

**Title of Rubric: KS/curriculum area/topic** KS3 Geography - Map Skills - Key stage 3 Year 2 of cycle. Autumn 2

**KS3 Map Skills**

In this module students will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will learn how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit.

	P5-6	P7-8	Level 1	Level 2	Level 3	
<b>Key learning: Understanding what a map represents.</b>						
<b>Key features of a map (including interpreting the key)</b>						
<b>Subject specific knowledge</b>	<p>Can explore different maps/globe e.g. map of classroom.</p> <p>In simple terms, identify what a map shows e.g. shops, roads, buildings.</p> <p>Learn the word map, land, sea</p> <p>Identify/explore a globe using symbols and key words.</p> <p>Identify/explore a map using symbols and key words.</p> <p>Understands that a globe is a representation of the world</p> <p>Understands that there are different places in the world</p> <p>Shows an awareness of place in the outside environment</p>	<p>Can name different places.</p> <p>Can identify similarities and differences</p> <p>Knows that different places are located on maps and globes.</p> <p>Knows that a map is a 2D representation of a globe.</p> <p>Can identify land and sea on a map.</p> <p>Identify North on a map.</p>	<p>Can describe different places and environments</p> <p>Can use simple geographical language to communicate their ideas about various locations.</p> <p>Understand that a map is a 'bird's eye view.'</p> <p>Give simple reasons why we use maps..</p> <p>Can identify Pupils will identify key features on a local map: land, water, roads, North Ridge, Motorway on both.</p> <p>To identify NSEW on a map.</p> <p>Identify North on a compass.</p>	<p>Identify map symbols.</p> <p>Understand that a map is a scaled down, bird's eye view of an area.</p> <p>Explain a range of key features of maps.</p> <p>Give reasons why we use maps and jobs where maps are useful e.g. pilot.</p> <p>Compare different types of maps e.g. Ordnance survey vs. road map vs. google map.</p> <p>Examine the differences between different types of maps.</p> <p>Name the key features of an atlas and begin to locate a range of human and physical features of the UK.</p> <p>Use a range of key geographical vocabulary to describe and explain.</p>		
<b>Subject specific skills</b>	<p>Can use symbols to point at key words such as shops, roads, trees etc</p> <p>Matches a picture to objects in the environment</p>	<p>Pupils use symbols / single words to convey understanding.</p> <p>Using photo map of local area /school - identify key</p>	<p>Can draw a simple sketch map of the school and local area</p> <p>Can use an atlas to locate the 4 countries of the UK, capital cities and other key places.</p>	<p>Can use aerial photographs to 'view from above' and recognise basic human and physical features</p> <p>Compare different types of maps e.g. Ordnance survey vs. road map vs. google map.</p>		

	<p>Gives meaning to some environmental text, signs or symbols</p> <p>Can explore where 2 countries are on a map/globe</p> <p>Can use the term 'a long way'</p> <p>Can communicate what they can see in the environment</p> <p>Can match pictures of places to objects Can match pictures of places to pictures/symbols</p> <p>Can draw attention to symbols and signs in the environment</p> <p>Can use a simple symbol key to match key features of a map</p>	<p>features with some independence.</p> <p>Can identify the north and south pole on a globe or a map</p> <p>Can locate the UK and another country on a map with support</p> <p>Can label land and sea on a map</p> <p>Pupils can comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>Can identify pictures of places that are different to own area ie land and sea</p> <p>Pupils can use simple geographical vocabulary in relation to topic.</p>	<p>Use an atlas to locate the seven continents of the world.</p> <p>Use an atlas to locate the five major oceans of the world.</p> <p>Use the terms NSEW with some accuracy when using a compass.</p> <p>Use 4 points on compass with increasing accuracy</p>	<p>Make comparisons between different types of map, begin to describe the advantages of one map type over another.</p> <p>Describe different physical features of an area using a map.</p> <p>Use 4 points on compass with accuracy and 8 points with increasing accuracy.</p> <p>Begin to locate some of the world's major seas.</p> <p>Make comparisons between features of different places.</p> <p>Draw a detailed sketch map with key features.</p> <p>Identify a range of human and physical features in aerial photographs.</p>
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**Key Learning- Follow a Map/show understanding of mapping skills**

<b><u>Subject specific knowledge</u></b>	<p>Pupils can explore different types of maps</p> <p>Pupils can identify photos of key areas in school</p> <p>Pupils can identify photographs/symbols of key places in the local environment.</p>	<p>Pupils recognise the physical/natural and human/made features of places, for example, identifying buildings.</p> <p>Discuss information that can be found in photo / traditional maps.</p> <p>Can describe a simple route around the local area using key vocabulary.</p>	<p>Draw a simple sketch map of the school and local area.</p> <p>Use compass directions to describe how to move around a map.</p> <p>Ask geographical questions - Where is it? What is this place like? How near/far is it?</p>	<p>Begin to understand what OS maps show.</p> <p>Use compass directions to describe how to move around a map.</p> <p>Use compass directions, directional and positional language to describe how to move around a map.</p> <p>. Using a map of an unknown area, identify features and state why they are close to another feature e.g. shops near to housing estate because people need goods and services.</p>
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<p><b><u>Subject specific skills</u></b></p>	<p>Pupils can follow a simple route around the school</p> <p>Pupils can follow a simple route around the local environment</p> <p>Pupils can sort photographs of two different areas in school</p> <p>Can respond to geographical questions</p> <p>Use both photo and traditional map of school/local area to follow a simple 3-step route.</p> <p>eg. walk to the co-op, find the tree next to the co-op etc</p> <p>On a ready drawn map add symbols of a familiar place.</p>	<p>Follow directions around the classroom/playground.</p> <p>On a ready drawn map use up to 3 colours to create a key. Locate various familiar buildings on a map using the key.</p> <p>Pupils can add symbols to a simple route around the local area and use key vocabulary.</p> <p>Can answer simple geographical questions.</p> <p>Follow directions around the classroom/playground.</p> <p>Use both photo and traditional map of school/local area to follow a simple 4-5 step route with a checklist.</p> <p>Use key symbols to describe features of the landscape on a map.</p> <p>Create a simple map with a key of 3-4 features.</p>	<p>Follow directions around school using the terms left and right with some accuracy.</p> <p>Use a map to give someone simple directions about how to reach a feature e.g. shop.</p> <p>Follow a simple route with a checklist planned by themselves.</p> <p>Mark some simple features on a map and create a simple key using a scale with a non-standard unit of measurement.</p> <p>Plan a simple route on a map of a local area.</p>	<p>Draw a detailed route and consider distances and time taken.</p> <p>Plan a route using key vocabulary, positional and directional language.</p> <p>Use a map to give someone directions how to get from student x's house to student y's house.</p> <p>Follow a simple route with a checklist planned by themselves. Mark some features on a map and create a detailed key and scale using a standard unit of measurement.</p> <p>Using a map of an unknown area, identify features and state why they are close to another feature e.g. shops near to housing estate because people need goods and services.</p>
<p><b><u>Personal development</u></b></p>	<p>Team work          Problem solving          Communication skills          Self-belief          Self-management          Respect          Self-awareness          IT skills</p>			
<p><b><u>Suggested activities</u></b></p> <p>Show children a globe, and locate the UK. How would you describe its position? Explain that we have technical words for the top and bottom parts of the Earth. Reveal the word 'hemisphere' on the board. Invite children to use their mathematics vocabulary to explain what the word means (half-sphere). Instead of top and bottom, we use Northern and Southern to describe the two parts. How could you describe the UK's position now? (In the Northern Hemisphere). Locate other counties on the globe and describe in a similar way.</p>				

Show children a flat world map in the board and point out the line separating the Northern and Southern Hemispheres. Explain that this is called the Equator, and splits the world into two equal halves. Point out the similarity with words like equal and equality, and discuss why this is the case. What countries are located along the Equator?

Use polystyrene craft balls or papier mache to make model globes, showing the Equator, the UK and the country children chose to research, and display these alongside the children's fact cards.

A great out and about activity for children to complete in their local area. Children are encouraged to walk their local area with an adult, spot key human and physical features and then draw the correct map symbol!

An open ended, creative mapping activity. Children draw around their foot to create 'Barefoot Island'. Once their island is drawn, children add key features such as houses, shops and roads before adding their own features

### **Online resources**

Google maps

### **Evidencing Work**

Work sheets

Photographs

PowerPoints