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| **Lesson 5** | Key question:  |
| **Building on from Year 1:**  | * I can name and locate the seas surrounding the UK.
* Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes.
* I can identify geographical characteristics of countries
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|  **Key Geography skills focus*–*** *Skills developed with guidance* | * Use and construct basic symbols in a key
* Begin to recognise and identify basic OS symbols
* Use simple grid references (e.g. A1, D7) to locate squares on a map
* Zoom in/out and begin to highlight/annotate digital maps
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| **Teaching Objectives** | **L.O. To recognise and identify basic O.S. symbols.** |
| **Key Vocabulary**: Continents, oceans, hemisphere, northern, Southern, Europe, Asia, South& Noth America, Antarctica, Australasia, land mass, body of water, climate, temperature Northern and Southern Hemispheres, Equator, Arctic and Antarctic Circles and North and South Poles, physical features and Human features, compass, North, East, South, West, directions, maps, World, Cornwall, Town, Redruth, village, coastal, rural, Ordance survey, Grid lines, Coordinates, Symbols, Legend, Key, Orienteering |
| **Resources*** Knowledge organisers
* OS symbols sheet
* Unit PPT
 | **Locality context barriers to learning**Children may not have seen a map before. Limited experience travelling or understanding of where they live in the world. Poor geographical language or exposure to physical/human features around them. Children might not have adults who know or recognise the OS map symbols, therefore wouldn’t have discussed them previously. | **Weblinks**Geograpghy recap song<https://www.youtube.com/watch?v=GxTqLAJ6u58>**Google Earth**<https://www.google.com/url?sa=t&source=web&rct=j&url=https://earth.google.com/&ved=2ahUKEwjigeqpv7H1AhUXhlwKHUZIA-QQFnoECAoQAQ&usg=AOvVaw3pKJBWI0I4CrkBY74f7Ep2> |
| **Before the session:** Print out OS symbol activity sheets (1 pack between 2), gather OS maps**Retrieval task:** Name the 2 hemispheres, 2 poles and the earths belt. Can you name a hot and cold place? Create a mind map on the board of answers.**Oracy Starter:** Watch the clip and discuss what we have already seen and what we are learning today <https://www.youtube.com/watch?v=GxTqLAJ6u58>**Main teaching:** Explain that O.S maps help to identify places of interest in an area for people. Remind children that we looked at a map of Cornwall for Literacy to decide where to go on our adventure. Show the OS map of Redruth on ppt, send children off to look at their copy on their tables for 5-7 mins. Highlight all the symbols, what do they think they represent. Create a list of symbols with their meaning on the whiteboard as children identify them. Bring children back to the carpet to look at ppt and the OS symbols that are most commonly used. Can they match them up with their partners? Go through and discuss.  Explain todays L.O. and how it builds on previous year 1 learning, show ppt task page and explain the task.Questions to Ask the children: Why are maps important? Why are OS maps important?  |
| SEN | **PKF** | WTS | EXS | GDS |
| 1:1- look at map symbols and explain their meaning. Match the symbol to the picture. Can they find the symbol on a map of Redruth. | **Adults to support as needed around the room**Working in pairs to match the symbol, label and picture. Can they find the symbol on a map of Cornwall?Use the OS symbol legend to find investigate tricky symbols. |
| Plenary: What do the wiggly lines on a map mean? How do we recognise beaches and coastlines on a map? |
| Outcomes* **Majority children can recognise symbols for phone, wind turbine, picnic, toilets.**
* **Most Children can recognise and identify basic OS symbols**
* **Some children can recognise and identify most OS symbols and locate them on a map of Cornwall.**
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| Lesson evaluation notes and next steps |