Geography

KS2 Geography Planning with Sustainable Travel
Skills and Fieldwork with links to maths – data collection, position and direction
(could link to KS1 as a whole school project)

Objectives:	• To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • To use 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 • To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
Success Criteria:	• Accurate use of maps, globes and atlases • Correct use of 8 points of the compass • An understanding of the symbols used on a map • Increasing map reading and making skills • Increasing detail in field work • An understanding how the field work impacts on the data and its results • Conclusions that are based on the data

Introduction
Quick fire questions about the four countries of the UK and its surrounding seas. Use maps or globes to answer questions. http://www.3dgeography.co.uk/#!geography-of-the-uk/c1iuy

In pairs – use the globes/maps to ask and answer questions using compass directions to 8 points. Demonstrate to rest of the class.

Main Lesson
Recap on work from last lesson about human and physical features. Divide class into two groups – one group lists features of their locality and the other those of a contrasting location

Explain that today we are going to be making some maps of the local area and link it to … (a local sustainable travel initiative – our journey to school etc).

Revise what they know about maps and how they are created. Use Google Maps aerial photo facility – use the interactive whiteboard and draw over the top of the map. Compare this to the street map overlay, which Google provides. Think again what the problems might be for using aerial view? Compare and contrast the Google maps aerial and street maps. Why do we need symbols to help us with maps? Look at some symbols in a key and go through: http://www.ordnancesurvey.co.uk/docs/leaflets/map-reading-made-easy-peasy.pdf
Use in conjunction with an OS map of your local area so that the children are familiar with the places. Chdn familiarise themselves with the map symbols.

Decide on the specifics of the fieldwork – collecting data from opposite sides of the road for a traffic survey to inform … Which of these do we think we would need to include in the map of our field work? How are we going to collect the data - links to maths? What will the safety rules be? What are we trying to find out? How will the physical and human features impact on the fieldwork?

Tasks
Task 1 –in groups, to carry out the field work.
Task 2 - to use the data to create some conclusions.
Task 3 –to create a map of the area that we took the data from. Mark on the physical and human features using the correct symbol.

Resources:
http://www.3dgeography.co.uk/#!geography-of-the-uk/c1iuy
Google Maps
http://www.ordnancesurvey.co.uk/docs/leaflets/map-reading-made-easy-peasy.pdf
Clip boards and data collection sheets.

Key Questions
What are we trying to find out?
What did the data tell us?
How can we use the data?
What features do we need to represent?
How will we represent them?
What key will we use?

Plenary
What did the data tell us?
How can we use the data?
What symbols did we use on our maps?
What do the maps tell us?

Assessment
- Can accurately use of maps, globes and atlases.
- Can correct use 8 points of the compass
- Can understand the symbols used on a map
- Can read a map with increasing skill
- Can include increased detail in field work
- Can demonstrate how the field work impacts on the data and its results
- Can create conclusions that are based on the data