Subject: Geography

Golden Concept: Following Directions and Maps

Purpose:

The purpose of teaching students to follow directions and maps in Geography within the national curriculum is to equip them with essential spatial, navigational, and critical thinking skills. These skills are not only integral to geographical literacy but also contribute to broader personal, academic, and practical competencies.

Assessment:

Provide students with a set of directions and ask them to follow the route on a map. This assesses their ability to apply directional information to a map.

Design practical orienteering activities where students navigate through a designated area using a map and directions. Evaluate their accuracy in reaching specified locations.

Assign projects that require students to create their own maps, incorporating directions, symbols, and legends. Assess their understanding of map elements and their ability to communicate spatial information.

Present students with scenarios that require them to provide directions or navigate through a series of locations. Assess their ability to articulate and follow directions.

Create tasks that mirror real-world situations where students need to navigate using maps, such as planning a trip, following public transportation routes, or finding locations in a city.

Assess students' practical skills in following directions and maps during activities such as field trips or outdoor navigation exercises. Observe their engagement and participation in the process.

Cross curriculum:

Science: In science, particularly in environmental science and ecology, students learn to orient themselves in different environments. This includes using maps to navigate through ecosystems and habitats. Science education may involve field studies where students follow directions, navigate, and collect data in outdoor settings. Map skills become crucial during scientific fieldwork.

History: History and social studies often incorporate historical maps. Students learn to interpret maps from different time periods, understanding how geographical features have changed over time. Lessons on historical migrations and explorations involve studying maps. Students follow the paths of historical figures, understanding their journeys and the geographical context of historical events.

PE: In physical education, orienteering activities may be introduced. Students follow directions and use maps to navigate through outdoor courses, combining physical activity with map reading skills.

Computing: Technology classes may introduce students to digital mapping tools and Geographic Information Systems (GIS). Students learn to navigate and use digital maps for various purposes. Coding classes may include projects where students create programs or games that involve navigation and following directions, reinforcing map-related skills.

Art and Design: Art classes provide opportunities for students to create map illustrations. This includes developing artistic skills in representing geographical features and landmarks on maps.

Mathematics: In mathematics, students learn about coordinates and mapping. This includes understanding how to locate points on a coordinate plane and interpreting maps using mathematical concepts. Map scales and measurements are essential components of mathematics. Students learn how to interpret scales on maps, estimate distances, and use mathematical concepts to navigate through maps.

English: Language arts lessons often involve reading and following instructions. Students practice interpreting written directions and translating them into actions, which is applicable to map reading. Descriptive language is important for effective map reading. Language arts lessons help students develop vocabulary to describe locations, landmarks, and directions on maps.

Key Stage or stage breakdown:

Stage 1 and 2: Students are introduced to basic map-reading skills, including understanding symbols and using simple legends. Students have activities that involve reading and creating maps of familiar places, like their school or home. Practice following simple written and oral directions in various contexts, incorporating activities that involve movement, art, and exploration

Stages 3 – 6: Introduce coordinates on a grid, providing a foundation for more advanced map-reading skills. Activities may involve locating and plotting points on a coordinate plane. Progress to more detailed mapping activities, where students create and interpret maps of larger areas or neighbourhoods. Explore local fieldwork activities, allowing students to navigate and collect data in real-world settings.

Stages 7 – 9: Develop advanced map-reading skills, including interpreting topographic maps and understanding scale. Introduce concepts such as latitude and longitude for global mapping. Engage in more sophisticated fieldwork activities, incorporating orienteering exercises that require students to navigate through outdoor environments using maps and compasses.