

<p>Theme reads: Ice Palace – Robert Swindells Alastair Humphrey’s Great Adventurers – The Incredible Expeditions of 20 Explorers Journeys – Jonathon Litton Shackleton’s Journey – William Grill Maps - Aleksandra Mizielska Extracts from Survivors – David Long Fantastic Female Adventurers – Lily Dyu</p>	<p>Year 3 (autumn): Enquiry Question Could you plot a route through a desert? Key driver: Ambition Key skills: I can use geographical tools. Year Enquiry: How do humans achieve great things at the ends of the earth? Topics: Latitude/Longitude/Maps High quality outcome: Children will create a guide to map skills and take part in an orienteering/geocaching/ map skills challenge.</p>	<p>Resources Compasses, local OS maps, access to digital maps, www.ordnancesurvey.co.uk https://www.digitalmaptiles.com/25k-raster-tiles.html https://www.rgs.org/schools/teaching-resources/subject-knowledge-animation-map-skills/ - KS2 map skills video https://www.bbc.co.uk/bitesize/topics/zvsfr82/article/s/zdk46v4 Maps and compass directions https://www.bbc.co.uk/bitesize/topics/zvsfr82/article/s/zd4rmfr Latitude and longitude explanation</p>
<p>Key Vocabulary: Latitude, longitude, co-ordinates maps, compass, grid reference, symbol, key, legend, equator, hemisphere, north, south, east, west, prime, Greenwich meridian</p>		<p>Pupil Pledge Orienteering/geocaching</p>

<p>Launch WALT: I am beginning to use map skills. Outcome: Children are set the challenge to find a treasure chest (containing the unit enquiry question, maps, compasses etc) on the school grounds but given deliberately vague instructions. Discuss what would have made it easier and quicker to locate. Children consider the skills, tools and knowledge you would need to plot a route through a desert.</p>	<p>Lesson 2 Why do maps have symbols? WALT: I recognise some common map symbols Outcome: Explore maps, symbols and keys/legends</p>	<p>Lesson 3 What is a grid reference? WALT: I can use four figure grid references. Outcome: Use grid references to define the position of human features in the local area. Play battle ships.</p>	<p>Lesson 4 8 points of a compass WALT: I know and can use 8 point compass directions. Outcome: Use 8 point compass directions to explain how to get from school to the library/the leisure centre/The Oxford Academy.</p>	<p>POP Quiz Provide children with a map of the school and the local area. Can they: Complete the key/legend for the map symbols. Use 4 figure grid refs to describe where features are. Give instructions to travel from one place to another using 8 points of the compass.</p>
<p>Lesson 6 Equator, hemispheres etc.</p>	<p>Lesson 7 I am lost in the desert, how can I</p>	<p>Lesson 8 Create map skills guide</p>	<p>Lesson 9 Finish map skills guide</p>	<p>Celebration Children will take part in</p>

<p>WALT: I can identify the position of the equator, northern and southern hemispheres and the prime meridian.</p> <p>Outcome: Identify position of the equator, hemispheres, prime/Greenwich meridian.</p>	<p>tell someone exactly where I am?</p> <p>Latitude and longitude</p> <p>WALT: I can find places using latitude and longitude coordinates.</p> <p>Outcome: Children know what latitude and longitude are and find places using co-ordinates.</p>	<p>WALT: I can explain how to use a map with a key and symbols.</p> <p>Outcome:</p> <p>Write an introduction to map skills guide (format could be a brochure, a video, a SWAY, a poster) – how to use a compass, grid references, maps with keys and symbols.</p>	<p>WALT: I can explain how to use a compass and grid references</p> <p>Outcome:</p> <p>Write an introduction to map skills guide (format could be a brochure, a video, a SWAY, a poster) – how to use a compass, grid references, maps with keys and symbols.</p>	<p>an orienteering/geocache/map skills challenge (preferably somewhere out of school!) finding clues and answering a riddle.</p>
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<p>Content: What will we learn? What are the core concepts? To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>To use the 8 points of a compass, 4- and 6-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>Identify human and physical characteristics, key topographical features and land-use patterns.</p>	<p>Coherence: How does this link to previous learning? Links to year one, unit 3 and builds on knowledge of continents. Links to year two, unit 1 and builds on knowledge of hot and cold areas of the world. Links to and develops map skills introduced in year one and two.</p>	<p>Creativity: How will we show we understand in multiple ways? Pictorial and written outcomes. Using maps, grid references and compasses. Oral explanations of directions and instructions.</p>	<p>Compassion: What opportunities are there to teach compassion?</p>	<p>Community: What links are there to local resources?</p>
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