

### Lesson - Cardinal Cones

#### CfE Experiences and Outcomes

**Second Level** – *Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. MTH 2-17d*  
*Through practical activities which include the use of technology, I have developed y understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary. MTH 2-17c*

#### Learning Outcome

To understand the cardinal points of the compass – North, South, East and West

### Resources

- Nine cones with the letter N for north marked on one side and a separate code letter on the top
- A set of six different route cards for each pair (see attached)
- A pencil for each pair to complete their route cards

*Lesson sequence adapted from Outdoor Learning Cards Resource*

### Activity

- Pupils go around the course as a pair
- Six courses are planned through the cones. Each course has its own route card.
- Each pair takes a different route card, goes to the start cone and follows the route.
- At each cone visited, mark the letter code onto the card.
- Do not move the cones!
- On arriving back at the start cone, pupils check their answers, then exchange cards for one of the other six courses.
- Complete all six courses.

### Assessment

Did you always complete the course by finishing at the start cone?  
How did you ensure you knew your location at all times?  
How did you manage to plan your actions in advance?

#### Differentiation and Progression

Use only North, South, East and West only.  
Mark all sides or the base of each cone with the letters N for North, S for South, E for East and W for West  
Introduce the use of a compass with this exercise and leave the cones unmarked. Young people must use the compass to work out the direction to the next cone. Route cards can be used with compass bearings instead of North, South, East etc e.g. 90°, 225°



Route Cards

S – E – S – NE – NW - W

SE – S – E – N – NW - W

S – SE – NE – S – NW - N

E – SE – S – W – NW - E

S – NE – SE – SW – NW - E

E – S – W – S – NW - NE