


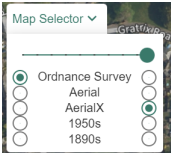
# Mendell Primary School

Aspire Challenge Achieve

## Medium Term Plan Geography



<b>Year Group:</b> 2	<b>Term:</b> Spring #2 2022	<b>Teacher:</b> Sarah Bride	<b>Subject lead:</b> Amy Harris	<b>Overview: Mapping Skills</b> Aerial photographs Map symbols Cardinal compass points		<b>Key End Points: By the end of this unit children will be able to:</b> - To know and use cardinal compass points - Understand and use map symbols - Know what an aerial photograph is and why it is useful
<b>Links to other learning:</b> Computing: digital photography	<b>Relevant Prior Learning:</b> Y1: Map of school grounds. Directional language. Introduction to compass.	<b>Relevant Future Learning:</b> Y3 Mapping skills: ordinal compass, symbols and keys	<b>High Quality Text:</b> <i>'My Heart is a Compass'</i> Deborah Marcero	<b>Risk Assessment:</b> - Small compasses; ensure no children that mouth - Trip of local area will need separate risk assessment	<b>Common Misconceptions:</b> Children getting confused with a compass that is used for drawing a circle and a compass used to find north.	<b>Teacher CPD:</b> Maps are graphic representations of selected locational features. Aerial photos are photographs taken from above (as if from an aeroplane)
<u>Learning Intention</u>	<u>Lesson Outline</u> <u>(Key Questions in colour)</u>			<u>Resources</u>	<u>Vocabulary</u> <b>Word of the week in bold</b>	<u>Lowest 20% Adaptations</u>
I know what an aerial photograph is and why they are helpful  I know why we use symbols	<p><b>This is a Geography lesson. Geography is the study of places and relationships between people and their environments.</b> Give out printed and laminated photographs of our local area and encourage discussion. <b>Do you recognise any of these places? Where are they? How do you know?</b> The photo pack includes photographs and aerial photos. <b>Can you sort the photographs into two groups?</b> Discuss what criteria the children used. If no one used photographs from the street/above as a sorting criteria – display a set of photographs sorted in this way and ask children <b>How have I sorted these groups?</b> Explain that some photographs were taken on the street (this could be know as street view) and some photographs were taken above from the 'air'. <b>Has anyone been on an aeroplane? What did you see out the window? What was the view like?</b> When photographs are taken from above they are called 'aerial photographs' – make link to aeroplane – aerial. 'Aer' is an ancient Greek work that means 'air'. Aeroplane, aerial, aerobic, aerosol – these all have something to do with 'air'. <b>What is an aerial photograph?</b> It is a photograph taken from an aircraft (could be aeroplane, drone, blimp, helicopter, satellite). Recite this three times using different voices. <b>What is an aerial photograph?</b> A photograph taken from an aircraft. <b>Why are aerial photographs useful?</b> Allow discussion between children and assist by asking further question such as <b>could an aerial photograph help find a quicker way? Would aerial photographs from the past look the same? Could aerial photographs tell us how big things are like how big a forest is? If we were in a really high aeroplane could we see more?</b> Share children's feedback together. Aerial photographs are useful because they help us see a bigger area than from the ground. Aerial photographs help us see how the land changes over time. Find our school and the local area on digimaps (type in CH627HN – school postcode), select aerial (button on right hand side). \locate the school. Show children the large area of green space (see below. Show children on the live version of</p>			Photograph pack of local area – printed and laminated	<b>Aerial photograph</b> Symbol	

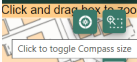
	 <p>digimaps) <b>Where is this? Does it still look like this now?</b> This space is on Acre Lane. It now has a new housing development on it and therefore the land has changed over time. We would know this by going to look however, someone who lives far away and couldn't get here could find out by using these photographs. Digi maps now need to take another aerial photograph to show these changes.</p> <p>Give out a3 aerial photographs of our local area. Give out post it notes and ask children to label places they know (word bank can be on table to aid children). (They may need some help identifying from above – See teacher help sheet week 1). The objective of this activity is to cover up the area so we can't see it properly and therefore need to use something smaller..... symbols.</p> <p>Review the aerial photograph covered in labels – <b>does this work? Can we still see the aerial photograph? What could we do instead?</b> Aid discussion to come to the conclusion that small pictures are needed because if we make the writing too small we wont be able to read it. These are called symbols. Show children symbols that are found on the teachers help sheet – can they say what the symbols represent? Give out a new A3 map and a set of very small versions of the symbols (pre cut as this will be fiddly and time consuming for the children) including some blank squares. Ask the children to label the new map using symbols. Encourage children to also make their own symbols for example for a restaurant or café use a small picture of a knife and fork. <b>Do symbols work better than labels? Why else might symbols be useful?</b> For people to can't read or speak a different language for example.</p> <p>Recap:  <b>What is an aerial photograph?</b> A photograph taken from an aircraft.  <b>Why are symbols useful?</b> They take up less space than words and can be understood by more people  After the lesson, stick the two maps in the children's books</p>			
<p>I know what a map is for.</p> <p>I can use a plan to plan a route</p>	<p><b>This is a Geography lesson. Geography is the study of places and relationships between people and their environments.</b></p> <p>This lesson we are going to think like geographers and use mapping skills to plan a route.</p> <p>Show children the local areas on digimpas – ensure the filter is on aerial. Ask the children what type of photographs this is. <b>What is an aerial photograph?</b> A photograph taken from an aircraft.</p> <p>Now click aerialX on the right – this will show the road names. Discuss that this is still an aerial photograph but it now has road names – <b>what else would we see road names on?</b> Maps.</p> <p>Now click ordnance survey on the left (see below).</p>  <p>Slowly move the slider from the right to the left and discuss what happens with the children</p>	<ul style="list-style-type: none"> <li>- Week 2 PowerPoint</li> <li>- Digi maps</li> <li>-large map printed for each child x2</li> <li>- Pens/ coloured markers</li> <li>- Teacher help sheet week 2</li> <li>- simple compasses</li> </ul>	<p><b>Map Route</b></p>	



The slider will change the view from aerial photo to map. Do the children know it is called a map? **What is this called? What are maps for?** Maps show where things are. Maps may show visible features, such as rivers and lakes, forests, buildings, and roads. They may also show things that cannot be seen, such as boundaries (for example where Wirral ends and Cheshire begins or where Wirral ends and Liverpool begins – there is no line on the floor that shows this however the map will show a line) example below with black dotted line. Repeat three times in different voices: **What are maps for?** Maps show where things are.



Display the map of our local area Bromborough on the board (week 2 power point) and give out a large version to each child. Ask children to locate the school. Show on your map where it is (see teacher help sheet). Then ask children to locate where Archer's Park is (see teacher help sheet). If there is a child who knows, ask them to come up and explain how they managed to find it. Talk through how you would find it saying the following whilst showing the route with your finger on the map. *'I know that from school I go along Allport Lane towards the coop. When I get the end of Allport lane, I know I have to turn left on to The Rake. I then have to turn right on to Mark Rake. I know the park is on the corner where the road bends, so I know the park is here.'* Ask the children to identify Mendell Primary School and Archer's Park on their map. (If any children do this with symbols rather than a circle, use this as a teaching point referring to yesterday's lesson). Tell the children we are going to plan a route to get from school to the park, we will then follow our routes in a few weeks. Ask the children in pencil to start from school and draw a pencil line route along the roads to get to Archer's Park. When finished ask them to look at everyone else's on their table and see if they all chose the same route... discuss. Now ask the children to find lots of different routes in pencil on the same map (children could go around the room and magpie ideas from other children if necessary). When the children have at least 2 or 3 routes planned, ask them to select their favourite route and explain to their partner why they have chosen that route. Ask them to use road names in their answers. (e.g. I wanted to go on Mainwaring Road because my Nan lives there). Give the sentence stem... *'I have chosen this route as my favourite because....'*. Share some children's examples. Now give out felt tips/markers and ask the children to highlight their favourite route on a new map in pen... there should only be one route on this map – in pen. Children record why they chose their selected route in their book using a road name. In books children record the question: **What are maps for?** And record the answer **Exit pass: What is an aerial photograph?** A photograph taken from an aircraft. **Why are symbols useful?** They take up less space than words and can be understood by more people

<p>I know what a compass is for.</p> <p>I can use a compass to plan a route</p>	<p><b>This is a Geography lesson. Geography is the study of places and relationships between people and their environments.</b></p> <p><b>Recap on previous learning:</b> What is an aerial photograph? A photograph taken from an aircraft.</p> <p><b>Why are symbols useful?</b> They take up less space than words and can be understood by more people</p> <p><b>What are maps for?</b> Maps show where things are.</p> <p>Today we are going to continue developing our geographer skills and mapping skills.</p> <p>We have planned our routes on our map and today we are going to make these plans clearer. Let me share my route with you... model writing your route:</p> <ul style="list-style-type: none"> <li>• <i>Go along Allport Lane towards the coop.</i></li> <li>• <i>At the end of Allport lane, turn left on to The Rake.</i></li> <li>• <i>Turn into Mark Rake.</i></li> <li>• <i>The park is on the corner where the road bends.</i></li> </ul> <p>I have used bullet points to put each instruction and direction on a newline. This makes it easier to follow. I have also used road names at each stage to make sure my directions are clear and someone following them will go the right way. I am going to read my instructions again, <b>can you follow my route on your map with your finger?</b></p> <p>Ask the children to write their instructions in their book using bullet points. NB: knowing when to turn left/right is tricky – this can be drawn out as a teaching point as we are going to find something easier to help us after this activity.</p> <p><b>Is anyone unsure of their left and right? Did anyone find it tricky saying whether to turn left or right?</b> When using a map, there is an easier way for us to give directions and to follow a route. <b>Does anyone know what a compass is?</b> Discuss children’s thoughts ad addressing any misconceptions confusing the two types of compass. Show everyone your compass (on the visualizer so everyone can see). <b>A compass is for finding direction.</b> It has a magnetic needle mounted that can spin and it always points north. Show on your visualizer that even if you turn the compass the *red* (check on your compass) always points north. Do we know what all 4 points of a compass are named? North East South West. Discuss mnemonics for the 4 compass points such as: naughty elephants squirt water, never eat soggy waffles). Give children a compass each and allow them to go outside and move around to check that indeed the compass does always point to north. <b>Which way is north?</b></p> <p>Come back to classroom and collect in compasses. Go to digimaps and turn on the compass:</p>  <p>Explain that maps are always drawn with north pointing upwards. Using a compass is the correct way to give directions. Let e show you y directions using a compass:</p> <ul style="list-style-type: none"> <li>• <i>Go north on Allport Lane</i></li> <li>• <i>Turn west on to The Rake.</i></li> <li>• <i>Turn north into Mark Rake.</i></li> <li>• <i>Where the road bends, the park is to the west</i></li> </ul> <p>Give out week 3 map to each child (this has a compass at the top). Ask children to orally rehearse giving directions using a compass. Ask them to give their friend directions and see if the can follow with their finger. Then ask children to write directions using bullet points and compass directions.</p> <p>Repeat three times: A compass is for finding direction and always points north.</p> <p>Recap that a map is always drawn with north pointing upwards.</p>		<p><b>Compass</b></p> <p>North</p> <p>East</p> <p>South</p> <p>West</p>	
<p>I can use a map and compass to follow a route</p>	<p><b>*Walk to Archer’s Park* - additional risk assessment required.</b></p> <p>Review how many routes the children have planned and if it is possible to group the children so they can follow their own route e.g. if there are 5 different routes planned you would need additional adults to allow each group to follow their route. If there are too many varieties, select 4/5 different routes and the children can go together in a group.</p> <p>Give each child a copy of the map and a compass. Follow the route to the park.</p> <p>Once at the park, children could swap maps with someone and follow a different route back to school.</p>	<p>Photocopied map with routes</p> <p>compasses</p>		
	<p><b>This is a Geography lesson. Geography is the study of places and relationships between people and their environments.</b></p> <p><b>This lesson has been left for you to recap areas that the children need further support on.</b></p>			