

Spatial Sense

Year 3

Key end points of this unit, Spatial Sense, are:

- To compare and contrast two locations
- To use geographical vocabulary to describe a location.

Building on children's understanding of spatial sense from Year 2 where they looked at **maps** of the school site and the **four-point compass**, in this unit children learn about the **eight-point compass** and **grid references**. At the end of this unit children will use their geographical understanding to **compare** two locations. Next year, in Year 4, children will return to grid references and also learn about map scale.

Throughout this unit children will be building on their understanding that **maps**, made by **cartographers**, give us information about different **locations**. They will look at Ordnance Survey **symbols** and understand what they represent. Children will encounter new and ambitious **vocabulary** that features throughout the unit, offering children many opportunities to rehearse and apply it in their talk tasks and written work. The concepts and vocabulary in this unit will be returned to as children work through the geography curriculum.

As children work through KS2 geography they will use and apply their geographical skills, such as map reading, using symbols, grid references etc in many different contexts as they learn about places around the world. Over time children will get better at the skill of **map reading** as they learn more and remember more of the curriculum.

Lesson Sequencing:

The sequence of lessons in this unit has been designed to build on prior knowledge and introduce new material in small manageable steps. Lesson 1 reconnects to prior learning about **compass direction** adding northeast, northwest, southeast and southwest to children's understanding. At the start of the lesson, there is a task to draw a simple map of the school site. This is a quick task to see what children remember from the previous year. If children are secure in their understanding of simple maps, then the lesson moves onto the **eight-point compass**. If children need more time to practice drawing simple maps this lesson can be adjusted to allow for that.

In lesson 2 children will look again at Ordnance Survey maps. They first studied these maps in Year 2. Children will look at their local area and use the symbols to find out what is located there. Some symbols may be remembered from the previous year, but more can be taught in this lesson. Children will use Ordnance Survey maps again in Year 5 when they study local geography.

In Lesson 3 children will be introduced to **grid references** using simple grids with one letter and one number down each axis. Children will build on their knowledge and learn more about grid references in Year 4. Children will use their knowledge of compass direction and grid references to describe locations.

Lesson 4 and 5 are a **comparison** of two places. In the plan we use London and San Francisco, but teachers may want to use their local area and a region of Europe or North or South America as required by the National Curriculum. The lessons suggest looking at **physical features** first; the landscape, the shape of the land, the height of the land, bodies of water etc before looking at **human features**; landmarks, transportation etc. These lessons give children the opportunity to reflect on the key geographical question; what is it like in this place?

Finally, to assess understanding children are tasked with writing a comparison of the two places they have learned about. They might include maps, data, graphs or labelled drawings in their comparison to support their writing. Alternatively, if children are already completing extended writing in other subjects, there is an option to annotate two maps to compare the two places studied.

The key substantive concept focused on in this unit is **location**.

The key disciplinary understanding in this unit focusses on maps and how we know what is located within a place.