>The pupils can identify the UK on a world map and locate the capital cities of England, Scotland, Wales and Northern Ireland.</p>	<p>The pupils can identify the UK on a world map and locate the capital cities of the UK. As well as key landmarks across the country.</p>

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports