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| Year Group: 1 | Term: Autumn | Enquiry: What is a map? |
| NC Links | | |
| <ul style="list-style-type: none"> • To begin to understand locality. • To use simple directional language. • To devise a simple map. | | |
| Other Curriculum Links | | |
| <p>Numeracy - data collection.</p> <p>Art - sketching.</p> | | |
| Links to Rights Respecting | | |
| <p>Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> | | |
| Caedmon Curriculum Drivers | | |
| <p>Aspirations & Careers</p> <p>World Citizens</p> | | |
| Links to North East Ambition | | |
| <p>Introducing children to the basic concepts of related career such as cartography, travel agent, landscape architect as well as developing their awareness of the range of different work spaces and roles within the school building and school grounds (teacher, teaching assistant, administration, business manager, caretaker, cleaner, catering)</p> <p>GATSBY BENCHMARK 4 - Linking curriculum learning to careers.</p> <p>GATSBY BENCHMARK 5 - Encounters with employers and employees.</p> <p>GATSBY BENCHMARK 6 - Experience if Workplaces</p> | | |
| Unit Overview | | |
| <p>Children will begin to develop their understanding of maps, their purpose and how they are used. They will focus their learning on the geography of their classroom before looking at the school grounds. Children will use simple directional language (up, down, left, right, near, far) to guide each other to a location within the school grounds. Children will create simple sketch maps of a small area of their school, such as a classroom.</p> | | |
| Possible Visits/Visitors | | |

Fieldwork within school grounds - classroom, hall, yard.

Essential Subject Skills to be covered

Geographical Skills

- To understand what a map is.
- To use simple directions (near and far, left and right) to describe location of features on a simple map.

Fieldwork

- To use simple directions (up and down, left and right, near and far) to describe a route on a simple map.

Locational Knowledge

- To recognise features of their locality in relation to school.

Place Knowledge

- To know the name of our school.

Human & Physical Geography

- To use basic geographical vocabulary relating to school grounds: school, classroom, hall, corridor, office, yard etc

Overall Learning Outcomes

By the end of this unit, children will understand the purpose of a map. They will know that a map shows locations of objects or places and that they can be used to direct someone to find a location. They will be able to use simple language to direct someone to a place and will be beginning to use a map to find their way. They will develop basic vocabulary to describe a map. This understanding will build their awareness of the locality and how it fits into a wider area. This will be explored further next term when children explore the area surrounding the school grounds.

Learning Intentions (for use in self assessment at end of topic)

I know what a map is.

I can draw a simple map (classroom).

I can use simple directions (near, far, left, right).

I can identify key features of a simple map.

Suggested Strategies for Recording Learning

- Observations of children's geographical language.
- Photographs of children carrying out fieldwork.
- Creating a sketch map.
- Exercise books - examples of data collection, children's own maps etc.

Suggested Lesson Starters

Aerial photos of objects for children to identify.

Photographs of locations in school for children to identify.

Simple maps / room plans for children to identify features (table, chair).