

Developing an inclusive curriculum

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The curriculum was written with the guidance of 5 principles:

- Entitlement for all students to have access to the same curriculum
- Diversity so that teachers are aware of how to adjust the objectives of their teaching to encourage appropriate responses from a wide range of students
- The writing of a continuous set of attainment levels from Primary through to secondary education that identify clear strands of learning within each subject
- The recognition that a written curriculum should encourage teachers to facilitate student-centred learning as the best way to manage the diverse needs of learners in a class
- That assessment and quality assurance issues within any school are best met by writing a unitised curriculum with clear and relevant attainment levels on a 10 point scale.

Subject: Geography

Strands and Definitions

1. <i>The Environment - Natural and Human</i>	2. <i>Management, Conservation and Sustainability</i>
<p>This strand is concerned with:</p> <ul style="list-style-type: none">• the people who live in different environments, their activities and the features which they have created• the landscapes and aspects of the environments which have been formed by natural processes (geomorphology and meteorology) <p>These physical and human processes cause change and development in places and can be used to explain patterns and distributions.</p>	<p>This strand outlines how geography can foster the student's appreciation of different environments and his/her sense of responsibility for their conservation and enhancement. This strand is concerned also with environmental issues ranging from matters of local concerns to global environmental problems.</p>
<p>Approach to teaching and learning</p> <p>Geography stimulates an interest in and a sense of wonder about places. This sense of wonder and the complexity of the world can best be achieved through a range of methodologies requiring an enquiry approach for the investigation of the location, situation, interaction, spatial distribution and differentiation of features. The learning process centres more on students' activities such as group work, than on the passive reception of knowledge and understanding through teacher exposition. Students should be active in the learning process and they acquire knowledge and develop skills through fieldwork and out of class learning. An enquiry can be based on a single resource such as a map, a photograph, an item from the internet, statistics from which students extract data, ideas, facts and attitudes to answer a geographical question or solve a problem. Such questions can come directly from students through discussion. The use of group work helps to facilitate the active characteristics of much enquiry work.</p>	

Geography
Unit Titles and Key Objectives

	UNIT TITLE	KEY OBJECTIVES
Form 5		
Unit 1	The Green Planet	Explore the basic features that make up an ecosystem as well as the characteristics and distribution patterns of the world's major climates and vegetation types.
Unit 2	The Dynamic Earth: Tectonic Hazards	Discover the physical processes that cause these tectonic hazards and explain how earthquakes and volcanoes can endanger people and cause damage to property and the surroundings. Understand the global distribution of tectonic activity and its relationship with plate boundaries.
Unit 3	Going for a Holiday	Show how the development of tourist activities may bring benefits to many countries including Malta, but can also cause problems. Become aware of the care that must be taken to maximize the benefits and minimize the disadvantages.
Form 4		
Unit 1	Managing Rivers and Coastal Areas: a continuous challenge	Explain the weathering and erosion processes involved in coastal and fluvial geomorphology. Examine how coasts and rivers are affected by erosion, transportation and deposition. Discover how rivers and seas are being polluted and the action that must be taken to reduce these problems.
Unit 2	Industry, Resources and the Environment	Investigate the misuse of the environment and the resulting need to conserve, protect and manage resources and damaged environments.
Unit 3	People Everywhere	Recognise that people are not evenly spread over the world; some places are attractive to people and have become crowded while others are less attractive and are sparsely populated. Investigate how migration is an important cause of population change and the positive and negative effects on the host and receiving country.

Form 3		
Unit 1	The Weather Machine	Understand that weather and climate vary from place to place and from time to time due to weather variations that result from different physical and human factors. Understand the processes by which anticyclones and depressions form and how these are shown on weather maps. Investigate why a river system has many characteristic features and is part of the surface component of the water cycle.
Unit 2	A Place to Live	Explore the factors that encourage the location of settlements and influence why some grow much larger than others. Examine how towns grow and develop in patterns and that these very often change over time. Recognize that urban growth has advantages but very often creates problems.
Unit 3	On the Move	Recognize that transport has its own advantages and disadvantages and that these may change as a result of technology and other developments. Recognise that these changes may cause problems as well as benefits, but also that the problems can be addressed by careful planning.
Form 2		
Unit 1	The Restless Mediterranean	Explore the patterns and processes associated with tectonic activity in the Mediterranean.
Unit 2	Water, Water Everywhere	Discover the importance of water and investigate how it is produced and used for various purposes namely domestic use, agricultural and industrial purposes. Appreciate that water is a scarce resource especially in the Mediterranean Region and as a result this needs to be managed in a sustainable way.

Unit 2	Water, Water Everywhere	Discover the importance of water and investigate how it is produced and used for various purposes namely domestic use, agricultural and industrial purposes. Appreciate that water is a scarce resource especially in the Mediterranean Region and as a result this needs to be managed in a sustainable way.
Unit 3	Life in the Sahara	Learn about the patterns and processes associated with desert landscapes. Distinguish and locate different kinds of deserts and analyse why living in desert areas is extremely difficult.
Form 1		
Unit 1	Map Detectives	Understand and develop a body of mapwork skills, from the most simple to ones that are fairly complex.
Unit 2	Exploring the Maltese Islands (1)	Locate the position of the Maltese Islands in the middle of the Mediterranean Sea and within Europe. Consider how the country is part of the wider world and understand the general aspects of its physical geography.
Unit 3	Exploring the Maltese Islands (2)	Explore some aspects of the human geography of the Maltese Islands including where people live and work. Understand how natural and human features are located and distributed in the local environment and how and why they relate to each other.
Year 6		
Unit 1	Geography through the news	An exploration of the relationship between human beings and the Earth by associating what we hear on the news with our studies of space, place and the environment.
Unit 2	Around the Mediterranean	An exploration of the Mediterranean Region; reference to the countries gathered on its shores, their capital cities, the main islands found I the region and entrances leading in and out of it.
Unit 3	Disposing of waste	Identifying the major problems connected with waste disposal and suggesting alternatives.

Year 5		
Unit 1	Working with a map of the Maltese Islands	Locating the main settlements on a map of the Maltese Islands. Identifying distinctive features characterising the main towns and villages of Malta and Gozo.
Unit 2	Investigating a Foreign Country	Identifying similarities and differences between a foreign country and our country. Reference to physical features and human elements characterizing the two countries.
Unit 3	Seasonal Changes	The unit explores how the four different seasons affect our landscapes as well as the activities we normally and extraordinarily do.
Year 4		
Unit 1	Going to the seaside	An understanding of the difference between natural features and those features modified by human activity which students can observe when visiting and surveying seaside resorts around the Maltese Islands.
Unit 2	Going to town	An understanding of the differences found in the main characteristics of rural and urban settlements. Reference to polluted environments.
Unit 3	Tourism and jobs	Understanding the difference between economic activities directly related to tourism (guiding, travel agents) and those jobs that are indirectly related (fishing, farming, services). Exploring ways and means how our town/village can contribute towards improving tourism in Malta.
Year 3		
Unit 1	Going to the countryside	An exploration of the Maltese countryside with reference to the interaction between the physical features and human elements shaping the environment of the countryside.

Unit 2	Working and Playing in a safe Environment	Using simple survey activities students identify unsafe features in the surrounding environment of the students and propose action.
Unit 3	Embellishing our locality	Identifying ways how students can become actively involved in the conservation of the environment at their school, home and town/village. An exploration of available means of landscape restoration.
Year 2		
Unit 1	Exploring the place where I live	Exploring the public areas and identifying the main physical features of our neighbourhood. Using directional language to guide friends and relatives in finding the main sites. Identifying the human element in our locality and exploring ways how humans control and adapt to their environment. References to land use and employment.
Year 1		
Unit 1	Around our school	Observing the physical features that can be seen in the classroom, at school and in the public areas around the school. An awareness of the human characteristics that can be observed in and around the school. Exploring how the human element can affect the physical one and vice-versa.

GEOGRAPHY

Strand 1: The Environment – Natural and Human

Strand Definition:

This strand is concerned with:

- the people who live in different environments, their activities and the features which they have created
- the landscapes and aspects of the environments which have been formed by natural processes (geomorphology and meteorology).

These physical and human processes cause change and development in places and can be used to explain patterns and distributions.

Level 4 Descriptor

Students recognise through oral expression and picture some physical features of their locality. They identify and talk about a limited range of places and features in the locality namely the school, the surrounding area and their neighbourhood. They begin to use simple directional language such as *up, down, forward, backwards*. ~~Students attempt to describe orally simple picture maps not to scale. They observe and begin to comment about some natural cycles that are evident in everyday life e.g. night (or) day, rainy (or) sunny. They use resources that are given to them to ask and provide simple answers to questions about places around them. They use their own observations to ask and provide simple answers to questions about some places around them.~~

Level 5 Descriptor

Students can recognise and suggest some simple descriptions of the common features of the Maltese countryside and of a typical Maltese urban settlement. They begin to observe how physical features give places their character. They use resources that are provided to them like photographs, models, sketches and drawings to answer questions about the Maltese countryside and a few selected urban areas. They carry out simple tasks such as collecting soil samples and stones and observe living things in their habitats. They use this information and their own observation to respond to questions about natural environments. Students can differentiate between jobs directly related to tourism and those that are indirectly related. They can suggest ways how their locality can contribute towards improving the tourism industry. Students begin to use simple but appropriate geographical vocabulary. They record and communicate experiences and observations using simple drawings, displays, models and sketches.

Level 6 Descriptor

Students become aware that on a globe one can note a number of continents and oceans. They recognise that continents have different shapes. Students show their developing knowledge of the location and names of urban areas in Malta and capital cities of the neighbouring countries in the Mediterranean. They use globes and maps to become familiar with the location of these towns and cities. They recognise that different places may have both similar and different characteristics that influence the lives and activities of people living there. They are familiar with a few main national symbols characterising some Mediterranean countries, e.g. Coliseum (Rome) and Pyramids (Egypt). Students begin to associate their geographical knowledge with the places mentioned in the news. Using both Internet and other publications they can research about foreign countries, comparing their physical characteristics and their human elements with those of the Maltese Islands. They can observe and record varying weather conditions using appropriate vocabulary and simple equipment in response to tasks set by the teacher. They use skills and sources of evidence to explore how the weather influences the lives of people and how seasonal changes affect people and plants in the locality.

Level 7 Descriptor

Students show knowledge and understanding of aspects of the geography of Malta and the Mediterranean and are aware that their country is part of the wider world and continent. They demonstrate orally and in writing, through pictures and maps an understanding of the characteristics of a range of physical features and of human activities within these localities. They describe how physical processes such as tectonic activity can change the features of places and how these changes affect the lives and activities of people living there. They recognize and describe simple patterns and processes associated with desert landscapes and analyse why deserts such as the Sahara are difficult environments for human survival. They explore and appreciate the major features of the built environment and investigate important activities of people in the locality. Students learn about and interpret their location relative to other places through the development of mapping skills including scale, compass points and direction and four-figure references co-ordinates. They identify features on maps through the use of symbols and keys and use maps at different scales to locate places, find their way around, and plan trips to visit specific places. They use a range of geographical skills including equipment and ICT to observe weather phenomena and display simple weather observations in an organised way using climate graphs and appropriate vocabulary.

Level 8 Descriptor

Students use an increasing and appropriate geographical vocabulary to offer more detailed descriptions and explanations of patterns of weather and climate in a European-scale context. They describe and begin to explain how physical and human processes interact to produce distinctive characters of places, which people may select for leisure pursuits. They use appropriate sources of evidence including the use of ICT to examine satellite images and weather maps to investigate weather patterns. They suggest relevant geographical questions about the causes of floods and how people contribute to their frequency and intensity. They suggest plausible conclusions about the differences in their impact in Malta and Bangladesh. Students describe in some depth processes of weathering, erosion and deposition in river valleys and coastal areas in relation to studies of a range of places at more than one scale. They recognise some features produced by these processes and understand how these processes play a part in shaping the landscape. Drawing on their knowledge of wave and water action they suggest relevant questions and an appropriate sequence of investigation in the field. Students use a range of geographical skills (such as topographical maps with 6-figure grid reference and contour lines, tabulated data and images) to help them investigate, recognise and describe geographical patterns and processes related to population distribution and settlement location. They recognise and describe how these processes may lead to similarities and differences between places in more economically developed countries (MEDCs) and less economically developed countries (LEDCs) and in the lives of people living there. Students present and communicate their findings, ideas and information using appropriate terminology, maps, visual images and a range of graphical techniques and ICT.

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Students use an increasing and appropriate geographical vocabulary to offer more detailed descriptions and explanations of patterns of weather and climate in a European-scale context. They describe and begin to explain how physical and human processes interact to produce distinctive characters of places, which people may select for leisure pursuits. They use appropriate sources of evidence including the use of ICT to examine satellite images and weather maps to investigate weather patterns. They suggest relevant geographical questions about the causes of floods and how people contribute to their frequency and intensity. They suggest plausible conclusions about the differences in their impact in Malta and Bangladesh. Students describe in some depth processes of weathering, erosion and deposition in river valleys and coastal areas in relation to studies of a range of places at more than one scale. They recognise some features produced by these processes and understand how these processes play a part in shaping the landscape. Drawing on their knowledge of wave and water action they suggest relevant questions and an appropriate sequence of investigation in the field. Students use a range of geographical skills (such as topographical maps with 6-figure grid reference and contour lines, tabulated data and images) to help them investigate, recognise and describe geographical patterns and processes related to population distribution and settlement location. They recognise and describe how these processes may lead to similarities and differences between places in more economically developed countries (MEDCs) and less economically developed countries (LEDCs) and in the lives of people living there. Students present and communicate their findings, ideas and information using appropriate terminology, maps, visual images and a range of graphical techniques and ICT.

Level 9 Descriptor

Students describe and begin to explain interactions within and between the physical processes which cause earthquakes and volcanoes and how people respond to them. They explain how these interactions create geographical patterns of tectonic activity and help change places and environments in 'active zones'. They begin to explain why people choose to live in these zones and suggest appropriate planning strategies to save lives. They analyse the main factors which affect climate and the main features which constitute an ecosystem. Students explore some examples of the inter-relationship of climate, natural features, flora, fauna and human life in different environments in some main climatic regions of the world. Students construct and use plans and maps and apply map skills accurately to obtain information about volcanoes, earthquakes and ecosystems. They begin to suggest relevant geographical questions, select and use appropriate skills and ways of presenting information to help them make connections. Independently they use primary and secondary sources of evidence for their investigation and present their findings both graphically using a range of techniques such as sketch maps and graphs and in writing with ample and pro-active use of ICT. They present conclusions that are consistent with the evidence.

Level 10 Descriptor

Students show and apply knowledge and understanding of a wide range of places, environments and issues at different scales. They explain a wide range of physical and human processes and investigate the interaction within and between these processes. They evaluate sources of evidence including the use of ICT and the internet to explore a number of physical and geomorphic processes. They analyse, synthesise and interpret a range of geographical information to investigate the patterns and processes associated with the weather, climate and examine natural systems and cycles such as rocks, the development of river valleys, coastal and other landscapes. They describe in detail how these cycles work and how the processes of erosion, transportation and deposition shape the landscape and create new landforms. They also use OS maps at various scales to identify and recognise the features produced by these physical processes and apply their knowledge to explain relationships and interactions between people and the environment. Students apply a variety of geographical skills and tools such as maps, atlases, statistical data and even problem-solving skills to describe spatial patterns and geographical processes related to global population issues including density, distribution and change (including urbanisation and migration), settlement and industrial location. They recognise and describe how these processes may lead to similarities and differences between places in LEDCs and MEDCs and the life-styles of people. They work independently to plan their own investigations (e.g. designing questionnaires) and fieldwork activities (observe, measure, extract and record data) and communicate findings, ideas and information in a coherent way using extended geographical terminology.

Level 10 Descriptor

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Strand 2: Management, Conservation and Sustainability

Strand Definition:

This strand outlines how geography can foster the child's appreciation of different environments and his/her sense of responsibility for their conservation and enhancement. This strand is concerned also with environmental issues ranging from matters of local concerns to global environmental problems.

Level 4 Descriptor

Students use a range of secondary sources to recognise how people can bring about changes to the environment. They use first-hand enquiry to identify how people continually try to control and adapt to their environment, in the process affecting the same environment. They express their views on attractive and unattractive features of the environment around them. Students recognise how altering (changing) physical features in a landscape can have pleasant and unpleasant consequences, e.g. when a field is built up. They start becoming aware that we need to make efforts in order to have pleasant environments where we can have a good time and where we can grow up healthily.

Level 4 Descriptor

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Level 5 Descriptor

Students show their knowledge and understanding of their local environment, namely school, home and their town/village. They show awareness of some difficulties people may encounter when trying to keep environments clean and healthy. Students appreciate the attributes of the local environment through photographs, drawings and out of school visits. They express their views in simple sentences and drawings and offer some reasons why we need to take care of the local area, village and the countryside. Through outings they develop a sense of responsibility for taking care of and enhancing the environment. They use this information and their observations to help them ask and respond to questions on strategies for making the local area safer and a more pleasant place to live in. Students begin to classify environments as safe or unsafe. They can propose solutions to change 'unsafe' places into 'safe' ones. They propose ways how safe environments can proceed to be embellished. Identify different aspects contributing towards healthy environments of seaside, countryside and town. They use richer geographical vocabulary to lobby for action.

Level 6 Descriptor

Students recognise that people continually seek to improve and sustain environments. They show their developing knowledge on the causes of and possible solutions to local and national environmental issues related to solid waste management. They begin to account for their own views about the generation of waste and waste disposal and recognise ways in which people try to manage it for the better. Students ask and respond to geographical questions while undertaking tasks set by the teacher to develop a sense of responsibility and their role as environmental wardens (carers). Students suggest ways how distinctive features of the Maltese Archipelago can be retained and conserved, e.g. rubble walls of the Maltese countryside. They recognise that different countries may have both similar and different characteristics that influence the lives and activities of people living there. Students identify common environmental problems we share with one or two Mediterranean countries. Use ICT to learn about environmental problems facing humanity. They identify some impacts that extreme weather can have on the environment. Learn how to apply their geographical knowledge to news items.

Level 7 Descriptor

Students show their knowledge, understanding and skills in relation to studies of a range of factors that have an adverse effect on environments. Students carry out practical investigations and by the use of traffic counts and surveys and various other secondary sources, they investigate some ways by which transport affects the environment. Drawing on their knowledge and understanding, they make suggestions as to how traffic problems can be tackled in urban areas. Through debates, role play, discussion and research work students explore causes of over fishing, marine pollution and the deterioration of ground water reserves. They offer reasons for their own views about such environmental issues and recognise that other people may hold different views.

Level 7 Descriptor

Students show their knowledge, understanding and skills in relation to studies of a range of factors that have an adverse effect on environments. Students carry out practical investigations and by the use of traffic counts and surveys and various other secondary sources, they investigate some ways by which transport affects the environment. Drawing on their knowledge and understanding, they make suggestions as to how traffic problems can be tackled in urban areas. Through debates, role play, discussion and research work students explore causes of over fishing, marine pollution and the deterioration of ground water reserves. They offer reasons for their own views about such environmental issues and recognise that other people may hold different views.

Level 8 Descriptor

Students analyse the impacts of quarrying on the natural environment and describe ways in which a disused quarry may be restored. They become aware of the species that are becoming endangered and the causes and consequences of industrial pollution. Students value the importance of the Earth's renewable and non-renewable resources and the urgent need to invest in alternative sources of energy to combat climate change. Students recognise how conflicting demands on different types of environment may arise and describe and compare different approaches to manage these environments sustainably. They appreciate that different values and attitudes, including their own, result in different approaches, which have different effects on people and places. Drawing on their knowledge and understanding they suggest relevant geographical questions and appropriate sequences of investigation of these environmental issues. They use effectively a range of skills and select a range of sources of information including the internet with confidence to establish evidence for their investigations. They present their findings in a coherent way and reach conclusions that are consistent with the evidence.

Level 9 Descriptor

Students recognise that the development of the tourist industry may cause unintended environmental consequences and create conflicts between different land users. They offer informed explanation of the viewpoints of different groups and suggest ways by which conflicts of interest might be resolved, showing awareness of some of the complexities of compromise. Students begin to evaluate existing policies, for managing the impact of these environmental issues to ensure sustainability. They identify geographical questions and establish their own effective sequence of investigations into tourism studies. Students use appropriate skills and ways of presenting information to help them make connections, select information and sources of evidence for their investigations; suggest plausible conclusions and present their findings both graphically and in writing.

Level 10 Descriptor

Students show and apply knowledge and understanding of a wide range of environmental issues at various scales. They explain how places change due to various human activities such as tourism, agriculture and industrial activities, identify trends and describe how different land uses impact the environment. Students investigate environmental issues such as soil erosion, urbanisation, over-fishing, sea and water pollution, and the generation of waste, and recognise how environmental change leads to conflicting views about management and different interpretations of sustainability. They make informed judgements about these issues, develop and reflect on their own views and opinions, evaluate existing policies and finally design policies in order to resolve conflicts and ensure sustainability. Drawing on their knowledge and understanding on sustainable development they plan their own sequence of investigations and suggest relevant questions on how to protect threatened environments and ecosystems. They use satellite imagery, maps, data and the internet to analyse and interpret evidence on current issues such as climate change and global warming in order to assess bias and the reliability of geographical evidence to weigh arguments, and to make decisions. They carry out independent research and fieldwork activities on environmental issues in the locality and communicate their findings, ideas and information using extended geographical vocabulary and tools.

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Subject: Geography

Unit Title: Map Detectives

**Strand: The Environment – Physical and Human
Form 1**

Unit Duration: 10 sessions of 40 minutes (7 hours)

Objectives

The teacher will:

1. help students draw vertical representations of objects, rooms and larger areas
2. help students draw simple routes and measure distances on plans and maps and translate them into real distances
3. help students find direction on plans and maps
4. help students locate places or map symbols by the use of four and six-figure grid references.

Key Words	Points to Note	Resources
map, plan, direction, points of the compass, scale, scale line, representative ratio, symbols, key, grid square, four figure grid reference, six-figure grid reference, True North, Magnetic North	<p>Geography stimulates an interest in and a sense of wonder about places and this can be achieved through an enquiry approach to learning which centres more on student activities. Students should be active in the learning process through fieldwork or through resources such as maps, photographs, items from the internet and statistics. The use of group work helps to facilitate the active characteristics of much enquiry work.</p> <ul style="list-style-type: none">•Maps are the distinctive tool of the geographer. Map skills introduced in this unit such as locating a place on a map and how to get from one place to another and the utilisation of atlas and Ordnance Survey Maps are particularly important to ensure that all students have the tools and skills to progress in the subject at future levels and allow them to develop their graphicacy skills.•Ordnance Survey maps present students with greater learning problems than is generally realised. The idea of scale for example is difficult to understand and care should be taken not to rush through this section.	<p>A range of simple everyday objects such as a cup and saucer. Simple plans of houses. Plans of rooms from furniture makers' catalogues. A street map of the area close to the school. Large wall maps of Malta, the Mediterranean and the World. Google Earth software Silva or card compasses OS map Extracts with a scale of 1:2500, 1:25000 and 1:50000 Interactive Geography Form1 CD A number of hyperlinks are indicated in the examples for teaching and learning situations column.</p>

<p>representations of objects, rooms and larger areas. (2 lessons)</p>	<p>Similarly the students will draw simple plans of familiar objects such as a bucket, a glass, a cup and saucer. At the end of the session some students will show their plans to their classmates.</p> <p>The teacher organises the students into four groups according to ability. By means of work-cards asks students to draw objects present in the classroom. Students will then produce a plan of the classroom including the door, windows and other furniture. Discuss with students ways to identify objects that may be hard to recognise from above such as doors and windows. Eventually this will lead to the idea and importance of drawing symbols, adding labels and a key.</p> <p>The higher attaining group can attempt an accurate scale drawing of the classroom and school. The final plan can include symbols, a key and scale.</p> <p>A follow up activity would be to ask students to draw plans of rooms of their house such as the bathroom, kitchen etc.</p>	<p>above and annotate with labels. (Level 8)</p> <p>Students will draw objects and plans of rooms as seen from above to show the difference between a side view and a plan. (Level 7)</p> <p>Students will imagine and draw simple objects as seen from above. (Level 6)</p> <p>Students will recognise simple shapes for real objects (e.g. rectangle for table or circle for plate) and draw very simple objects as seen from above with assistance. (Level 5)</p>
<p>help students to draw simple routes and measure distances on plans and maps and translate them into real distances. (3 lessons)</p>	<p>Teacher asks students to perform an action such as going to the door or to a certain window, bringing a particular article from a place; the route taken has then to be indicated on a class plan.</p> <p>Provide 4 large plans of the school and its grounds and ask students to go around the school site divided into 4 groups according to ability. The higher ability groups will mark detailed features such as skips, benches and gate and devise routes. Similarly lower ability groups will locate larger features such as blocks, classrooms or main gate and draw routes. This provides a focus for their attention and enables them to link the plan with reality.</p> <p>Using a large-scale map of the area around the school, students align the map with the streets, note the route of their journey with arrows and record some of the key features seen. Such an activity can complement the development of the child's sense of place and space as well as his/her map making ability and knowledge of the locality.</p> <p>Provide students with atlases and wall maps to identify various examples of scales used on the various maps presented. Students link the different types of scales namely Ratio; Representative Fraction; Linear Scale to particular maps.</p> <p>Show students how to represent the same scale in different ways and practise this skill using various maps.</p> <p>Students use the linear scale to measure the width, length and area of different plans to find the actual size.</p> <p>Ask students to measure straight line distances along two points on large maps. Any straight edge, including a ruler can be used to measure straight line distances.</p> <p>Organise students to work in groups according to ability and ask them to measure straight and curved distances (say along roads and rivers) using the linear scale and the representative ratio (e.g. 1cm = 5 km) on a variety of large maps. The higher ability groups will be given distances with greater curvatures. A piece of string or cotton or a paper strip can be used to measure distances which are not straight. The measurements taken</p>	<p>Students will locate and mark features on a plan of the local town or village and devise routes to perform particular tasks or actions. (Level 8)</p> <p>Students will locate and mark features on a plan of the school grounds and devise routes to perform particular tasks or actions. (Level 7)</p> <p>Students will locate and mark features on a plan of the classroom and devise routes to perform particular tasks or actions. (Level 6)</p> <p>Students will locate and mark features on a plan of the school grounds and identify the features marked on the route drawn. (Level 5)</p> <p>Students will measure straight line distances and curves on a map. They translate distance on a map into real distance using the given scale which could be any one of the three types. (Level 8)</p> <p>Students will measure straight line distances and curves on a map. They translate distance on a map into real distance using the linear scale. (Level 7)</p> <p>Students will measure straight line distances on a map. They translate distance on a map into real distance using the given scale which could be any one of the three types. (Level 6)</p> <p>Students will measure straight line distances on a map. They translate</p>

record some of the key features seen. Such an activity can complement the development of the child's sense of place and space as well as his/her map making ability and knowledge of the locality.

Provide students with atlases and wall maps to identify various examples of scales used on the various maps presented. Students link the different types of scales namely Ratio; Representative Fraction; Linear Scale to particular maps.

Show students how to represent the same scale in different ways and practise this skill using various maps.

Students use the linear scale to measure the width, length and area of different plans to find the actual size.

Ask students to measure straight line distances along two points on large maps. Any straight edge, including a ruler can be used to measure straight line distances.

Organise students to work in groups according to ability and ask them to measure straight and curved distances (say along roads and rivers) using the linear scale and the representative ratio (e.g. 1cm = 5 km) on a variety of large maps. The higher ability groups will be given distances with greater curvatures. A piece of string or cotton or a paper strip can be used to measure distances which are not straight. The measurements taken should then be used to ascertain the real distances.

Using atlases ask students to calculate straight line distances between places. Organise students in groups to carry out similar activities using Google Earth or GIS software available.

Students will locate and mark features on a plan of the school grounds and identify the features marked on the route drawn. (Level 5)

Students will measure straight line distances and curves on a map. They translate distance on a map into real distance using the given scale which could be any one of the three types. (Level 8)

Students will measure straight line distances and curves on a map. They translate distance on a map into real distance using the linear scale. (Level 7)

Students will measure straight line distances on a map. They translate distance on a map into real distance using the given scale which could be any one of the three types. (Level 6)

Students will measure straight line distances on a map. They translate distance on a map into real distance using the linear scale. (Level 5)

Teacher presents one of the large plans drawn by the students in the previous lessons. Teacher asks them which side of the classroom do they see the morning sun (rise). That will be the East, always to be put on our right side of plans and maps. The letter E and hence the compass is drawn on the class plan.

The class is taken out in the yard about midday. A student faces the sun with arms pointed sideways. Since the sun is in the South, the shadow points North, the left arm points East the direction of the morning sun, and the right arm points West. These are checked by means of the compass and drawn on a plan of the yard.

Conduct a quiz to find out what students know and remember about the eight main points of the compass. Ask students to draw the eight main points in English and Maltese. Tell students to identify the direction that different places are from each other using a plan of their classroom starting with the east for the direction of the morning sun. Teacher will use a map of Malta showing some places to ask students the compass direction of one place from another.

Teacher explains how to read a compass and make children handle different types of compasses provided. Explain the main features of a compass emphasising on the fact that the compass

Students will use the compass with ease and know how it functions. They fully understand that the compass needle points to the Magnetic North. (Level 8)

Students will become familiar with using compass directions on maps and can move towards any of the eight major directions using a compass. (Level 7)

Students will become aware of the compass rose and move towards any of the eight major directions using a compass. (Level 6)

Students will know the four cardinal points of the compass. (Level 5)

	<p>the morning sun. Teacher will use a map of Malta showing some places to ask students the compass direction of one place from another.</p> <p>Teacher explains how to read a compass and make children handle different types of compasses provided. Explain the main features of a compass emphasising on the fact that the compass needle points to the Magnetic North which is slightly different from the True North which marks the northern axis of the world.</p> <p>Encourage students to create their own compass using the instructions provided on website indicated http://adventure.howstuffworks.com/outdoors-activities/hiking/compass2.htm</p> <p>The teacher allows children to experiment with a compass and a good extension might be to devise games prescribing routes using the compass and distances. A consolidation activity might be a treasure hunt by which students must give and follow compass directions to reach their goal.</p>	<p>points of the compass. (Level 5)</p>
<p>help students to locate places or map symbols by the use of four and six-figure grid references. (3 lessons)</p>	<p>The teacher provides large OS Maps (scale of 1:2500, 1:25000 or 1:50000) with key to symbols. Organise students in groups. Provide each group with a collection of images showing local physical and human features (e.g. a quarry, a lighthouse, a camp site, an information centre, a church etc.). Ask the students to draw the appropriate symbol from the map key for each corresponding image.</p> <p>Provide children with a large outline map of an imaginary island. Let them fill it with symbols of their own choice to show particular features. Let them be imaginative but at the same time real. Each group gives a presentation on what one can see if one visits the island. An activity for higher ability groups includes drawing symbols on an outline map of an area following given instructions. A title and a key must always be added.</p> <p>Use the OS Map symbols card games to help students remember and identify commonly used map symbols. Cards in full colour showing common conventional symbols and instructions of how to play such games, <i>Quick as Flash</i>, <i>Flash Bingo</i> and <i>Flashcard pairs</i> can be downloaded from the following sites: http://www.ordnancesurvey.co.uk/oswebsite/education/pdf/flashcards/1%2025k%20english.pdf http://www.ordnancesurvey.co.uk/oswebsite/education/pdf/flashcards/flashcards_ENG.pdf</p> <p>Use the animation file entitled <i>Grid Reference</i> on the Interactive Geography Form 1 CD to familiarise students with the idea that OS Maps are overlaid by a series of grid lines known as eastings</p>	<p>Students will become familiar with and able to use a wide range of map symbols. (Level 8)</p> <p>Students will become familiar with and able to use common map symbols. (Level 7)</p> <p>Students will become familiar with and able to use a limited range of map symbols. (Level 6)</p> <p>Students will recognise the most commonly used map symbols. (Level 5)</p> <p>Students will give and use four figure and six figure grid references accurately. (Level 8)</p> <p>Students will give and use four figure grid references accurately. (Level 7)</p> <p>Students will give four figure references accurately. (Level 6)</p> <p>Students will give four figure references accurately using very simplified plans or maps. (Level 5)</p>

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<http://www.ordnancesurvey.co.uk/oswebsite/education/pdf/flashcards/1%2025k%20english.pdf>

http://www.ordnancesurvey.co.uk/oswebsite/education/pdf/flashcards/flashcards_ENG.pdf

Use the animation file entitled *Grid Reference* on the **Interactive Geography Form 1 CD** to familiarise students with the idea that OS Maps are overlaid by a series of grid lines known as eastings and northings. Use the interactive animations to help students visualise how grid squares are identified on OS Maps.

The teacher asks students to compile the co-ordinates for a number of features and locate places first using just four figure grid squares then when the concept has been grasped in six-figure grid reference.

Teacher organises students in groups and asks them to find the exact position of certain features marked on large scale OS Maps. An extension activity would be to ask students to draw symbols on maps provided in the place indicated by the six-figure grid reference.

The animation file entitled *Grid Reference* and the *6-Figure GR Game* both available on the Interactive Geography Form 1 CD provide extra practice and further examples for those students who need it.

Students will become familiar with and able to use a wide range of map symbols. (Level 8)

Students will become familiar with and able to use common map symbols. (Level 7)

Students will become familiar with and able to use a limited range of map symbols. (Level 6)

Students will recognise the most commonly used map symbols. (Level 5)

Students will give and use four figure and six figure grid references accurately. (Level 8)

Students will give and use four figure grid references accurately. (Level 7)

Students will give four figure references accurately. (Level 6)

Students will give four figure references accurately using very simplified plans or maps. (Level 5)