

Spatial Sense

Year 2

Key end points of this unit, Spatial Sense, are:

- To be able to read and gather information from a simple map
- To be able to draw a simple map
- To understand that maps and globes can show us different areas of the world
- To understand that some maps show small areas and others can show large areas

Building on children's understanding of spatial sense from Year 1 where they looked at **maps** of the classroom, this unit zooms out to encompass the school site. Over the two KS1 Spatial Sense units, children should have many opportunities to use maps and engage with the information we can gather from them. In the following Spatial Sense unit in Year 3, we will be looking in more detail at **maps and grid references** before using our knowledge of maps to **compare** two locations.

Throughout this unit children will be forming an understanding that **maps**, made by **cartographers**, give us information about different **locations**. They will look at simple map **symbols** and understand what they represent. Children will encounter new and ambitious **vocabulary** that features throughout the unit, offering children many opportunities to rehearse and apply it in their talk tasks and written work. The concepts and vocabulary in this unit will be returned to as children work through the geography curriculum.

In the KS1 geography curriculum, children will frequently be asked to **draw maps** or sketch areas. Over time children will get better at the skill of **map drawing** as they learn more and remember more of the curriculum. This helps to develop disciplinary knowledge as children begin to understand the role maps play in our understanding of the world and within discipline of geography itself.

Lesson Sequencing:

The sequence of lessons in this unit has been designed to build on prior knowledge and introduce new material in small manageable steps. Lesson 1 reconnects to prior learning and offers teachers a chance to assess children's **map drawing skills** in order to establish a starting point for this unit. Children will walk around the school site and **sketch a map**. They will use **compass directions** to consider the position of places on the school site. Children may take **digital photos** of locations around the site. Then in Lesson 2 children will **draw a map** of their school site using their sketch map, photos and information from the previous lesson. They will consider the use of **symbols** to represent locations on the school site. Building on their disciplinary knowledge, children will learn that **cartographers** draft and redraft maps to ensure they are **accurate**.

In Lesson 3 children will be introduced to **Ordnance Survey** maps of their local area. They will apply their knowledge of symbols to find information from the maps. They will explore local **human and physical features** and will describe their locations using geographical language. In Lesson 4 children will build on their knowledge of Ordnance Survey maps and will plan a route using the map for **navigation**. Lesson 5 zooms out to show children what globes are and why they are useful. They will begin to understand that drawing a 3D world onto a flat map is difficult and maps can become distorted. Children will learn more about map projection in KS2.

Finally to assess understanding children are tasked with drawing a map of their school site. It is then possible to look for the progression in their map drawing skills as they had a similar task in Year 1. Teachers should be able to see progress in the accuracy of children's drawings and in the detail they include in their maps.

The key substantive concept focused on in this unit is **location**.

The key disciplinary understanding in this unit focusses on cartographers and how they create maps based on the world around us.