

Spatial Sense

Year 1

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

- To draw a map.
- To know that maps give us information about places.
- To understand maps are drawn from an aerial view

This unit is the first discrete geography unit Year One pupils will study. It introduces **aerial views**; the first step in supporting children's conceptual understanding of maps. Building on an understanding of what things look like from an aerial perspective, children then look at how **cartographers** (map makers) represent **physical** (natural) and **human** (made by people) features of an area on a drawn map. They find out how **symbols** are used on maps and how a key can tell us what the symbols mean. The **four-point compass** is introduced, and children will use some **positional language** to describe **locations**. They will look at simple **routes** on a map based around a familiar location using first-hand observation to help them link what they see in the world around them, to what is represented on a map.

In Year 2 children will look at **maps** of the school site and the **four-point compass**, in Year 3 they will learn about the **eight-point compass** and **grid references**. In Year 4 children will learn about lines of latitude and longitude and revisited the equator and the poles. They will use grid references and learned how to read and use **map scale**. In Year 5 children will look again at lines of longitude and latitude and learned more about the Prime Meridian and why it was agreed. In Year 6 children will look again at **longitude, latitude**, the **Prime Meridian**, the **tropics** and the **Antarctic and Arctic circle**.

As children work through their primary geography curriculum they will use and apply their geographical skills, such as map reading, using symbols, grid references etc in many different contexts as they learn about places around the world. Over time children will get better at the skill of **map reading** using a wide range of maps as they learn more and remember more of the curriculum.

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. In lesson 1 children will be introduced to the concept of **aerial perspective**. Through exploration, children can begin to understand how our view of an object can change depending on which way we are looking at it. They will learn that maps show us a simple representation of an aerial view, helping us to identify where things are **located**. It is important that children in Year 1 are developing a basic knowledge of aerial perspective as it will aid their general geographical understanding in future lessons. If following PKC EYFS, children will have had the opportunity to **use and draw maps** in Early Years. They will have also been shown maps when learning about different places around the world e.g during the transport unit in Reception when children learned about the Thai Tuk-Tuk, the Italian gondolier and the Japanese bullet train.

In lesson 2 children will learn some of the vocabulary we use to **describe location**. They will become more confident when describing location and will use the vocabulary with increasing accuracy. This lesson will require children to think about their own position in relation to things around them.

In lesson 3 children will build on their knowledge from the previous lessons and will understand that maps give us information about places. They will learn that 'location' means where something is. They will also explore how maps use symbols to show where things are. Over the course of the whole geography curriculum children will encounter many kinds of maps and understand their different purposes.

Lesson 4 offers children an opportunity to learn about direction and apply their knowledge to a practical situation. At this stage, children may need to secure their understanding of left and right before moving onto compass points. This understanding is something that will need to be reinforced over time and may require frequent revisiting to ensure children can confidently identify directions including left and right. Children will learn that a compass shows us directions; north, south, east and west. Children return to learn more about compasses in Year 2 and Year 3.

In lesson 5 children will generate a checklist of things that good maps require. They will then, in the following lesson, go on to create their own maps against the checklist of requirements. A map will often, but not always, have a title, labels, symbols, outlines of the shape of the land and a key. Features such as rivers, roads, railways and coastlines may also appear on maps. Any symbols used on maps are explained in a small table or box called a 'key' or 'legend'. This box contains the symbols used on a map, followed by an explanation of what the symbols represent. Children should have the opportunity to investigate many different maps so that they can gain an understanding of the common features.

The key substantive concepts focused on in this unit are place and space.

The key disciplinary understanding in this unit is that maps tell us information about places.