

Geography Year 7 Map Skills Unit Planning and Evaluation Sheet:

Year 7 Unit 4	Title: Map skills	
Why are you teaching it? What do they need to know? Misconceptions?	Links to the KS3 National Curriculum: 'develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources.' Misconceptions: Students struggle in particular to use 4 and 6 figure grid references and apply knowledge of these to the use of latitude and longitude.	
Why are you teaching it now? What prior learning do students have?	Prior Learning: Students have previously learnt about the location of continents and countries during Year 7 module 1. During the 'Year 7 - Brilliant Biomes SOW' and have developed an understanding of latitude and the impact on temperature. Why Now?: To ensure students can interpret Ordnance Survey maps, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.	
	Key Words (Highlighted for Frayer model deep dive)	Maps, direction, scale, grid references, latitude, longitude, satellite, contour lines, symbols.
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	Oracy	Confidently be able to discuss the issues within this topic and be able to explain how each of the different skills are applied. Always aim to Elicit response from whole class <i>All students should respond to questions using either:</i> Think - Pair - Share Use of Mini whiteboards (Ensure all misconceptions are addressed before moving on) Type of questions: <ol style="list-style-type: none"> 1. Open questions. E.g What do you think about...? 2. Higher order questions. E.g What can you infer...? 3. Hinge questions. E.g. diagnostic questions asked at the point in the lesson called the 'hinge' where you need to check if your students are ready to move on Students will use tier 2 & 3 vocabulary in their verbal answers.
	Literacy	Define new key words such as direction, scale and grid references. Be able to demonstrate and explain the different uses of maps and skills. Reading: Use of the three whole school reading strategies where appropriate: <ol style="list-style-type: none"> 1. Skim, scan and zoom. 2. Choral and repeated reading 3. Use of tier 2 and 3 vocabulary

		<p>Extended writing using clear success criteria.</p> <p>Use of Frayer model to embed understanding of key words.</p>
	SEND	<p>Learning objectives are made clear for each lesson and differentiated resources provided for our SEND students to access all lessons.</p> <p>Activities follow a YRB route to develop knowledge, skills and understanding.</p> <p>Use of PCS 10 for SEND strategies. All staff to have seating plans identifying SEND students, making sure SEND students are asked more questions and provided with more support in lessons. All staff will have pupil profiles in their teaching and learning folders.</p>