

Geography Skills			
Name of session			
	Level: Key Stage 2	Length of session: 2 hrs (half day)	Available at: Sutton Ecology Centre
Curriculum Links			
<ul style="list-style-type: none">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 worlduse 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.			
Previous knowledge expected from students		Key concepts/key words	
Use the 'Sense of Place' powerpoint to find out where they are going on their field trip. Look at different types of maps.		Map, O/S map, key, symbols, grid references, 6 figure grid references, 8 points of the compass, data, measure, record.	
Learning objectives			
Learn 8 points of the compass. Learn about different types of maps, keys and symbols. Learn how to use 4 figure and 6 figure grid references to find locations on a map. Discover different ways of recording features of an area and how to present these as maps.			
Outcomes			
Pupils will be able to recall the four compass directions and in which order they appear on the compass, most pupils will be able to recall the 8 compass directions and some in which order they appear. Pupils have found symbols and places on a map using 6 figure grid references, symbols and keys. Pupils have recorded and collected data about Sutton Ecology Centre and presented this as a type of map.			
Starter (10 mins)			
Arrival, introductions, preparing for the day. North East South West Game. A fun game to introduce compass directions. Increase to 8 points of the compass.			
Introduction			
Timings	Student Activity		
10 mins	What is a map? Show the pupils an aerial photograph of the area. Discuss what it is and what it shows. What are its limitations (trees covering buildings, difficult to see what type of building things are). Show pupils and O/S map of same area – locate key and symbols.		
20 mins	Introduction to 4 and 6 figure grid references Point out the grid reference lines on the O/S map, and introduce Eastings (along the corridor) and Northings (up the stairs) practice some 4 fig grid references. Using a detailed map of the Ecology centre lawn with grid references. Complete the key on the map and practice 4 and 6 figure grid references. On the lawn, using the map, pupils find a space and mark themselves on the map, including the 6 fig grid reference of their location.		

Main Activities	
Timings	Student activity
70 mins	<p>Mad maps</p> <p>Pupils are in 5 teams, each team requires a team leader (provided by the school). As a whole class, we find 4 sites around the Ecology Centre using a map and 6 fig grid references.</p> <p>At each site teams collect and record their feelings, the sounds, sites, environmental quality and an object.</p> <p>At the end, each team make a different map based on the information recorded and collected. Emotional Map, Environmental Quality Map, Sound Map, Visual Map, and a Map Stick.</p>
Plenary (10 mins)	
How useful are each of these different types of maps? Could you make a Trail Map for children/disabled people. What information would you need to consider. Leave this as an activity to complete back at school.	
Extension work	
Start thinking about who your map is useful for and what other information you could include? What other types of maps can you think of?	
Pre course suggestions	
<p>Show the class the 'sense of place' powerpoint. Find your school on a map. Look at your school on different types of map: satellite pictures, OS maps, Google maps, street view. Which do they find most useful and why?</p> <p>Find out the 4 and 6 figure OS grid reference for your school. Get pupils to draw a map of the classroom/ school grounds, they put grid lines on it, or draw it on paper with pre-prepared grid lines. Then, using 4 and 6 figure grid references, pupils work in pairs or groups to hide and find each other's treasure by following the grid references they make and give each other.</p>	
Further Work (post course) suggestions	
Make a Trail Map for visitors to Sutton Ecology Centre using all the information the pupils have gathered. Teams can make different trail maps for different groups of people: families, disabled people, elderly people etc. Consider the information different people require: accessibility, toilets etc.	
Alternatives (field sites and wet weather)	
<p>This session is not translatable inside, and therefore will go ahead in wet weather.</p> <p>The introduction and plenary can be done inside if the weather is wet or too cold/windy.</p> <p>The session will be cancelled only due to severe weather warning such as flooding, high winds and stormy weather.</p>	
Opportunities for evaluation	
Teacher evaluation: Photograph pupils in action for evidence, observation throughout the session, assess understanding post session through activities and questioning. By providing appropriate level of adult/child ration to ensure pupils are kept 'on task'.	
Leader evaluation: The session leader will assess progress throughout the day by open ended questioning and plenary session. Through observation, the session leader will ensure that all pupils are engaged in learning and complete the tasks required.	
Resources	
Maps, pencils, clipboards, worksheets, glue, scissors, large maps, map stick: wool, bands, sellotape.	
Key H&S	
<p>This session will be carried out in 5 teams, each team requires an adult team leader provided by the school.</p> <p>Dress and prepare for the outdoors. Long trousers due to tall grass, brambles and nettles.</p> <p>Sensible footwear in all weather conditions.</p> <p>Waterproofs in wet weather. Sunhats, suntan lotion and water bottles in hot sunny weather.</p> <p>All pupils and teachers should wash their hands prior to leaving the site or eating.</p> <p>Teachers should arrange a pre-visit to discuss specific health & safety requirements to generate their own risk assessments.</p> <p>Course leaders: Site check and dangerous litter pick.</p>	

