



Year 7 Unit 2 - Map Skills

Number of weeks	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
12 lessons (8 weeks)	Types of maps Scale Recognising and using map symbols Using 4 and 6 figure grid references Describing the shape of settlements Giving directions using compass directions and distances Understanding contour lines	Names of continents and oceans. Compass directions Basic knowledge of coordinates. Possible knowledge of some map symbols. Possible knowledge of some key terms e.g. Key, scale, compass
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
End of unit assessment lesson 11	End of unit assessment lesson 11 Directions task lesson 5 Peer assessment in every lesson	<p><b>Skill description</b></p> <ul style="list-style-type: none"> <li>I can identify landforms / features</li> <li>I can identify symbols using a key</li> <li>I can identify and follow 8 point compass directions</li> <li>I can read 4 figure grid references</li> <li>I can read 6 figure grid references</li> <li>I can identify trends (patterns) on maps / data sets / graphs</li> <li>I use specific figures or examples to support my answers.</li> <li>I can identify and measure scale</li> <li>I can describe the difference in trends (patterns) on maps / data sets / graphs</li> </ul>



Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	What are the different types of maps and what do they show us?	BTEOTL I will: Know the names of the 7 continents and 5 oceans Label the continents and oceans on a world map. Match countries to the continents they are in. Locate major rivers, mountain ranges, deserts and famous places and say what continent or country they are in.	Students make a brainstorm to show what they already know about maps. 3 levels of challenge depending on shape. There are pictures as prompts displayed on the board	PowerPoint Model Answers Map cardsort	Activity 1: Students match the key words to their definitions. They only need to match the number to the box to reduce unnecessary copying. Stretch yourself question to think of other geographical words to describe maps. Peer marking using model on the board. Activity 2: Students work in groups to put 4 maps in order of scale. Check understanding of scale (use magnifying class analogy) Students split page into 4 and write the title of 1 map in each box. They then look at the maps and complete the questions. There are 3 layers of differentiation depending on shape. Teacher to help any student who is stuck by moving them back a stage or encouraging anyone who has finished to move on to the next stage. Activity 3: Students feedback to the class (maps are in the power point so that they can be seen in more detail) Use targeted questions to get some student answers from each level.	None	Students complete the self-assessment questions in full sentences in their books. Today I learnt... One thing that surprised me was... One thing I found hard was... One question I still have is...



2	How can I use a map to find out what is in a place? (map symbols)	<p>BTEOTL I will:</p> <p>Identify what map symbols mean.</p> <p>Use map symbols to describe what is in a place.</p> <p>Use map symbols to decide who might visit an area and why.</p>	<p>Starter activity:</p> <p>Students put the definition of 'symbol' in their glossaries.</p> <p>Students draw a symbol to represent themselves and then write a sentence to explain why they have chosen it. Example on the board as a model</p>	PowerPoint Littletown maps	<p>Activity 1: Q&amp;A: What does this symbol mean? (Click through the power point) Record on worksheets.</p> <p>Mini-plenary: Mapo game (books closed)</p> <p>Activity 2: Students stick in a map of Littletown. They answer the questions to describe the features of Littletown (3 levels of differentiation by shape)</p> <p>Stretch yourself question – who would like to visit Littletown and why? Students add features to the map (3 levels of differentiation by shape)</p> <p>Stretch yourself question – if Littletown was built in 1700, why do you think it was built there?</p>	Create your own map symbols for three places you use regularly in the local area.	True or false voting plenary. Ask a student to justify his/her answer each time.
3	How can I use a map to measure distances? (Scale)	<p>BTEOTL I will:</p> <p>Measure straight line distances on a map.</p> <p>Measure curved distances on maps e.g. roads.</p> <p>Measure area using a map.</p>	<p>Starter activity:</p> <p>Students look at two maps and make a list of the differences between them.</p>	PowerPoint Maps	<p>Activity 1: Explain scale (try to elicit this from the map starter) and remind students the difference between large and small scale. Get students to record the definition of scale in their books. Show students how to measure straight line distances and model one example.</p> <p>Students then complete the scale worksheet on their own. There are 3 levels of differentiation so not all students need the same sheet.</p> <p>Resources in power point. Peer/ self-marking – answers on the board</p> <p>Activity 2: Show students how to measure curved distances and demonstrate an example. Students stick in a map and complete a set of questions (3 levels of differentiation which they can choose themselves.) They must write in complete sentences.</p>	<p>Draw a scale diagram of your pencil case and its contents.</p> <p>Every 2 cm in real life should be 1 cm on your diagram.</p>	Students reflect on what they have learned today by completing the sentences in their books.



4	How can I use a map to describe settlements?	<p>BTEOTL I will: Define different types of settlement and settlement shape and identify examples. Use maps to describe the shape and the physical and human features of settlements. Also use compass directions and scale to describe the location of settlements and the features within them.</p>	<p>Students complete the word search to identify today's key terms. Then they match the key word to its definition. Stretch yourself question to use the key words in a sentence to describe the shape of different types of settlements Peer marking using the answers on the board. Ask a more able student (circle) to use some of the key words to describe London</p>	<p>PowerPoint Doveton and Margate maps</p>	<p>Activity 1: Explain linear, dispersed, nucleated. True or false mini plenary (students vote with thumbs for simultaneous feedback) Choose students at random to justify their answers. Activity 2: Students use a simple sketch map to describe Doveton. (Perhaps model an example on the board about the town of Heston first) then take some feedback from one student from each level. (Lolly sticks) Students use a more complicated Ordnance Survey map to describe the town of Margate. There are 3 differentiated questions for each of these tasks. Students complete the question for their shape.</p> <p>Activity 2: Feedback to the class using pose, pause, pounce, bounce and lolly sticks. Use less able students to spot good WWW and more able to spot EBI. Students read out their answers and students peer assess. (Refer to the 'how to do it well' section on the slide to help them so this.) Students can record this feedback in their books on a feedback sticker.</p>	None	<p>Students complete the self-assessment questions in full sentences in their books.</p> <ul style="list-style-type: none"> <li>• This lesson I learnt...</li> <li>• I was successful at...</li> <li>• One thing I found hard was...</li> </ul> <p>One thing I need to practise more is...</p>
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5	How can I use a map to give directions?	<p>BTEOTL I will: Give directions using compass directions and place names. Give directions using left/right and landmarks. Give directions using left/right/landmarks and distances.</p>	Students write down how to get from the room they are in to the lunch hall. Read a few examples and elicit which words are helpful when giving directions. Discuss how the directions could be made even better.	PowerPoint Direction instruction cards	<p>Activity 1: Students work in pairs. Share the cards out and take turns to find out where you would end up if you followed the instructions. 3 levels of differentiation. (If the card is cut in half lengthways, students will have the same number of questions each, some at each level.) Activity 2: Students write their own set of directions to get between 2 places. 3 differentiated sets of success criteria. Peer assessment of these answers using the success criteria.</p>	Describe the journey from your house to school.	Reflect and feedback the reflections (10 minutes)
7	What are 4 figure grid references and how do they work?	<p>BTEOTL I will: Use coordinates to find a square on a map. Use 4 figure grid references to identify features on a map. Use 4 figure grid references, compass directions and scale to describe features on a map.</p>	Students look at the picture and describe what is in the square. Feedback some responses. Praise detail and position. Explain that we will learn to use coo-ordinates to locate features more precisely.	PowerPoint Grid ref sheets OS maps Blob Tree	<p>Activity 1; Students complete the coordinates hand out. Peer mark. Activity 2: Explain 4 figure grid references and work through some examples on the board Students complete 4 figure grid reference sheet and peer mark. Students who finish go on to using the OS map of Margate. There are 3 levels of differentiation to include OS map symbols and scale.</p>	Harry Potter grid reference sheet.	Blob tree for the lesson and explanation of why they are that 'blob.'
8	What are 6 figure grid references and how do they work?	<p>BTEOTL I will: Use 4 figure grid references to locate features on a map. Use 6 figure grid references to locate features on a map. Use 6 figure grid references, compass directions and scale to describe features on a map.</p>	Students write a set of instructions about how to take a 4 figure grid reference.	PowerPoint OS maps Blob Tree	<p>Activity 1: Explain 6 figure grid references and work through some examples on the board. True or false questions to check understanding. Activity 2: Students answer the 6 figure grid reference questions in their books. 3 levels of differentiation to include map skills and scale for synthesis. Students who finish have extension questions using the Margate OS map.</p>	None	Revisit blob tree using another colour and record progress.



9	How can use a map to find out how high the land is?	BTEOTL I will: Use contours to find out the difference between steep and gradual slopes. Use contours to be able to identify a hill, mountain, valley and cliff. Use contours to describe a landform	Contour images on the board... what do they mean? Take feedback	PowerPoint Contour cardboard cutouts for SEN Skills textbook	Activity 1: Discuss contours with students. Use board to model how to read contours. Activity 2: Pupils complete activities from the skills textbook. Take feedback and peer mark	Revise	Say what you see... identify the landform.
10	How can I revise effectively?	BTEOL I will: Try out 3 revision techniques. Say which revision techniques would be useful to learn different parts of the unit. Evaluate how well I have used the revision techniques	How do you revise? Spider diagram?	PowerPoint Condensing method sheets Mind map sheets Road map sheets	Activity 1: Pupils select one revision method and complete scaffold. Show pupils good eggs and peer assesses. Activity 2: Rotate scaffolds, pupils to try another way. Activity 3: Rotate scaffolds, pupils to try one final way.	Revise	Quick quiz to identify what pupils still need to revise.
11	Assessment	BTEOL I will: Be able to show off how great I am at Geography	How do I answer describe and sketch map Qs... give me the structure	Exam Papers	Activity 1: P Pupils complete assessment	None set	Take feedback on how pupils thought it went
12	Assessment Run through	To create www and ebi for myself	Review your test – each tell your partner what you think is a www and ebi	Mid Unit tests Mid Unit Mark schemes	Whole lesson. Run through test. Pupils to grade their work with www and ebi and run through occurs	Complete your most important ebi	Class discussion: What are our most important ebi?