

How are map skills used during geography lessons?

By the end of Lower KS2 (Year 4)

Children will have engaged in a range of activities that develop their environmental awareness, wayfinding, basic map competencies and map interpretation skills. They will have had regular opportunities to use and play with a variety of maps, globes and atlases.

Extracts relating to map work from Pathways progression narrative

By the end of Year 3, children should be *able to*:

- use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil;
- use globes, atlases and maps to identify the main human and physical features of North and South America;
- interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;
- use appropriate vocabulary when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).

By the end of Year 4, children should be *able to*:

- use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon;
- interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it.

Y3	<u>Climate zones</u>	<u>North America</u>	<u>Rio and South-East Brazil</u>
	Map work Lesson 1. Children label a world map with the Equator, tropics and poles and	Map work Lesson 1. Children locate North America and some of its key	Map work Lesson 1. Children locate South America and some of its key features on a world map.

	<p>discuss why these lines of latitude are important.</p> <p>Lesson 2. Children use a map to locate the Northern and Southern Hemispheres and two climate zones.</p> <p>Lessons 4 & 5. Children locate places within their climate zones, using maps (including atlases with map indexes). They use this evidence to explore how the location of these places influences their weather/seasons.</p>	<p>features on a world map. They use world maps to investigate lines of longitude and latitude. They use map references to locate specific places within the continent.</p> <p>Lesson 2. Children use maps and aerial film footage to identify the countries within North America and states within the USA</p> <p>Lesson 6. Children observe aerial footage of New York and compare these places with their home area.</p>	<p>Lesson 2. Children locate South American countries and their capital cities on a map. They use world maps to investigate time zones, including time differences between South American countries and the UK.</p> <p>Lesson 4. Children observe aerial footage of Rio de Janeiro and compare its landscape with their home area and other places they have studied.</p>
Y4	<u>Rivers</u>	<u>Rainforests</u>	<u>South America – the Amazon</u>
	<p>Map work</p> <p>Lesson 1. Children locate and identify the world’s principal rivers on a world map.</p> <p>Lesson 3. Children use aerial images to identify the stages and features of a river.</p> <p>Lesson 6. Children use resources (including online maps) to identify the key characteristics of one of the world's longest rivers.</p>	<p>Map work</p> <p>Lesson 1. Children locate the world’s principal rainforests on a world map and describe the pattern based on their location.</p>	<p>Map work</p> <p>Lesson 4. Children use maps, aerial views and information bases to locate the Amazon River and identify the main characteristics of the Amazon Basin. They draw the location of the river onto a map of South America.</p>

By the end of Key Stage 2 (Year 6)

Children will have engaged in a range of activities that develop their environmental awareness, wayfinding, basic map competencies and map interpretation skills. They will have had regular opportunities to use and explore a variety of maps, globes and atlases.

Extracts relating to map work from Pathways progression narrative

By the end of Year 5, children should be *able to*:

- interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean);
- use globes and atlases to identify the location of Greece and the Mediterranean.

By the end of Year 6, children should be *able to*:

- interpret a range of maps of the UK and the local region and apply this information to their understanding of it;
- use maps and supporting information to route-plan a tourist trip around the capital cities of the UK;
- use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region.

Y5	<u>Mountains</u>	<u>Volcanoes and earthquakes</u>	<u>European region</u>
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	<p>Map work</p> <p>Lesson 1. Children use online maps, an atlas and map index to locate and identify the 'Seven Summits' on a world map.</p> <p>Lesson 4. Children use online maps, an atlas and map index to locate the UK's highest mountains. They use scale bars and online mapping tools to measure distances.</p>	<p>Map work</p> <p>Lesson 2. Children label a map of the Earth's plates and explain what happens at plate boundaries.</p> <p>Lesson 4. Children locate famous earthquakes on a blank world map.</p> <p>Lesson 5. Children locate famous volcanoes on a range of maps.</p>	<p>Map work</p> <p>Lesson 1. Children locate Europe on a world map and identify some of its characteristics.</p> <p>Lesson 2. Children use maps, atlases, globes, aerial views and other sources to locate and describe some of Europe's countries and capitals.</p> <p>Lesson 5. Children use evidence from a range of maps and other sources to persuade someone to holiday in the Mediterranean.</p> <p>Lesson 6. Children use maps and aerial views as evidence when comparing life in modern and historical Athens with life in their home area.</p>
Y6	<u>United Kingdom</u>		<u>Local area and region - Upper KS2</u>
	<p>Map work</p> <p>Lesson 1. Children use maps and atlases to review and mark the location of the UK's countries, capitals and seas and to make comparisons between places.</p> <p>Lesson 2. Children use evidence from maps, aerial images and other sources to find out about their home area and the UK's cities, counties and regions. They annotate maps with this</p>		<p>Map work</p> <p>Lesson 1. Children use online maps at a variety of scales to explore and locate the main features of their home region.</p> <p>Lesson 2. Children use road maps to investigate sites of interest at a range of distances from their local area, and annotate their locations and distances.</p> <p>Lesson 4. Children carry out fieldwork to investigate and gather data, including locational information and chatterbox sketch maps, as to</p>

	<p>information. Children use atlases to plan a road trip around the UK.</p> <p>Lesson 5. Children use maps to locate and investigate the UK's national parks.</p>		<p>how a local urban area meets people's needs.</p> <p>Lesson 5. Children use evidence from the fieldwork to annotate an Ordnance Survey map of the local urban area, showing how it meets people's needs (a simple land use map). This includes devising symbols and a key, and referencing some key sites using six-figure grid references.</p> <p>Lesson 6. Children incorporate maps into extended writing (in the form of a newspaper article) about how their local region meets people's needs.</p>
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