

Map skills overview (Royal Geographical Society Scheme)

<u>Year</u>	<u>Scheme</u>	<u>National Curriculum objectives</u>
One	Pupils looking at a variety of maps, including floor maps, globes and street maps. They should be allowed to feel and touch the maps as much as possible. The idea of four compass points is introduced, and pupils are taught to give directions. They then use photographs of the classroom to create their own 2-D plan of the classroom on paper.	<p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>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</p>
Two	Pupils select locations to photograph within the school grounds. They pass these photos to another group who need to find where the photos were taken and pupils use compass points to give directions to each place. Finally, they create a map of the school grounds with the photo locations as key landmarks.	<p>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</p> <p>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</p>
Three	They use eight compass points to describe the location of capital cities within the British Isles. They learn the difference between the boundaries of Great Britain, the British Isles and the United Kingdom. Pupils develop knowledge of England, Scotland, Wales and Ireland through hands-on activities.	use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Four	Focuses on Ordnance Survey maps and basic map reading skills. After examining a map of the local area and discussing what they can see on it, pupils are taught to read four-figure grid references. Pupils are also introduced to the geographical concept of scale, and map symbols. They learn why maps require the use of symbols and a map key. The lesson ends with a game of bingo using map symbols maps.	use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Five	Pupils learn how hills and valleys are represented on OS maps, through the use of contour lines. Building a 3-D model from contour lines helps to develop their understanding of how physical features are represented on 2-dimensional maps.	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.
Six	Develops pupils' use of OS maps. They learn to read six-figure grid references and practise locating the school, their house and significant buildings on a map of the local area through the use of hard-copy maps and digital maps. They will then use their acquired skills to complete a treasure map quiz.	<p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>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.</p>

Subject Content Areas

- Locational knowledge:

KS1: Use maps to name and locate the world's seven continents and five oceans, focussing on the UK. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

KS2: Locate the world's countries using maps, concentrating on environmental regions, key physical and human characteristics, countries, and major cities. Name and locate countries and cities of the UK, geographical regions and key human and physical characteristics.

- Place knowledge:

KS1: Develop knowledge of place, focussing on local area.

KS2: Understand geographical similarities and differences through studying maps of the UK. Develop contextual knowledge of the location of globally significant places.

- Human geography:

Use geographical vocabulary to refer to features on a map or plan (city, town, village, factory, farm, house, port, harbour, shop.)

- Physical geography:

Use geographical vocabulary to refer to features on a map (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation).

- Geographical skills and fieldwork: Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs. Communicate geographical information in a variety of ways, including through maps.

KS1: 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 on a map. Devise a simple map, and use and construct basic symbols in a key.

KS2: Name and locate counties and cities of the United Kingdom. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.