

Map Unit Primary 1: Unit 16

Class:	Teacher:	Study Title: Map Unit Primary 1	ES Outcome	Peopl
Term:	Date:	Duration:		
Knowledge and Understanding Attainment Targets Level A	Learning Outcomes for: Map Unit Primary 1	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)		
<ul style="list-style-type: none"> Develop the mental map of familiar places by identifying on a simple map main local features, for example school, road and hill – A. 	<ul style="list-style-type: none"> To be able to locate shapes/simple features on a picture and colour them following instructions. To be able to make through play a simple 3D plan of a house/zoo/farm, etc. To be able to make hills/valleys/roads, etc in the sand or with plasticine. To begin to understand language such as taller, smaller, next to, close to, right, left. To be able to recognise main features near to/around the school main gate, trees, fences, roads near the school. 			

Map Unit Primary 1 (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be kept in folio as evidence)
Apply to other Social Subjects Units	Progression grid Page Assessment Level A page 5	
<p>Assessment Strategies:</p> <p>Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, progress diagrams</p> <p>Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project)</p> <p>Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal book</p>		

Map Unit Primary 2: Unit 16

Class:	Teacher:	Study Title: Map Unit Primary 2	ES Outcome	Peopl
Term:	Date:	Duration:		
Knowledge and Understanding Attainment Targets Level A	Learning Outcomes for: Map Units Primary 2	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)		
<ul style="list-style-type: none"> Develop the mental map of familiar places by identifying on a simple map main local features, for example school, road and hill – A. 	<ul style="list-style-type: none"> To know that we can see around us can be drawn on paper in a special way and this is called a map. To know that a map is smaller than the real thing. To begin to understand that symbols and lines can be used to represent buildings/ roads/ places on a map. To be able to extract information from a simple map, eg of a classroom. To be able to draw a few things on a map following instructions. To be able to recognise the school, nearby roads and buildings on a simple map. 			

Map Unit Primary 2 (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample c observation record to be kept i evidence)
Apply to other Social Subjects Units	Progression grid Page Assessment Level A page 5	
<p>Assessment Strategies:</p> <p>Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, pr diagrams</p> <p>Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project)</p> <p>Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal bookl</p>		

Map Skills Assessment from the Royal High Cluster

First published in the Environmental Studies Assessment Support Pack October 1999

Level A Notes

An end of topic test is not necessarily appropriate at this stage. The suggested activities could be carried out over a short time span, or spread out over a longer period.

- 1 Map of classroom
 Oral instructions needed, and possibly scribing, so best for small groups. Needs simple plan of classroom for each child. Provides hard copy of map.
- 2 Own maps
 Plan referring to school resources needed.

 Could be individual or pairs. Needs teacher to check end result. Needs check list to match the plan and objects provided in order to provide evidence of understanding.
- 3 Using the globe
 A group discussion activity using the globe.

 There are six ideas to explain, and five 'parts' to identify. To show understanding of 'sea', for example, children should be able to point to the sea on the globe. A checklist to show success on the six points, by a group as a whole, is sufficient to provide formal evidence of a good understanding.
- 4 Match the plans
 This picture activity could be used to assess the understanding of the idea of a plan, or as a class or homework activity to develop a deeper understanding. A similar activity in 'Lets make Maps' published by Collins Longman 1970.

Level A Mapping Assessment Activities

1 Map of classroom

On plan of classroom showing windows and doors, add four items, eg teacher's table, own table, sink, carpet.

Draw route to show how to go from one designated location to another in the most efficient way. (Choose a simple route which can be c

Write or dictate instructions on how to follow a route using right and left accurately from a given point in the plan (about three turns).

Success when relative positions of features are accurate
 main parts of route shown
 three quarters of task or more is correct

2 Own maps

Using/referring to a given plan construct a scene, eg farm, zoo, street, or a room in a doll's house using 3D items such as Lego, Play pec

Success when relative positions of three-quarters or more of the items are correct.

In group discussion with the teacher, discuss the following:

- With reference to a picture or the real scene and a plan of the same scene, explain the differences between a picture and a plan.

3 Using the globe

When looking at and handling a globe, identify the parts and explain:

- the globe is a model of the earth we live on
- a sea is a large expanse of salty water
- an ocean is an even larger expanse of salty water covering a large part of the planet
- the poles are the two 'ends' of the globe
- an island is a small piece of land entirely surrounded by water
- a continent is a very large mass of land

Success when the group shows understanding of four or more of the six points. Expect the whole group to be assigned the same Le

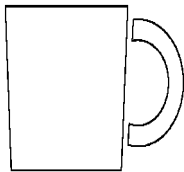
Match the Plans

Draw a line to join the carton to its plan.

Draw lines to join each of the other pictures to the right plan.



carton



mug



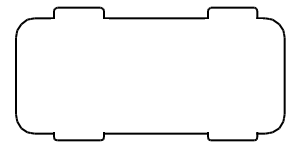
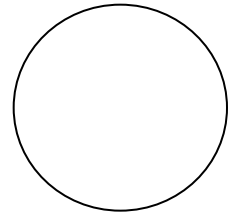
bowl



shoe

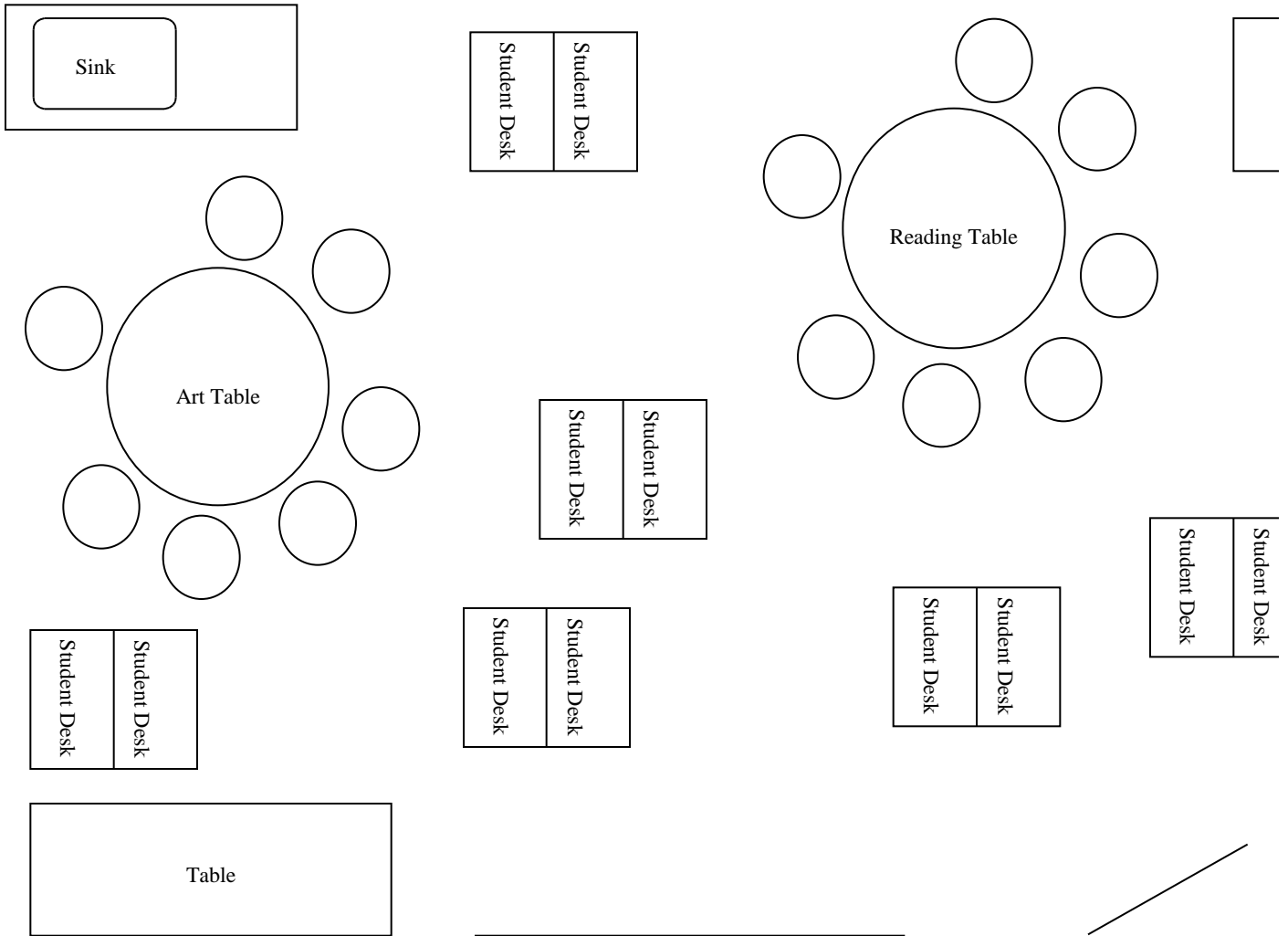


bus



A Classroom

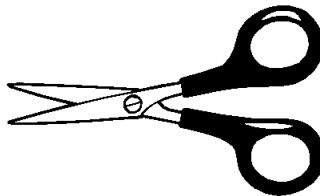
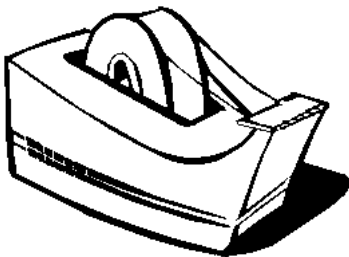
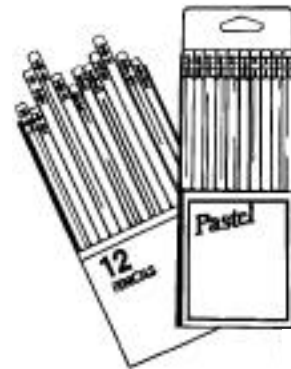
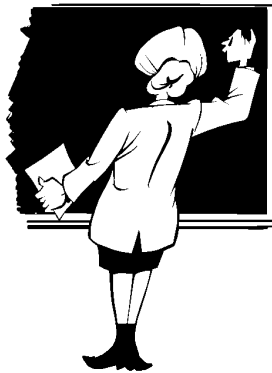
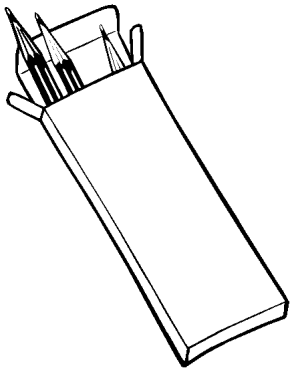
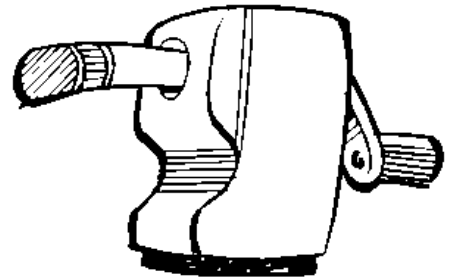
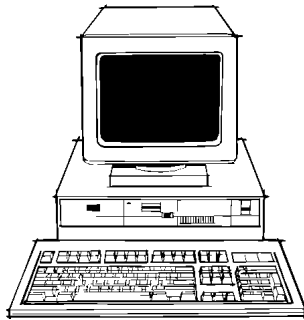
Teacher note: Teacher to produce a large scale accurate plan of the classroom. This is produced as an example. Children cut out pictures of things From Environmental Studies Forward Planning and Assessment January 2001, Jacqueline Cuthbertson



Things we find in our classroom

Cut out these things which we find in the classroom.

Stick them where we would find them on the plan of your classroom.



Map Unit Primary 3: Unit 16

Class:	Teacher:	Study Title: Map Unit Primary 3	ES Outcome	Peopl
Term:	Date:	Duration:		
Knowledge and Understanding Attainment Targets Level A/B	Learning Outcomes for: Map Unit Primary 3	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)		
<ul style="list-style-type: none"> Develop the mental map of familiar places by identifying on a simple map main local features, for example school, road and hill – A. Extend the mental map by identifying on a map/globe main local Scottish/British and world features/locations, for example cities, mountain ranges – B. 	<ul style="list-style-type: none"> To know that maps are useful for giving locations and directions to places. To be able to talk about where they live and how they get to school, including things they go past on the way and other local landmarks. To know basic compass directions – north, south, east and west. To begin to use simple coordinates to locate things on a map. To be able to follow instructions to locate and draw things on a map. To be able to measure simple distances on a map (not to scale!). To trace a simple route round 2D and 3D shapes following a plan. To recognise a map of Scotland and point to where Edinburgh is. To know that a globe is a model to show the countries and the seas in the world. To know that we can also find this information in an atlas. 			

Map Unit Primary 3 (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be kept in folio as evidence)
Apply to other Social Subjects Units Maths Coordinates	Assessment Level B Page 14	
<p>Assessment Strategies:</p> <p>Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, peer diagrams</p> <p>Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project)</p> <p>Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal book</p>		

Map Unit Primary 4: Unit 16

Class:	Teacher:	Study Title: Map Unit Primary 4	ES Outcome	Peopl
Term:	Date:	Duration:		
Knowledge and Understanding Attainment Targets Level B	Learning Outcomes for: Map Unit Primary 4	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)		
<ul style="list-style-type: none"> Extend the mental map by identifying on a map/globe main local Scottish/British and world features/locations, for example cities, mountain ranges – B. 	<ul style="list-style-type: none"> To be able to give directions from their home to school using names of familiar roads and buildings they pass and words such as right and left. To be able to answer questions about simple maps and use a basic key when interpreting information. To be able to locate and draw things on the map using grids and coordinates. To be familiar with the main towns, mountains and rivers in Scotland. To be able to name the four countries of the UK and the capital cities, main hills and rivers. To be able to recognise land/sea on the globe. To know the earth rotates giving day and night. To be able to navigate round obstacles in the gym or in the classroom using a simple map – learning how to orientate the map. To use directions in context, eg 			

Map Unit Primary 4 (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be kept in folio as evidence)
Apply to other Social Subjects Units Maths Coordinates	Assessment Level B Page 14	
<p>Assessment Strategies:</p> <p>Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, peer diagrams</p> <p>Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project)</p> <p>Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal book</p>		

Level B

There are three activities which can be carried out as a single assessment at the end of a mapping mini-study or as parts of the assessment of other

1A Make your plan of Forth village

This is a very structured aspect of 1.2 'Draw a simple plan of immediate neighbourhood and put features in it'. It also covers using map keys.

There is a total of 30 items to be put on the plan. Success threshold is expected to be about three-quarters correct relative to each other.

A similar published activity is 'Make your own plan of Hamwell village', p 10, Lets Make Maps, Collins Longman 1970 (26 items to place).

1B Assessing drawing of the school neighbourhood from memory should be attempted also.

The exact task depends on the individual school. Below is a suggestion.

- a Provide a plan which shows the school and school gate, the main road outside the school with 'gaps' in the edge where other roads join.
- b List five features for the children to add. A key to symbols should be provided.

- Playground fence
- Teachers' car park
- Windows of their classroom
- Tree or plant tubs, or other items of playground furniture (total two)

2 Treasure Island Success 4 out of 6 correct

There are several published examples of similar tasks including one in Follan??

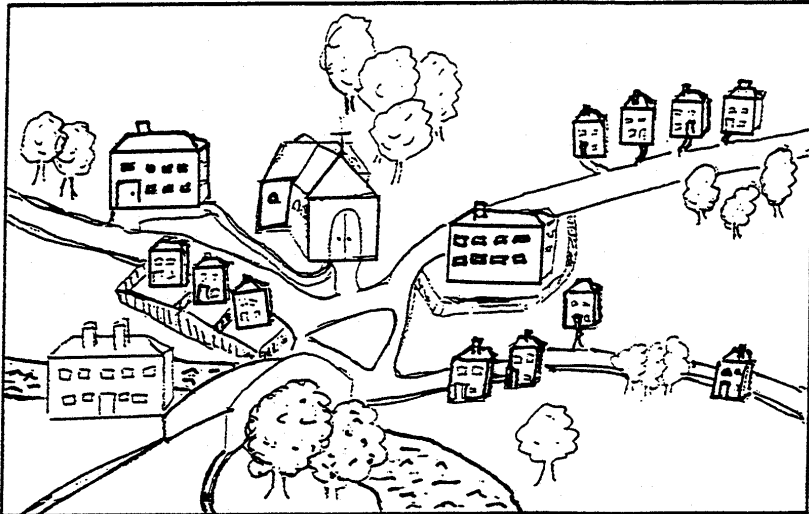
3 Show where the fox went.

Success. A task like this tends to be all or nothing: nominally 7 out of 10 steps correct.

This is assessment of mapping a route, not reading, so any strategy to make the task accessible to poor readers is acceptable. A similar published activity is in Naturetrek. Maps and directions.

Make your own plan of Forth village

Here is a drawing of the village.



Here is part of a plan of the village.

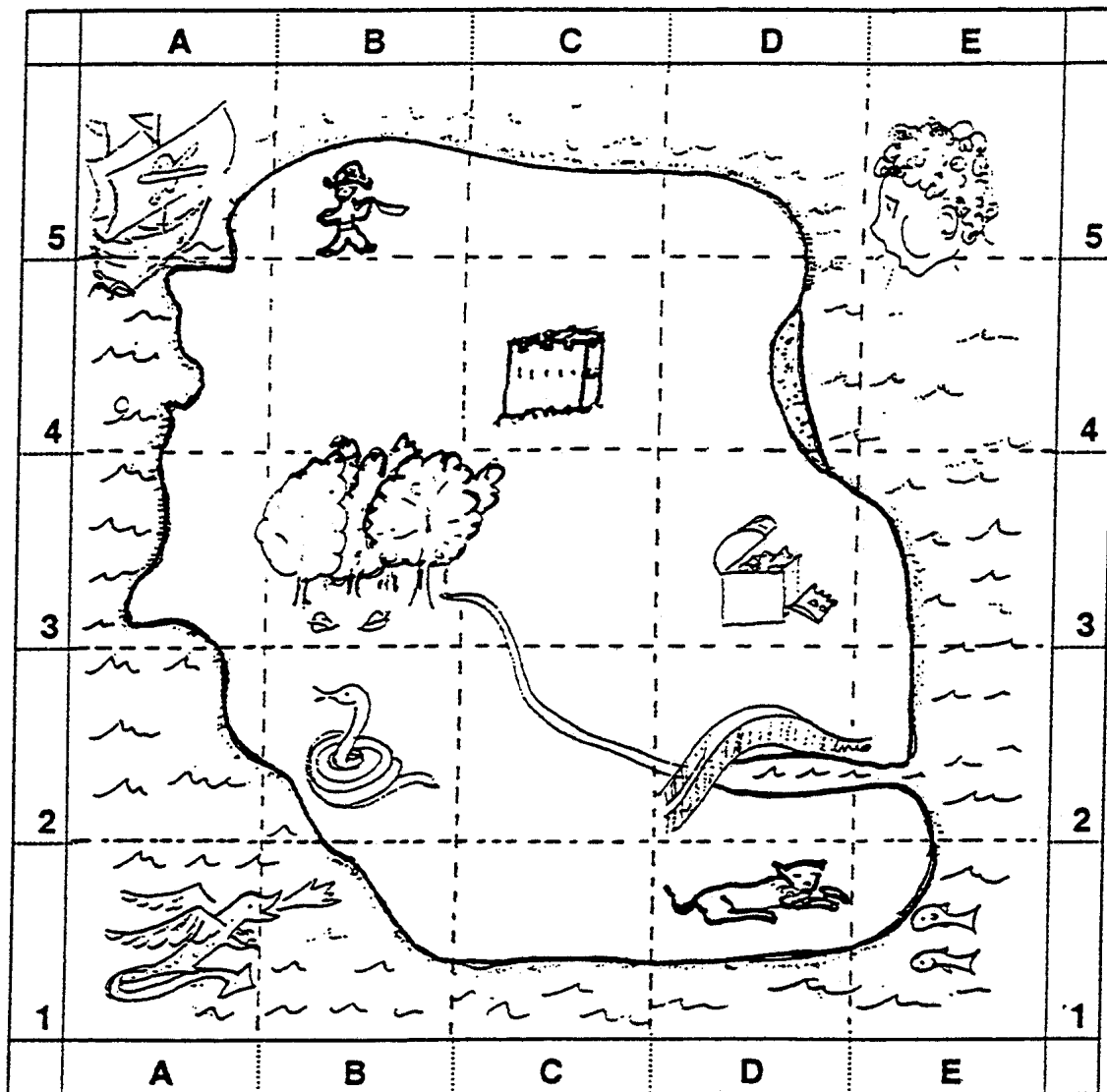


Add information to the plan.

Use these map keys, and add more roads if you need to.

Church Large building Small house Tree

A Treasure Map



What do you find a

What do you find a

What do you find a

What do you find a

What do you find a

What do you find a

Show where the fox went

Read the story.

The fox left her den under the garden hut, moving away from the house. She went through the gap in the trees the gap in the fence and stopped under the tree. She crossed the road and looked for a way in to the hen house house, and down the garden path to the road. Next she went to the rabbits' holes, away from the windmill. Af quickly round the pond away from the road, back to the garden hut; her home.

garden hut



house



tree



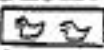
fence



road



hen house



path



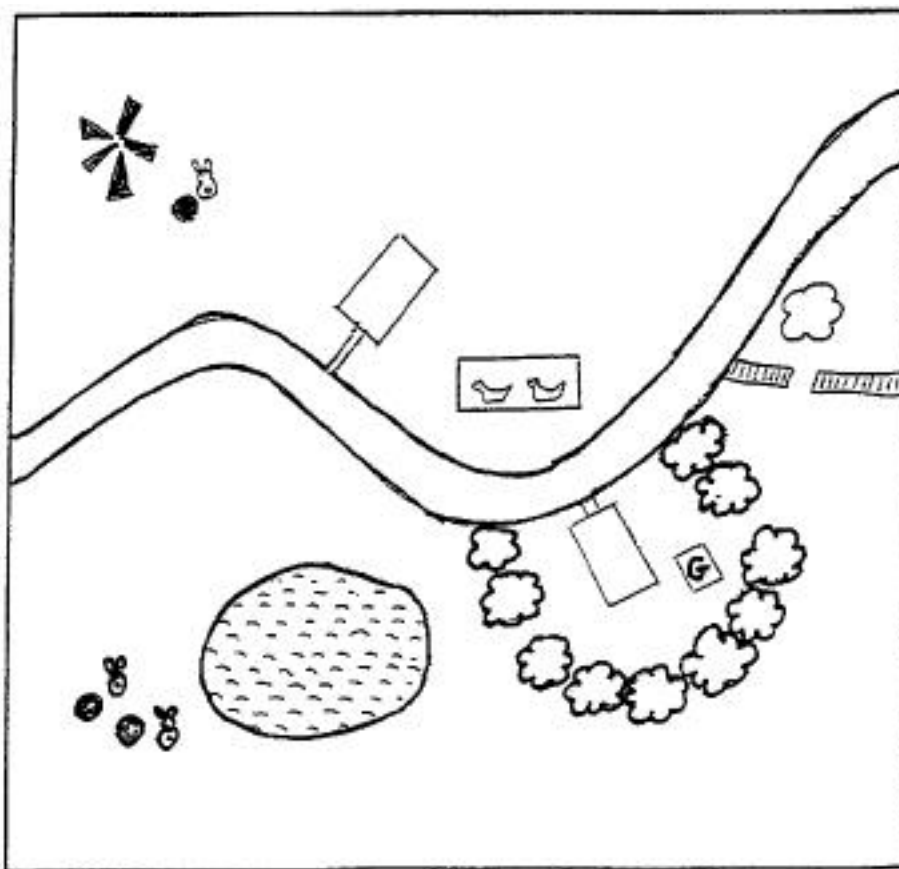
windmill



rabbit hole



pond



Look at the key, and

Use a pencil to draw

Map Unit Primary 5: Unit 16

Class:	Teacher:	Study Title: Map Unit Primary 5	ES Outcome	Peopl
Term:	Date:	Duration:		
Knowledge and Understanding Attainment Targets Level B/C	Learning Outcomes for: Map Unit Primary 5	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)		
<ul style="list-style-type: none"> Extend the mental map by identifying on a map/globe main local Scottish/British and world features/locations, for example cities, mountain ranges – B. Extend the mental map further by identifying other features/locations on a map or globe as appropriate to the particular topic or study – C. Describe the main features (eg scale) of a few different types of maps, for example street maps, tourist maps – C. 	<ul style="list-style-type: none"> To continue to use keys, coordinates and symbols to describe, use and draw features on maps. To begin to use scale on a map to calculate distances between locations. To use more accurate directions when describing features – north west. To be able to locate and name the main continents, capital cities, mountains and rivers on a world map. To be able to transfer this information to locating places on a globe. To begin to use a map and atlas to access information for topic work. To know how to use the index and contents page in an atlas. To be able to orientate and use a map of the school to find features at a marked location. 			

Map Unit Primary 5 (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be kept in folio as evidence)
Apply to other Social Subjects Units	Level C Assessment Page 22 Progression sheet page	

Assessment Strategies:

Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, progress diagrams

Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project)

Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal book

Map Unit Primary 6: Unit 16

Class:	Teacher:	Study Title: Map Unit Primary 6	ES Outcome	Peopl
Term:	Date:	Duration:		
Knowledge and Understanding Attainment Targets Level C/D	Learning Outcomes for: Map Unit Primary 6	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)		
<ul style="list-style-type: none"> Extend the mental map further by identifying other features/locations on a map or globe as appropriate to the particular topic of study – C. Describe the main features (eg scale) of a few different types of maps, for example street maps, tourist maps – C. Develop the mental map further to a range of features/locations, including the use of main lines of latitude and longitude – D. Describe the main features of a range of maps, for example contours, OS, climate maps, population maps, the use of 4-figure grid references – D. 	<ul style="list-style-type: none"> To be able to access a wider range of maps (tourist, historical, OS, etc) and extract the relevant information using keys, scale, coordinates, directions and symbols. To become familiar with a wider range of geographical vocabulary, eg plateau, mountain range, valley, industrial. To be familiar with a map of Europe and main features of countries – capital cities, mountains, rivers, etc. To be able to extract information from an atlas relevant to topic work, eg climates of the world. To begin to understand that relief on maps can be shown by contours. To be able to orientate and use a map in an unfamiliar setting, eg a park. 			

Map Unit Primary 6 (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be kept in folio as evidence)
Apply to other Social Subjects Units		
<p>Assessment Strategies: Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, peer diagrams Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project) Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal book</p>		

Level C

1 A map of Weston

This assesses most of Level C work. It is planned as an end of topic assessment for a mini-study on mapping.

The map is thought to come from Lets Make Maps 3 from Collins Longman. Permission to copy is being requested.

Trialling will give help in deciding cut-off scores. The expectation is that it is all Level C work; 5–9/20 is C1. 10–14/20 is C2 and 15 or more suggests this is satisfactory, see page 17–18.

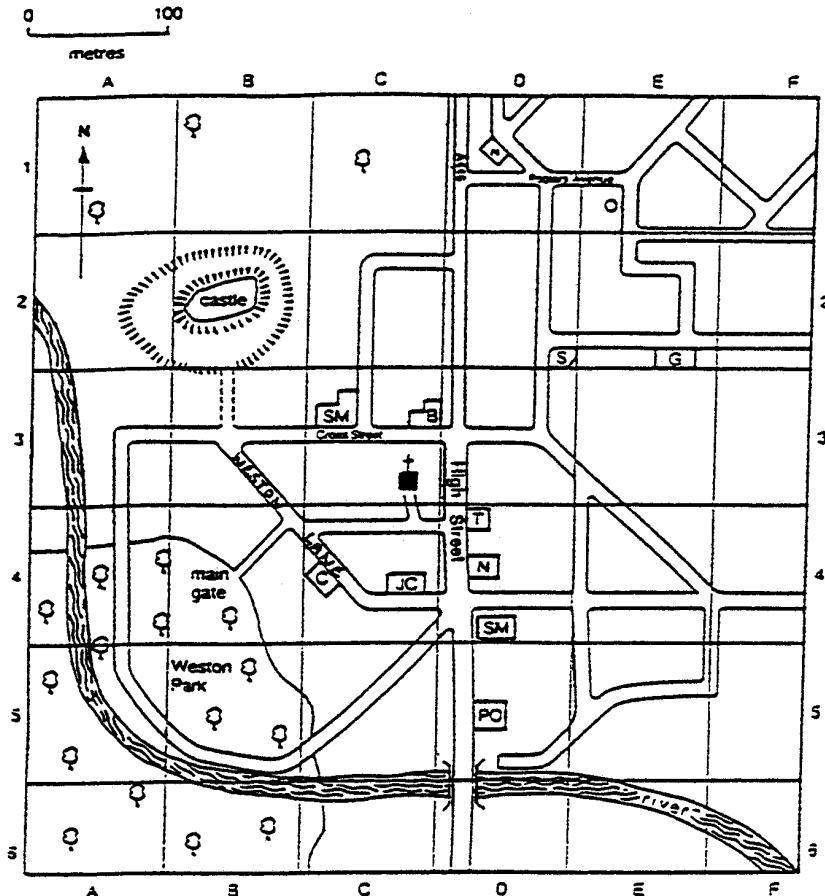
2 Sketch map of Scotland

This could be used in a mapping study, or in a People and Place Study of Scotland.

It provides an incentive to learn this if the children are asked as 'prior knowledge' to draw an outline of Scotland. It may be helpful to test a 'rectangles' version of Scotland that appears on the BBC and discuss the usefulness of such an abstraction. (Compare with drawing pin positions are what matters.

The cut-off scores are expected to be similar to those for the Map of Weston activity.

A Map of Weston



Key

B bank	N newsagent	SM supermarket
C coffee house	O Balfours' home	T telephone
G garage	S junior school	⊕ St Mary's Church
JC Jobcentre	PO post office	

- 1 Give coordinates for the following:
 - a castle
 - b St Mary's Church
 - c supermarket
 - d garage
 - e the Balfours' home

- 2 In what direction would I be facing
 - a I walked up High Street from the te along the A446 and turned right int
 - b I stood at the Castle looking toward
 - c I left the Bank and walked along C Supermarket?

3 Write out the quickest route Mrs B:
She lives in Poplars Avenue. Find l
take her son Joe to play in Weston

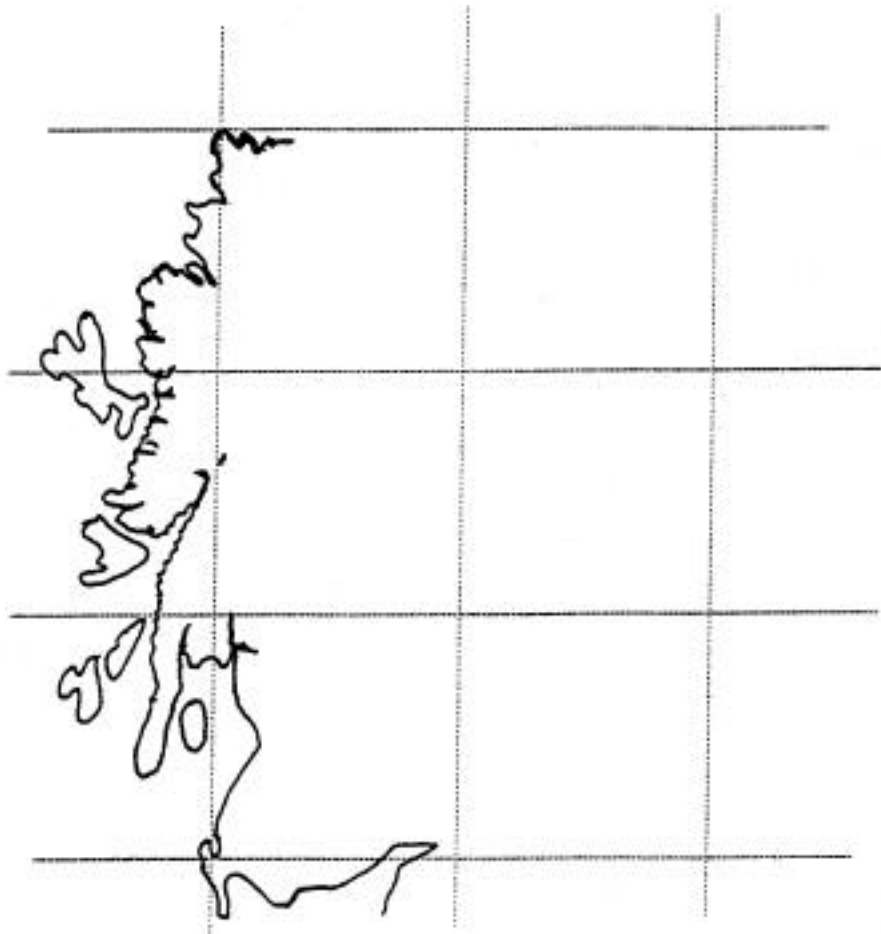
- 1 Turn left along
- 2
- 3
- 4

- 4 Name two buildings she would pass on her journey:
 - 1
 - 2

5 How would these things appear on a map? Design your own symbols and place them on a map in an a

Sketch Map

- 1 Complete a simplified map of the coastline of Scotland.
The West coast has been done for you.



- 2 Your map must include the North point and a key.

- 3 On your map show:

- 1 Atlantic Ocean
- 2 North Sea
- 3 Hebrides
- 4 Orkney
- 5 Shetland
- 6 Edinburgh
- 7 Glasgow

- 4 Can you add four other features to your map? (rivers, towns, etc)

Map Unit Primary 7: Unit 16

Class:	Teacher:	Study Title: Map Unit Primary 7	ES Outcome	Peopl
Term:	Date:	Duration:		
Knowledge and Understanding Attainment Targets Level D	Learning Outcomes for: Map Unit Primary 7	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)		
<ul style="list-style-type: none"> Develop the mental map further to a range of features/locations, including the use of main lines of latitude and longitude – D. Describe the main features of a range of maps, for example contours, OS, climate maps, population maps, the use of 4-figure grid references – D. 	<ul style="list-style-type: none"> To be able to use a wide range of map types to extract information including the use of scale, symbols, coordinates, keys, relief (contours) and direction. To be able to use latitude and longitude on a map and globe to locate places. To use 4-figure grid references on maps including OS maps. To access an atlas for a range of information, eg climate, population, historical information. To be able to orientate a map of an unfamiliar place and locate given features in a real setting. 			

Map Unit Primary 7 (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be kept in folio as evidence)
Apply to other Social Subjects Units		Assessment Level D page 27 Progression grid page

Assessment Strategies:

Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, progress diagrams

Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project)

Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal booklets

Level D

1 Applying mapping skills to France

Rationale which can be applied to making assessment on any country.

1 The assessment is planned to be used as part of a study of a country or region. Therefore the questions here are only examples, but a rec them, so that the same standard could be applied to a different situation.

2 Do not try to use maps of European countries to assess using 4-figure map grid references. When lines of latitude and longitude are use the map area, so east and west readings are needed. Using an arbitrary grid is confusing to children who are just starting to meet and use

Example of a 'Mapping skills' question on France

Aim create 10–15 marks on mapping, of which half to three-quarters should be 'easy'. (This example is for pupils to write on, but a very few

Analysis (The numbers refer to the Mapping progression checklist in this pack.)

Concept	Easy mark question	Marks	Hard mark questions	Marks
1.1 Mental map	1, 2, 3	4	4	2
3.2 Use '8 compass'	5a, b	2	5c	1
6.1 Linear distance	6a, b	2	6c	1
			8	4

In the 'easy' questions the aim is that one mark is rather harder to attain than the other.

For example, using the 'compass' next to the direction arrow on the map is easier than away from it. (It is assumed that each child has a small car the map.)

A linear distance with a whole number of kilometres is easier than one which gives fractions of miles. (This is a scale reading skill.)

Assignment of Levels

All the questions are on Level D. Suggested cut-off scores, to be trialled.

1–5 correct = D1. 6–9 correct = D2. 10+ correct = D3.

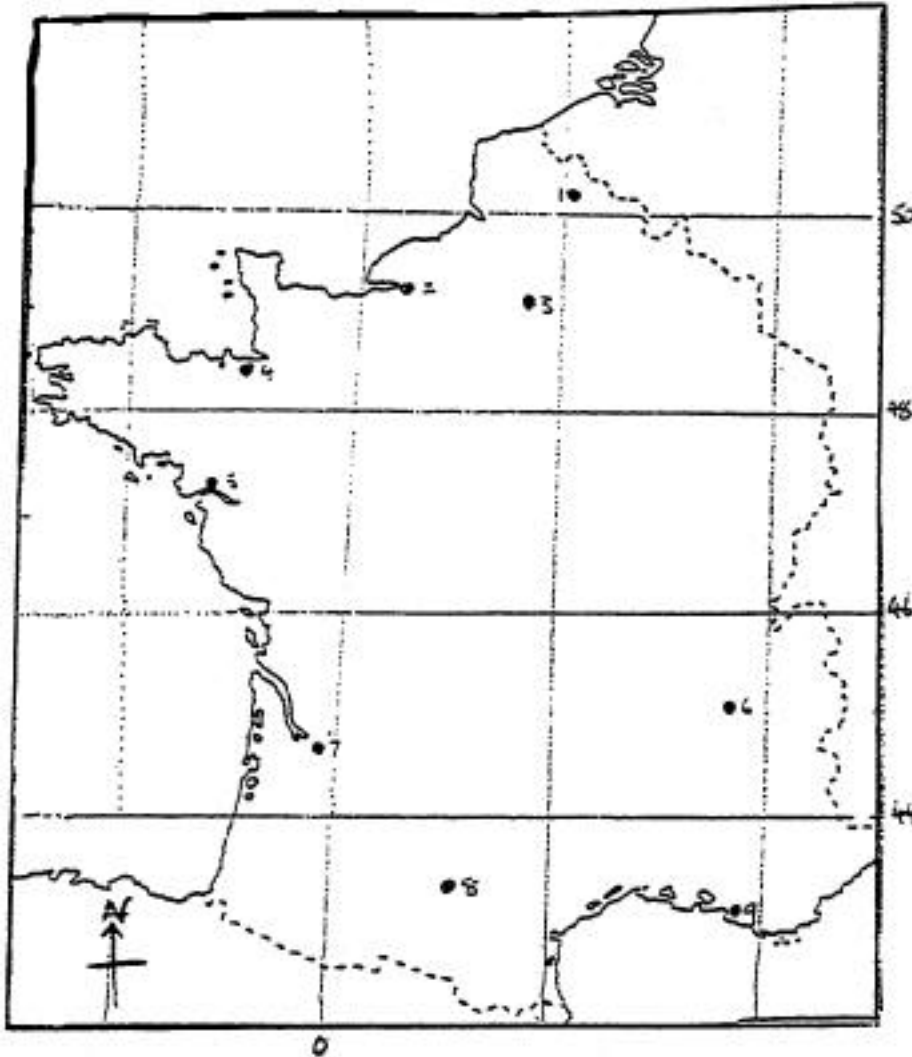
2 Map symbols

It is assumed that children have access to a key to the symbols used. The assessment is in their use, not remembering them.

This map is from Mapping Skills by Tom A Dodd Oxford ISBN 0 19 918157 8. Please keep the acknowledgement on the map and reco photocopy masters for many activities.

Applying Mapping Skills to France

Look at the map of France below.



Read the questions carefully before

- 1
 - a Write Paris beside this city.
 - b Write Bordeaux beside this city.
- 2 On the map, name one part of coast of France.
- 3 On the map, name one country with France.
- 4
 - a Put one of these on the Southampton.
 - b Draw and name on the river or mountain range.
- 5
 - a Which circle is N of 7?
 - b Which circle is SW of 8?
 - c What direction do you go from 7 to 8 (You may discuss.)
- 6 Use the scale on the map and the edge of scrap paper to find

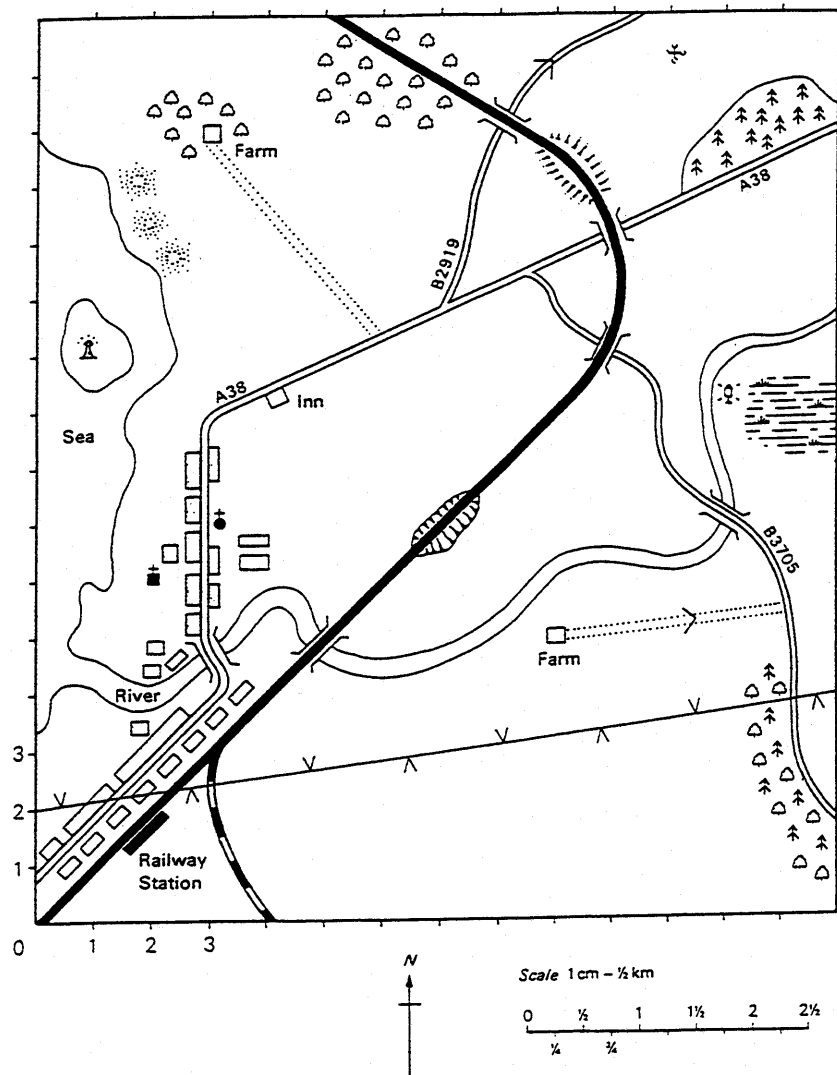
- a How far is it from 7 to 8?
- b How far is it from 2 to 3?
- c How far is it from 5 to 6?

3 marks

Social Subjects – Forward Planning (People and Place: Unit 16) City of Edinburgh Council, September 2002

Map Symbols

This map shows a small coastal town. Before answering the exercise questions colour the sea and river pale blue. Colour roads. Finish the number



Map Symbols

- 1 What do you find in:
 - a 04, 09
 - b 01, 10
 - c 07, 07
 - d 02, 01
 - e 13, 14

- 2 Give a reference for:
 - a farm with trees
 - b railway bridge over river
 - c conifer wood
 - d railway bridge over road A38

- 3 What feature is between the farm with trees and the sea?

- 4 What crosses the countryside south of the farm with no trees?

- 5 Which kind of church is west of the A38 road?

- 6 You are going to cycle from the B3705 road to the farm with no trees.

Will it be easier going there or coming back?

Why?

+1 mark for number grid on map = Total 15

Royal High Cluster 'Map Skills'

Background

The Royal High cluster had worked together to produce a 'mapping progression' resource during initial developments for 5–14 Environmental Studies activities that promote a progression of skills and gives teaching resources. It was developed for the three stages, P1–3, P4–6, P7–S2.

The 1999 working group took that resource as a starting point. A single A4 reference sheet was devised which shows what children should be able to do. This is a checklist when planning the curriculum or when developing and using assessment to assign Levels. Note this is an expansion when compared to the 1999 Guidelines; and has not been altered since 1999.

The sample assessment activities are being trialled by the schools of the Royal High cluster during the session 1999–2000.

Contents of Pack

- 1 'Mapping progression' is the checklist which shows what children should be able to do at each Level from A to E.
- 2 Assessment activities for each Level
These activities cover most but not all the statements on the check list; a few describe activities which are unsuited to formal assessments shown on the table 'Assessment provided in pack'.

In the session 1999–2000 there are only samples of children's work for Level C. Others will be added after the assessment has been trialled. Off scores for Levels to be provided for the assessments, where appropriate.
- 3 The advice to schools is to use published material for assessment where possible because it saves time. Schools should use materials for assessment by buying photocopiable masters. There are some 'new' assessments in this pack, to avoid copyright problems. There are similar activities acknowledged please include this when copying, and record the use as normal for CLA.

Cover drawing by Gillian Hunt, AHT, Bruntsfield Primary School.

The City of Edinburgh is grateful to the teachers in the Royal High cluster for permission to include their work in this Social Subjects Collaborative Pack.

Mapping progression – What children should be able to do – Checklist for curri assessment

	Concept	Level A	Level B	Level C	Level D
1.1	Mental maps (from memory, including adding)	Mark route on simple plan of part of school. Know left, right, forward, back.	Make plan of playground.	Sketch maps Scotland with relative positions main physical features	Sketch maps in context and locate major features on bl maps.
1.2	Information to 'empty' maps	Draw simple route on plan (real or stories)	Draw simple plan of immediate neighbourhood, and put features in it.	Place home, school and local landmarks on map.	Add major landmarks to lo maps which have fewer details.
2.1	Own maps	Make or use 3D models of stories and situations.	Make plan looking down on real object (B1)	Construct 2D plan from simple 3D shape, and reverse.	Use simple contours (2 or 3 lines)
2.2		Place 3D items on plans. Explain what a plan is.	Make plan of bigger area, eg garden (B3).	Make plans and models roughly to scale (correct proportions).	Use scale and angles more accurately in drawing maps
3.1	Using maps and plans.		Use plan of neighbourhood to follow route and identify features.	Select/choose routes off simple road, rail or air line maps.	Find route on main roads in A-Z
3.2			Use NSEW when displayed, eg classroom or playground walls.	Use 4 point compass, used to give directions from single point on map.	Use 8 point compass rose. Give directions if able to move 'compass'.
4.1	Using conventions, eg grid references	Know right, left, top and bottom of plans.	Find somewhere given coordinates (number and letter)	Give coordinates of place using a letter and a number.	Use 4 figure map grid references.
4.2			Use map keys	Use and make up symbols, and design own key.	Use standard OS symbols t on simpler maps.
4.3					
5.1	Using globe	Recognise sea, ocean, poles, continents, islands	Recognise a few countries, equator. Globe, map, atlas (vocabulary)	Find Scotland on the globe. Recognise shapes of continents.	Locate holiday locations ar areas studied on globe.
5.2					Recognise routes (related to holidays and study areas) a be aware that there are different time zones.
6.1	Applying knowledge	Observe large 'amount' of water on surface	Know 2D map and 3D globe show same thing.	Draw an imaginary map from a description.	Obtain distances using a li scale.
6.2		Problem solving with simple plans.	Problem solving with plans.	Problem solving with maps.	Problem solving with maps

