



Topic Title: Where in the World

Year 3

Spring 1



Key question?

How much can you find out about a new area using an Ordnance Survey map?

Big Questions:

What is an Ordnance Survey map?

How can we use Ordnance Survey maps to find out about the local area?

How are places, human and physical features represented on Ordnance Survey maps?

How are the human and physical features of this area different to our local area?

Why are map symbols used?

What do maps tell us about how an area has changed over time?

Skills Taught:

- Location the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Use of maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use of the eight points of a compass, four and six-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.

Immersion Activity/Provocation: Map Mayhem! Where in the world am I?! Start with a collection of all different kinds of maps representing different areas at different scales for different purposes. This might include Ordnance Survey maps, road maps, bus maps, cycle maps, London Underground maps, National Trust maps, world maps ... challenges based on the different purposes of these maps for the children to complete collaboratively.

Topic Title: Where in the World

Enquiry Question: What can we find out about the geographical similarities and differences between our local area and another area in England using mapping?

Focus Texts: The Iron Man? Ask Bridgette about this idea ...



	Skills and Knowledge
Some children will:	<ul style="list-style-type: none">• Use maps to locate Europe's countries and major cities and identify some of the key physical and human characteristics of a region.• Understand that there are different types of maps, which represent different areas and are used for different purposes.• Identify some features represented in a grid square on an Ordnance Survey map.
Most children will:	<ul style="list-style-type: none">• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.• Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.• Use of maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.• Use of the eight points of a compass and four-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.
Some children will progress further and will:	<ul style="list-style-type: none">• Use six-figure grid references to build their knowledge of the United Kingdom and the wider world.• Apply knowledge built using Ordnance Survey maps to ask and answer further geographical questions about an area using a wider range of mapping resources.• Use a range of mapping resources to begin to explore the geographical similarities and differences between the human and physical features of a region of the United Kingdom and a region in another European country.

Enrichment/Outdoor Learning:

Where in the World '20 Questions' - Using either an inflatable globe or blindfolded using a world map, children to choose a country at random. Rest of the class can ask 20 'Yes/No' questions involving locational knowledge, human and physical features and cities to work out which country it is.

Ordnance Survey map symbol bingo.

'Map Detectives' – working collaboratively in groups to create a list of as many human and physical features as they can identify on an Ordnance Survey map for the local area – which group can create the longest list? Repeat for another local town or village and compare.

'Spot the Difference' – children to compare an old map of the local area with a modern-day map, using key landmarks to orientate themselves, identify key differences and explore reasons for these changes. This could also be compared to aerial photographs.

Outdoor Orienteering Challenge.

Animations and videos:

<https://www.rgs.org/schools/teaching-resources/subject-knowledge-animation-map-skills/>

Previously on... (Links to prior learning):

Link to Year 2 learning: use of world maps, atlases and globes to identify countries, continents and oceans, location of hot and cold areas of the world in relation to the Equator, North and South Poles.

Celebration of knowledge and skills gained (opportunities for assessment):

- Children to apply their knowledge and skills to create their own map of the coastal area in which *The Iron Man* is set.

Non-fiction texts:

Key Vocabulary:

continent, country, ocean, city, capital city

characteristic, human, physical

mapping, Ordnance Survey, digital mapping, key, symbol, grid reference, four-figure, six-figure, orientation, scale, aerial photograph

Cross-curricular links:

English – children to use imagination and visualisation strategies to map the local coastal area in which *The Iron Man* is set.

I.C.T – opportunities to map this digitally as well as by hand.

