



Mission Assignment: 1. Where do we live?



Code: GEO-11-01

Intent

Lesson Outcomes

- Understand that human features are man-made
- Understand that physical features are natural
- Locate some physical and human features on an aerial map

National Curriculum

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Resources

Resources: World map or globe, a map of the UK, aerial maps of your local area and school grounds, the handout, pencils and a ruler (optional). We have provided example aerial maps within the handouts, however, we do recommend that teachers provide this for their specific school.

Support Handout (1): The support handout is a word bank of typical human and physical features that might appear in your school grounds. We have also provided an additional support handout for pupils who may need more scaffolding.

Core Handout (2): The handout provides a space for children to stick in an aerial view of their school for them to label the human and physical features that might appear in your school grounds.

Challenge Handout (4): This handout asks children to label the human and physical features they can see on the aerial view of their school grounds and write a simple key.

Rocket words

- aerial view
- human features
- physical features
- map
- features

Implementation

Starter

Introduce the children to a map and facilitate class discussion to assess the children's understanding of maps and where they are in the world. Ask the children, what are maps and what they show. Start with a world map and show the children different countries, particularly the UK. Show a map of the UK and identify the county or area where the children live. Teachers should address any misconceptions the children may have about their location in the world.

Main Teaching

Use the presentation to introduce the children to an aerial map. (If you can use a local aerial map, even better - you can add this to the lesson presentation using the lesson editing tools.) The presentation will introduce the children to the concept of human features and physical features by explaining that some things are made by people, such as our school building, but some things are natural, e.g. trees, fields and forests. Many urban schools may not have many

physical features to discuss at this point, so they can focus on human features such as the school building, playground and surrounding roads.

Mission Assignment

Ask the children to explore aerial views and maps of the school. Ask them to label a simple map of the school grounds with examples of human features and physical features. Children could write the human features in one colour and the physical features in another colour. Please note: we have included some examples of aerial views and a map of a school ground; however, we do recommend that teachers provide aerial views and maps for their specific school.

Challenge Task: Ask the children to draw a key on their map that shows the human features labelled in one colour and the physical features that are labelled in another colour.

Impact Assessment

Plenary

Ask the children to share their learning by labelling the map of the school grounds as a class. Were there any labels the children missed? Could they add any additional labels? Explain the use of a key and why it is an important feature of a map.

In pairs, ask the children to discuss what a human feature is and what a physical feature is and assess if they understand these concepts.

Teacher Mastery

Maps are visual representations of an area that show both natural and human-made features (physical and human features). They help people understand locations, distances, and the layout of the world around them.

A world map shows all the countries on Earth. It helps us see how different places are related and where they are located.

The United Kingdom is made up of four countries: England, Scotland, Wales and Northern Ireland.

An aerial map is a view of an area from above, like looking down from an airplane. Aerial maps are useful for showing a bird's-eye view of towns, cities and school grounds.

Human features are things made by people, such as buildings, roads, playgrounds and bridges. These features are easy to spot on both regular and aerial maps. In an urban setting, most of what the children will see around them are human features, such as their school building and the streets nearby.

Physical features are natural elements of the landscape, such as rivers, mountains, forests and fields. If the school is in an urban area, physical features might include nearby parks or small patches of trees. In rural areas, there may be more physical features to discuss, like hills and open fields.



Mission Assignment: 2. What is a compass?



Code: GEO-11-02

Intent

Lesson Outcomes

- Name the four points on a compass
- Identify and label the four points of a compass
- Use a compass to travel in the direction of North, South, East and West

National Curriculum

- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Resources

Resources: Compasses, the handouts, pencils and access to an outside area or school hall.

Core Handout (2): The handout provides an outline of a compass for the children to label the points N, E, S and W.

A second handout provides some instructions for children to follow while playing the compass game. There are six sets of instructions for the children to try.

Challenge Handout (4): This handout provides space for the children to add the North West, North East, South West and South East points on a compass.

Rocket words

- travel
- compass
- direction
- compass points
- explorers

Implementation

Starter

Recap on the previous lesson's learning. Ask the children to give examples of human and physical features. Can they use the aerial map on the presentation to pick out some examples?

Introduce a compass. Pass the compasses around for the children to explore in small groups. What is it? What could it be used for? Ask the children to share their ideas before giving them the answer.

Main Teaching

Use the lesson presentation to explore the four points of a compass: N, S, E, W. Explore what compasses are used for and why they are important. If appropriate, introduce the concepts NE, NW, SE and SW for those children who might already have experience with compasses.

Mission Assignment

Ask the children to explore the school grounds using a compass. What happens when they change direction?

Play the compass game:

Ask all the children to stand in the centre of a hall or an open space. Determine the compass directions and place the North, East, South and West labels where the children can see them. Call out a direction and ask all the children to

travel in that direction. You can alter the way the children move by giving them instructions such as, move like an explorer or a pirate. If you'd like to add an element of competition, the last two children to arrive are 'knocked out' of the game and have a turn at calling the directions.

Next: Provide the children with direction cards (provided in the handouts). These are a set of directional instructions for the children to follow, such as, take 2 steps North, then 3 steps West. Ask the children to follow the directions on the card using a compass (they will also have your labels to support them). If you have the resources, they can put down a cone or marker to show the route they've taken and their endpoint. If there's time, children can swap their instructions and have another go.

Once back in the classroom, use the handout and ask the children to draw and label a compass.

Challenge Task: While playing the game, talk to the children about the compass points NE, NW, SE and SW and ask them to look at these on their compass. When labelling their compass, can the children add the NE, NW, SE and SW points?

Impact Assessment

Plenary

Ask the class if they can point to the directions NW, NE, SW and SE. Why do the children think compass points are important?

Teacher Mastery

A compass is a tool used to determine direction. It helps individuals navigate by pointing towards the four main cardinal points: North, South, East and West. These directions are essential for understanding where we are and how to travel from one place to another. The compass needle always points North, which serves as a reference point for determining the other directions. By using a compass, people can find their way, even in unfamiliar places.

The four cardinal points are North (N), South (S), East (E) and West (W). Each of these points represents a specific direction on the Earth's surface. North is the direction towards the North Pole, South is towards the South Pole, East is the direction in which the Sun rises, and West is where the Sun sets. These points are not just theoretical - they help us orient ourselves in relation to the world around us, allowing for precise navigation.

In addition to the four cardinal points, a compass also includes the four intercardinal points: Northeast (NE), Northwest (NW), Southeast (SE) and Southwest (SW). These points provide more detailed directions, dividing the space between the cardinal points. For instance, Northeast lies halfway between North and East, while Southwest is between South and West. These additional points give us greater accuracy when navigating or describing locations.

Using a compass involves more than just understanding the points - it also requires practical application. When you change direction, the compass needle remains fixed, continuing to point North. This allows you to understand how your own position has shifted in relation to the cardinal points. For example, if you are walking towards North and then turn to the right, you will be facing East. This simple tool helps you maintain a clear sense of direction, whether you are exploring an unfamiliar place or navigating a familiar one.



Mission Assignment: 3. What do maps tell us?



Code: GEO-11-03

Intent

Lesson Outcomes

- Describe the position of a landmark on a map
- Use positional language to describe the location of a landmark
- Use positional language and compass points to describe the location of a landmark

National Curriculum

- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Implementation

Starter

Recap on the directions of a compass. Ask the children why compasses are important. Using the world map in the presentation, identify the compass key and the continents that are North, South, East and West of the UK.

Main Teaching

Use the lesson presentation to teach the children to use positional language, such as 'next to', 'to the left of', etc. Use the maps and aerial views in the presentation to model the use of directional language. If you can, include some maps of the immediate area around the school to describe locations using directional language, including the teaching of left and right.

Mission Assignment

In groups, ask the children to create a 3D map of your classroom using craft materials, blocks and items in the classroom. As the children create their maps, challenge them to use directional language, such as the desk is 'next to' the whiteboard. (If you can provide the resources, the children may enjoy creating their classroom maps within a shoebox so these can be kept and taken home.) This task will give the children some experience of looking at a map from above and will support their map-drawing skills.

Challenge Task: Ask the children to create labels for their maps. Ask the children to describe the location of objects on their map using positional language.

Impact Assessment

Plenary

Assess the children's understanding of positional language by playing a game of 'Simon Says'. If you can use an outside

Resources

Resources: The handouts, craft materials, building blocks and classroom objects. Optional: shoeboxes

Core Handout (2): A word bank to inspire the children as they create their 3D maps.

Challenge Handout (4): The handout provides a space for the children to write labels for their maps.

Rocket words

- left
- near
- far
- right
- location

space, ask the children to stand 'next to' the climbing frame or stand to the 'right of' the swing.

Teacher Mastery

Understanding the positions of objects or places involves using positional language. Phrases like "next to" or "to the left of" help us describe where things are in relation to each other. This language, combined with compass directions, allows us to be precise when talking about locations. For example, we can say that a country is "to the west" of the UK or that a building is "next to" a park. Maps and aerial views help us practice this skill by providing a visual way to see how places relate to one another.

Once we create a map, adding labels allows us to further practice describing locations. Labels help us identify key features and describe where they are using both positional language and compass directions. For example, we might say that "the tree is to the north of the bench" or "the door is to the left of the window." These descriptions become even more meaningful when we have a visual model to support them.



Mission Assignment: 4. How do we draw maps?



Code: GEO-11-04

Intent

Lesson Outcomes

- Understand a map shows where landmarks are located
- Draw a simple map of a familiar area
- Draw and label a simple map of a familiar area

National Curriculum

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Resources

Resources: Large sheets of paper (if working in small groups), handouts (if children are working independently), an aerial map of your school, pencils and colouring pencils.

Core Handout (2): We recommend that children draw their maps in groups using large sheets of paper, however, we have provided a handout for the children to draw a map of the school site if they are working independently.

Challenge Handout (4): The handout provides space for the children to draw a map of the school site and asks them to add labels to the landmarks at their school.

Rocket words

- position
- symbol
- school
- area
- landmark

Implementation

Starter

Recap on positional language by looking at a map and describing the location of landmarks. Discuss with the children: why are maps useful? What do we need them for?

Main Teaching

Use the presentation to teach the children how to draw a simple map. The presentation will teach children to draw the school boundary, the school gate and the shape of the school building. They will then learn how to add symbols that represent landmarks in their school playground.

Mission Assignment

In groups, using large sheets of paper, ask the children to draw a simple map of the school site. The maps should be kept simple and include the school boundary, the school gate, the school building and symbols to represent areas of the playground. Teachers will need to provide the children with an aerial map of their school to support them. It is recommended that the children have the opportunity to explore their school site before drawing their maps. As a class, walk around the school boundary, noticing the position of the school gate(s). Ask the children to look at the position of the school building. Is it in the middle of the boundary or to one side?

Back in the classroom, ask the children to identify the school boundary by tracing their finger around the school boundary line on the aerial map of your school. Then, ask them to draw this on their large piece of paper, making sure their boundary line takes up the whole page; teachers may wish to model this first. Once they have drawn their boundary line, ask the children to locate and draw the school gate(s). This will help them with the orientation of their map.

Next, ask the children to identify the shape of their school building using the aerial map. If your school has multiple buildings, help them find the main building or the building where they have their lessons. Using the aerial map of your school, ask the children to trace their fingers around the building so they become familiar with its shape and position. Then, ask the children to draw the school building on their maps. Again, teachers may wish to model this to support the children with the position of the building.

Once the children have drawn the structure of their maps, they can then add symbols to represent areas or objects that are found in their playground. For instance, they might choose to draw the hopscotch lines, trees, grassed areas or any permanent play equipment. Some groups might be able to draw the road or car park outside their school gates.

Challenge Task: Ask the children to add labels to their map to show the landmarks at their school. As an additional challenge, can the children include a key on their school map?

Impact Assessment

Plenary

Ask the children to present their maps to the class. After the presentation, give the children the opportunity to add more detail to their own map.

Teacher Mastery

A map is a visual representation of a place, showing where landmarks and other important features are located. It helps us understand the layout of an area and how different places relate to each other. Maps are useful because they allow us to navigate, plan routes and find locations, whether in a familiar area like a school or in a larger, unfamiliar place. By looking at a map, we can use positional language to describe where landmarks are, such as "next to the library" or "to the left of the playground."

Drawing a map involves understanding how to represent real-world objects and landmarks with symbols. Maps use simple shapes and icons to stand for things like buildings, parks or roads. For example, a square might represent a school building, while a tree symbol could indicate a park. These symbols make maps easy to read and understand. Learning how to draw a simple map helps children connect what they see in their environment to a flat representation on paper.



Mission Assignment: 5. Are all schools the same?



Code: GEO-11-05

Intent

Lesson Outcomes

- Understand the basic differences between rural and urban areas
- Describe the differences between rural and urban schools
- Explain how life in rural and urban areas may differ

National Curriculum

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Resources

Resources: The handout, pencils, colouring pencils and photographs of areas of your school (optional). Two large hoops to use as a Venn diagram for your support group.

Support Handout (1): The handout provides some pictures for the children to cut out and place onto their Venn diagram. We suggest using hoops to create a large Venn diagram.

Core Handout (2): The handout provides a Venn diagram outline for the children to draw their own ideas.

Challenge Handout (4): The handout provides a Venn diagram outline for the children to draw their own ideas and asks them what other aspects might be different in urban and rural areas.

Rocket words

- city
- rural
- urban
- village
- farm

Implementation

Starter

Recap on the use of maps by looking at the map of the UK and identifying the main cities and the more rural parts of the country. Have the children ever been to a city or to the countryside? Ask the children how these areas might differ and how they might be similar. Can they draw on their own experiences to discuss different features as a class?

Main Teaching

The presentation compares rural and urban locations. Through the presentation, ask the children to identify whether their school is located in a rural or urban location - what features can they identify to support this?

Mission Assignment

For some children, this may be their first experience of a Venn diagram. Teachers can demonstrate how to complete a Venn diagram using two large hoops. In one hoop, ask the children to place the images provided in the handout to show features from or around an urban school. In the other hoop, teachers should ask the children to place images that reflect a rural school. Are there any images left over? Discuss with the children that these are features that exist in both schools and so they can be placed in the area where the two hoops meet together. What other features could the children add to the diagram?

Ask the children to create a Venn diagram to compare their school and a comparison school (choose either a rural or urban school). For instance, both schools have a playground, a hall and classrooms. The city school has a busy road, a place to park bikes and scooters. The rural school has a large field, a forest and a pond.

Challenge Task: Ask the children to consider how else rural and urban areas might be different. For instance, how might people get to work or school?

Impact Assessment

Plenary

Discuss other ways in which rural and urban areas might be different. How do you think people's lives might differ?

Teacher Mastery

Rural and urban areas are two different types of environments with distinct characteristics. Rural areas are often less populated, with more open space, fields and natural landscapes like forests or hills. Urban areas, on the other hand, are more densely populated, with many buildings, roads, and features like shops and offices. These differences affect how people live and work, making rural and urban life quite different in many ways. For example, rural areas might have more farms and fewer buildings, while urban areas are known for being cities or towns with busy streets.

When we look at rural and urban schools, we can see these differences reflected in their surroundings. Urban schools might be surrounded by tall buildings, busy roads and public transport, while rural schools may have more green spaces, like large fields, forests and fewer roads. These schools might offer different experiences to students - urban schools may have easy access to museums and libraries, while rural schools might have outdoor learning spaces like gardens or nature trails.

Beyond the physical differences, life in rural and urban areas can differ in other ways. For example, people in urban areas might rely more on public transport or walk to work, while in rural areas, people may need cars to travel longer distances. These differences in transportation, lifestyle and access to services highlight how geography affects daily life in different ways, from how people commute to how they interact with their environment.



Mission Assignment: 6. Assessment: Where is my school?



Code: GEO-11-06

Intent

Lesson Outcomes

- Draw a simple map
- Draw a map and identify some key landmarks
- Draw a map and describe the local area

National Curriculum

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Resources

Resources: The handout (the children may prefer to draw a larger map on bigger pieces of paper), pencils and colouring pencils.

Support Handout (1): The handout provides a road for the children to draw the landmarks they see on their way to school. The handout also includes a word bank to support the children with labelling their symbols.

Core Handout (2): The handout provides a road for the children to draw the landmarks they see on their way to school. Sentence stems are also provided to support the children in giving a short description about their school or area.

Challenge Handout (4): The handout provides space for the children to draw a map of their school and asks for a description of their local area.

Rocket words

- human features
- physical features
- map
- landmark
- location

Implementation

Starter

In pairs, ask the children to talk about the area in which they live. Do they live in an urban or rural area? What landmarks do they know? What is their school like?

Main Teaching

The presentation recaps on the learning from across the unit. The children will look at aerial views and maps to recap on the compass points and positional language, as well as the opportunity to identify key landmarks and human and physical features in both a rural and urban setting. (To make the presentation relevant to your own setting, please use the lesson editing tools to add your own photographs.)

Mission Assignment

The children should use the road map on the handout to draw symbols to show what they see on their way to school.. The handout also provides some sentence stems to help them describe their school, for instance: "My school is in Exeter. My school has a big field and lots of classrooms."

Challenge Task: Ask the children to draw a map of their school site. There is also space on the handout for them to write a description of their school and where it is located.

Impact Assessment

Plenary

Ask the children to share their maps and descriptions with the class. Teachers can use this time to assess the children's understanding of the unit.

Teacher Mastery

A map is a drawing that shows us where places and landmarks are located in an area. It helps us understand how different places relate to each other and provides a clear picture of our surroundings. When drawing a map, we can identify key landmarks such as schools, parks, roads, and buildings. Maps are useful because they allow us to see and describe our local area or other places, helping us to navigate and understand how places connect.

To draw a map, we first need to think about where we live - whether it's an urban or rural area - and the landmarks around us. An urban area, like a city, might have lots of buildings, roads and shops, while a rural area might have more open spaces, fields and fewer houses. By identifying the landmarks we know, such as a nearby park, our school or a shop, we begin to understand the layout of our local area.

When creating a map, aerial views and plan perspectives are helpful tools. They give us a bird's-eye view of an area, showing us how landmarks are arranged. By looking at these views, we can identify human features, like buildings and roads, as well as physical features, like rivers or hills. Using compass points and positional language, we can describe where things are located in relation to each other, such as "the park is to the east of the school" or "the river runs next to the road."