



Learning areas

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Locational knowledge

My food

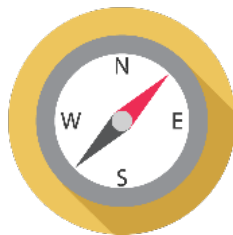


Ask pupils to photograph labels from a range of food items at home.

Search for the countries. Add a marker to each country. Label the country with the food from there.

Zoom to a map of the world. Measure the distances from each country to your home.

The Americas



Search for a country in Central America and label it e.g. Panama. Open Overlays and turn on Major Lines of Latitude. Zoom out as far as you can. Identify North, Central and South America and label.

[The Americas](#) resource suggests how to explore physical features of the continent.

Aerial landmarks



Select a landmark in each capital city of the UK. Search for one, e.g. Buckingham Palace. With the landmark at the centre of the map, select an Aerial map. Pupils work together to answer questions on the aerial image e.g.

- what time of year do you think it is?
- how many cars are parked?

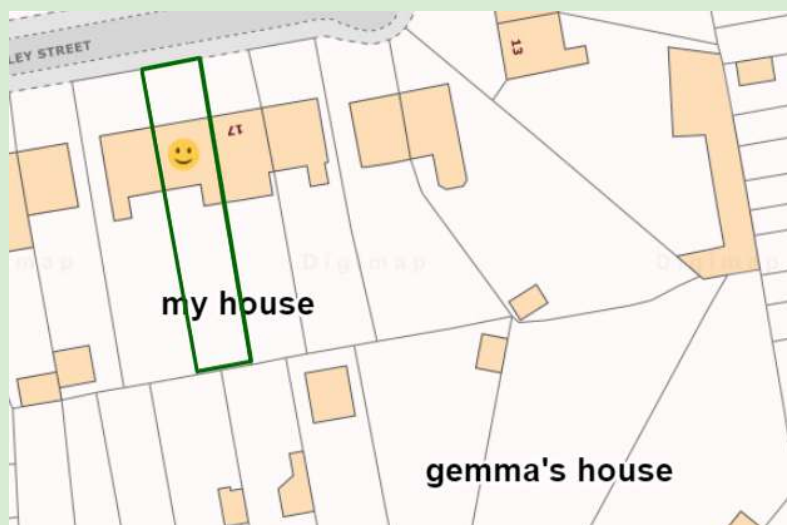
Holiday memories



Ask pupils for countries they have visited or want to visit. Search for and label some countries.

Discuss one, e.g. did they go to the beach? What sea did they swim in? What animals are found there? Does it have mountains? Add drawings and labels to build a picture of a country.





Learning areas

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Place knowledge

My happy place



Add markers to a map of your town to reflect your feelings. Find a range of markers in the Drawing Tools.

Ask pupils to add smiley faces for places that make them happy, neutral face for places they are not sure about and a star for the best place of all.

Where do I live?



Pupils enter their postcode, zoom in as far as they can and identify their home. They may have to guess if not all houses numbered.

Add a marker, 'My House' label and draw around the house and garden (depending on age). Add other markers and labels e.g. where they play, the corner.

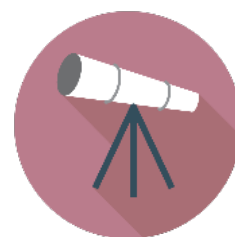
Spot the difference



Give pupils an 1890s map and a current map of the same area (ideally their town). Help them orient themselves with some landmarks.

Ask each group to find differences, giving examples e.g. housing, roads, railways, industry. Follow up by drawing the changes on screen.

Magic telescope



Pupils zoom in on an area to find out more about it. First they draw a circle (the 'telescope') anywhere on a map, then zoom in as far as they can.

- Where is it?
- What kind of place is it?
- What can you do there?

Select an aerial map. What does it reveal?



Digimap for Schools

Mini mapping ideas Primary



Learning areas

use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Human and physical geography

Map detectives

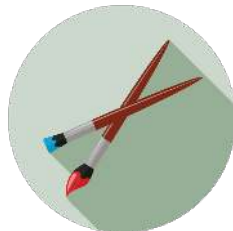


Work as a class to create a list of physical and human features e.g. beach, river, houses, shops, park, woods.

Pupils use a screen map of their town or area, and the map Key to create a list of features they find. Work in teams and see whose list is longest. Now choose a nearby town and compare.



My dream island



A new island has been discovered in the Hebrides! The pupils have to decide the features the island will have. A village, town, ferry port, road, river, mountains? Use [My Island Worksheet](#) to help them decide. Now create the island in Digimap for Schools. Use the Map key worksheet to help decide how to draw the features.



The Gruffalo...



...and other stories! Read a popular story and find a real-life location for it.

First, discuss the features the place needs e.g. a wood. Then suggest or elicit some nearby places. Navigate to the place in Digimap for Schools. Use the aerial map to add markers and labels for key story locations.

Alphabet Match



Start a Class Alphabet list of landscape features, ideally things found near the school e.g. tree, playground. Try to have a letter of the week.

Open the Image Search and try to find images of the features. Create a wall chart with the list and an A3 map, or create a table top map with clay.





Learning areas

- use maps, atlases, globes and digital mapping to locate countries
- use compass points, 4 and 6 figure grid refs, symbols and keys to build knowledge of UK and wider world
- use fieldwork to observe, measure, record and present human and physical features with sketch maps, plans, graphs and digital technologies

Geographical skills

Teddy Hunt



Hide a teddy in the school grounds and provide a detailed map showing his location.

See which group can find him first!

Afterwards, ask the pupils to complete some phrases to describe where Teddy was, e.g:

- beside the
- opposite the

Towns in ten



Introduce the 4 compass points. In pairs, take it in turn to choose a town from a map. The partner has ten questions (location and direction) to guess the town - answers are yes or no.

- is it in Wales?
- is it north of Sheffield?
- is it near the coast?

Map my walk



Plan a short walk. Give pupils a printed map they can write and draw on. Stop at points to check your location and observe. Follow up on screen, e.g.:

- draw a line to show the route
- add images
- add markers
- add a measurement label to the line

Treasure Hunt!



Pupils turn on the Grid Lines overlay and input a 'secret code' - a grid reference.

Then they follow a trail of written clues to find the treasure, e.g. head North and look for the caravan park.

Our [Treasure Hunt resource](#) has 3 hunts prepared for you.

