



Introduction

What new resources have Digimap for Schools created?

Digimap for Schools has recently created a bank of twelve resources, written by Emma Espley and Simon Catling, aimed specifically at **developing locational knowledge** for primary level. These largely have a global, rather than a local focus.

They also aim to extend pupils' place knowledge, integrate elements of physical and human geography and develop key geographical skills in the process. Each resource has step-by-step guidance to encourage those new to geography to engage with Digimap for Schools.

Why is it important to develop locational knowledge?

Good reasons to develop locational knowledge include helping people place themselves in the world, from the local to global; appreciating where are the places and events mentioned in the news, leisure events, stories and much else...are; and having a balanced sense of the range of places and features of our planet.

Such place knowledge helps us make sense of the world. However, it is much more than this. Just knowing where places are is of rather limited use. It is vital to know something of what the places we know about are like. The requirements in the DfE's National Curriculum make this point by emphasising that places have characteristics.

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Simon's specialist interest is in geographical education and particularly in primary geography. He is also a Past President of the Geographical Association.



Overview of resources

Resource number	Title	Overview	Key Stage
1	Where in the world	In this resource pupils discuss the meaning of the word 'country'. They identify their allocated country shape in Digimap for Schools, then identify at least two facts about their country. Pupils use their facts to collaborate in creating a class world map.	1
2	Ali's Story	In this resource, pupils discuss modes of travel, migration and identify story locations in Digimap for Schools. Ali's Story is one of the suggested stories. It is the real-life story of ten year old refugee Ali, who is forced to flee his home country of Afghanistan with his grandmother.	1
3	The world came to my place today	This resource helps pupils to develop insight into the origin of their everyday goods. Pupils list items that their family use every day and try to find out the source of the items and calculate how far they have travelled. With the drawing tools in Digimap for Schools, pupils can annotate world maps to show the origin of items and possible routes to their town or country.	2
4	Topically where	This resource aims to develop locational knowledge by investigating places and features that have been mentioned within the media.	2
5	Discovering where in atlases (age 5-7)	This resource offers a fun introduction to the four cardinal points of the compass. Pupils follow a set of challenges where they use Digimap for Schools to locate a country, then travel in a given direction and record what features and countries they find on the map.	1
6	Discovering where in atlases (age 8-11)	Through a set of challenges, develop pupils' knowledge of the eight compass points. This resource also looks at the purpose and history of atlases.	2
7	Locating places and features	This resource introduces the role of grid lines on maps. Pupils learn about the key lines of latitude and longitude and identify latitude and longitude references/readings for twelve world locations.	2
8	My country, my place	This resource develops pupils' locational knowledge of the United Kingdom and provides an opportunity to recall the points of a compass. Pupils are set challenges, e.g. to identify what lies in a given direction from a city.	1
9	Investigating time zones	In this resource, pupils learn about time zones and the world's rotation.	2
10	Themes, projections and world regions	In this resource pupils investigate world biomes, map projections and different world regions.	2



11	Developing place knowledge (age 5-7)	Pupils create a 'map of places' by using Digimap for Schools to annotate a map of the United Kingdom, to highlight the places they know about. Together they generate a list of the 'must know' places within the United Kingdom.	1
12	Developing place knowledge (age 8-11)	In this resource, pupils develop their global locational knowledge by exploring the theme of interdependence and creating a list of their top world places.	2

National Curriculum links

NC Programme of Study for Geography (England)	<ul style="list-style-type: none">Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
The World Around us (Northern Ireland)	<ul style="list-style-type: none">[The curriculum implies that pupils will build their knowledge of places, their location and characteristics, at different scales, locally, nationally and around the world, and that they will develop their skills and knowledge through using large scale maps, globes, world maps and atlases. This will occur through studies that meet the curriculum requirements.]
Curriculum for Excellence (Scotland)	<p>Social Studies:</p> <ul style="list-style-type: none">1-03a - I can use evidence to recreate the story of a place or individual of local historical interest.1-16a – I can contribute to a discussion between my needs and wants and those of others around me.2-08a - I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.2-14a - To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, United Kingdom, Europe or the wider world.
Curriculum for Wales	<p>Humanities:</p> <ul style="list-style-type: none">I can recognise the distinct physical features of places, environments and landscapes in my locality and in Wales, as well as in the wider world.I can describe how and where some places and environments are similar and others are different.



	<ul style="list-style-type: none">• I have experienced a range of stimuli that have enthused and inspired me to imagine and be curious about my locality and Wales, as well as the wider world.• I have experienced a range of stimuli, and had opportunities to participate in enquiries, both collaboratively and with growing independence.
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