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| Year 7: Navigation  Autumn Term 2 (7 Weeks):  **Why are we studying this unit of work?**  This unit develops a student’s understanding of maps and provides them with basic disciplinary knowledge of maps and map reading skills.  **How does this unit build on students’ prior learning?** This unit builds on the foundations understanding maps which is covered in KS2 Geography.  **How does this unit provide a foundation for future learning?** This unit provides the foundations to allow students to develop a deep understanding of the role of maps, the uses of different maps, how to read maps and associated skills which will be developed in future units such as habitat mapping in Year 7 and GIS skills in Year 9.  **SMSC & Careers**: Skills – teamwork, staying positive, listening, aiming high, Career links – Countryside Ranger, Landscape Architect.  **Summative assessment:** Project based learning – assessment based on final presentation of work.  End points: By the end of the Scheme of work pupils should:   * Lower ability: Students will be able to: identify a range of map features, be able to describe the different map uses and use basic features of a compass to navigate short distances. * Middle ability: In addition to the above, students will be able to describe the role of different map features such as North arrow, scale and grid references. Students will also be able to use a compass to navigate distances around the school grounds. * Higher ability: In addition to the above, students will be able to; explain the role of maps in the wider world and current uses of maps within industry. Students will also be able to take accurate bearings and navigate over long distances using map features and a compass.   Theme for this is LOCATION, Questions to consider:   * Why are maps important? * Why is understanding your location important? * What job roles are linked to navigation? * What is your sense of place? | | | | | |
| Time | Non negotiables | | | Adapt to the needs/size of the class | |
| Key Idea | Content | Key Vocabulary / Case Study | Suggested approaches to learning and resources | Assessment/homework |
| 1 | What is the history of maps? (Classroom based) | **Know more**: What is the history of maps?  **Do more:** Explore a range of maps from historical maps to current day maps.  **Go Further:** Aim high to develop a deep understanding of the history of maps and their uses. |  | **Connect:** Recall Questions  **Content:**   * What are the different types of maps? *Creation of mind map* * Focus on OS maps – History <https://www.youtube.com/watch?v=2xSOcNZ8Byk> * Explore Historic OS maps <https://maps.nls.uk/geo/explore/side-by-side/#zoom=16.1&lat=54.88681&lon=-1.42208&layers=6&right=ESRIWorld> * Think Pair Share – What makes a successful map? (Image Gallery of what a good map looks like) * Creation of success criteria for a good map.   **Checkpoint: What makes a good map.**  **Concentration: Explain what makes a good map and why that feature is important.**  **Consolidation: Whiteboards-** What is the most important feature of a map?  **Challenge:**  **Support:** | Peer Assessment |
| 2 | What makes a successful map? | **Know more**: What makes a successful map?  **Do more:** Create a map of the forest school.  **Go further**:  Aim high to produce a map of the forest school using the success criteria. |  | **Connect:** Recall questions:   1. Give one feature of a map. 2. Who developed the OS map? 3. Give one type of map.   **Content:**   * Review of what makes a successful map – Discussion into what should be included.   **Checkpoint: Whiteboards – one feature of a map.**  **Concentration**: Students to complete their map of the forest school.  **Consolidation**: Self assessment – Success Criteria  **Challenge:**  **Support:** |  |
| 3 | How to navigate using a compass? | **Know more**: What the features of a compass?  **Do more:** Complete a how to guide of how to use a compass.  **Go further**:  Aim high to demonstrate disciplinary knowledge associated with maps. |  | **Connect:** Recall Questions:   1. What is an OS map? 2. Give 2 features of a good map. 3. State one use of a map.   **Content:**   * Students to get a compass and look at the features of the compass. * Students to get a blank diagram of a compass – to fill in as teacher demonstrates each part of the compass and it’s use. * Teacher Demonstration into how to use a compass including taking a bearing. * Students to practice on OS maps taking a bearing.   **Checkpoint: What are the correct steps in taking a bearing?**  **Concentration:** Students to produce a ‘how to guide’ on the use of a navigation compass.  **Consolidation**: What are the modern uses of compasses?  **Challenge:**  **Support:** | Self Assessment |
| 4 | How to create a natural compass. | **Know more**: What can be used to create natural compasses?  **Do more:** Use natural materials to create a natural compass.  **Go further**:  Aim high to develop an understanding of how to produce a natural compass. |  | **Connect:** Recall Questions:   1. Why are bearings taken? 2. State 2 features of a compass. 3. Give one use of an OS map.   **Content:**   * Think Pair, Share – What could you use if you didn’t have a compass to help navigate? * Teacher to demonstrate how to create a natural compass.   **Checkpoint:** What are the correct steps for creating a natural compass?  **Concentration:** Students to work in small groups to produce a natural compass.  **Consolidation**: Exit ticket – WWW/EBI for using natural compasses.  **Challenge:**  **Support:** |  |
| 5/6 | How to use a compass to navigate. (2 lessons) | **Know more**: How to use a compass to navigate.  **Do more:** Use a compass to practice navigation within the forest school then within the wider school grounds.  **Go further**:  Work as a team to navigate around the school grounds. |  | **Connect:** Recall Questions:   1. Give 2 features of a compass. 2. What can be used to navigate using natural materials? 3. State 2 types of maps.   **Content:**   * Recap – Features of an compass and OS map. * Teacher demonstration into how to use a compass. * Students to work in groups of 3 – use compass to describe direction of travel around the forest school.   **Checkpoint: What are the features of a compass to help with navigation?**  **Concentration:** Students to work through the different routes  **Consolidation**: Peer assessment  **Challenge:**  **Support:** | Whole Class Feedback |
| 7 | Orienteering challenge. | **Know more:** How to put all skills into practice.  **Do more:** Complete the orienteering challenge.  **Go further**: Work as a team to utilise all skills to complete the orienteering challenge. |  | **Connect:** Recall quiz:   1. Describe how to take a bearing. 2. What is the use of an OS map. 3. What is the central line on an compass used for?   **Content:**   * Teacher to introduce the orienteering challenge * Set students away on staggered times to prevent following of other groups.   **Checkpoint: What are the rules of the challenge?**  **Concentration:** Students to complete orienteering challenge.  **Consolidation**: Self assessment – RAG compass skills sheet.    **Challenge:**  **Support:** | Teacher Assessment |