



**East Renfrewshire Council: Education Department
Practitioner Moderation Template**

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es and Os.

School Code	Mearns
Practitioner Code	L17
Curriculum Area(s)	Social Studies, Technology, Mathematics
Level	Second
Stage(s)	Primary 5
Specific subject (if applicable)	

Experiences and Outcomes:

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**, UK, Europe or the wider world.

SOC 2-14a

I can use drawing techniques, manually or electronically, to represent **objects** or ideas, **enhancing them using effects such as light, shadow and textures.**

TCH 2-15a

Through practical activities which include the use of technology, I have developed my 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 Intentions:

- To be able to read and use information from a map to locate key features in Scotland
- To design and create a key for a map using electronic drawing techniques
- To be able to give and follow instructions using angles and compass points to complete a journey

Success Criteria:

- To correctly interpret and use information from a map for a purpose (an atlas and ordnance survey map)
- To create a mapping key electronically including a range of symbols
- To successfully use shading and light to create a 3D item or object
- To successfully guide a blind folded partner round a simple obstacle course by giving instructions using angles and compass points
- To successfully instruct a Turtle on LOGO along a journey using compass points and angles
- To correctly identify the grid references of a given list of locations within a map
- To be able to plan a journey from one point on a map to another, in order for a partner to follow

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Learning Context – Scotland Mapping

Breadth – Previous knowledge of Scotland and its landscape was identified. Discussion on key features and what Scotland is widely known for. Video clips advertising Scotland

led onto a discussion regarding visitors coming to Scotland to enjoy the scenery and how Scotland is different from other countries. We listed the key features and landscapes that the children came up with.

Challenge and enjoyment

– Children looked at an atlas showing the terrain, key features and landmarks in Scotland. They then shaded and annotate their own map of Scotland, choosing features to include. The children chose items from the keys used in the atlas to then create an electronic copy of their own. This then linked with their annotated map.

-With a group, the children used an ordnance survey map of Glasgow and the surrounding area to recognise and record the grid references for different locations around the city.

-In pairs the learners create journeys for a toy dinosaur to take to meet his friend at a different location on the map. This included using vocabulary related to angles, compass points and grid references.

-The children completed challenges using Turtle on the PC to successfully help him get from one area of a map to the other. Knowledge of angles and compass points helped them complete this task.

-Learners chose a key aspect from their map to create a 3D version using electronic drawing techniques and shading.

Relevance – Using an atlas and google maps the children were able to see the school within the local area. The children were excited to be able to find their own houses in the satellite view. We then zoomed out to show our place in Central Scotland, (identifying other familiar locations) the UK, then our place in the world. They compared the size of our country to other countries that they are familiar with.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Say – able to give directions for a partner to following using vocabulary such as compass points and angles in order for a partner to complete a simple obstacle course accurately.

Write – Write directions for a partner to follow in order to cross from one side of a map to a location on the other.

Make – create a key detailing key features included in own personal map of Scotland.

-Create a 3D picture of an object relating to mapping. Use shapes and shading to make it 3 dimensional.

Do – locating and identifying given features on a map or atlas by giving the appropriate grid references.

-Follow instructions given by a partner to successfully move your dinosaur from one location to another on a map.

Did the learner successfully attain the outcomes? YES/NO

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

- Child had to include more detail in map of Scotland in order to match her Key.
- Child worked well with her partner to successfully complete the obstacle course, she gave detailed instructions.
- Good, clear key created using different electronic drawing techniques.
- Child is able to recognise key aspects and land features from different maps.

Next steps

- to continue to use and challenge herself with the use of grid references when describing locations on a map.
- to use electronic drawing techniques to create a more complex drawing or object.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

'I now know how to use maps. We looked at different kinds too. Some were big and some were small.'

'I liked using the key to find out what things meant. Like the mountains.'

'We were learning how to use maps just by using them and working as a team to complete challenges. It was fun. It was also different.'

'It was hard working with a partner but we managed to finish it together. I now know how to use angles in different ways and can remember my compass points without needing to look at it.'

Learner Evidence

Scotland Mapping – Second Level

Transcript – Blind Fold Challenge

Through practical activities which include the use of technology, I have developed my 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

Success Criteria

-To successfully guide a blind folded partner round a simple obstacle course by giving instructions using angles and compass points

Learners had to work with a blind folded partner to direct them around an obstacle course of chairs. The children had to use vocabulary related to compass points, direction and angles.

T: What was your challenge?

Child A: We needed to blind fold someone and then create a path with chairs and we had to direct them through it.

Child B: It was really easy because we only had 3 chairs in the way.

Child A: It was quite hard and easy at the same time. It was easy guiding them, but it was also hard to describe the turns, the rights and lefts to them. The angles were easy.

T: did you not use compass points in your directions?

Child A: Oh yeah we did but I mean it was hard to describe the directions for them instead of me thinking of the compass points around me.

Child B: For your partner you had to say the right compass point direction or them might have banged into a chair or go in the wrong direction. You had to be careful.

Practitioner Moderation Template

Learner Evidence

Through practical activities which include the use of technology, I have developed my 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

Success Criteria

- To correctly identify the grid references of a given list of locations within a map
- To be able to plan a journey from one point on a map to another, in order for a partner to follow
- To successfully instruct a Turtle on LOGO along a journey using compass points and angles



Child A and Child B took turns to create a journey for the other to complete. They chose a starting position for one dinosaur and placed the other at a different location. They then created instructions using vocabulary related to angles and compass points to point each other in the right

direction. Both children were able to successfully provide and follow instructions in order to complete the planned journey. The children found it easier to draw a compass on a whiteboard as a reminder. They used the grid references and counted the boxes in order to instruct the dinosaur how many steps to take and in each direction. Child A found that using 45 degree turns reduced the distance travelled instead of always turning 90 degrees.



Child A completed the task of ensuring that the turtle arrived at the pond by giving instructions including directions and angles. This game also included avoiding obstacles in further levels.

Moderation Evidence – Scotland Mapping Second Level

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**, UK, Europe or the wider world.
SOC 2-14a

Photo 1

Success Criteria

- To correctly interpret and use information from a map for a purpose (an atlas and ordnance survey map)
- To correctly identify the grid references of a given list of locations within a map

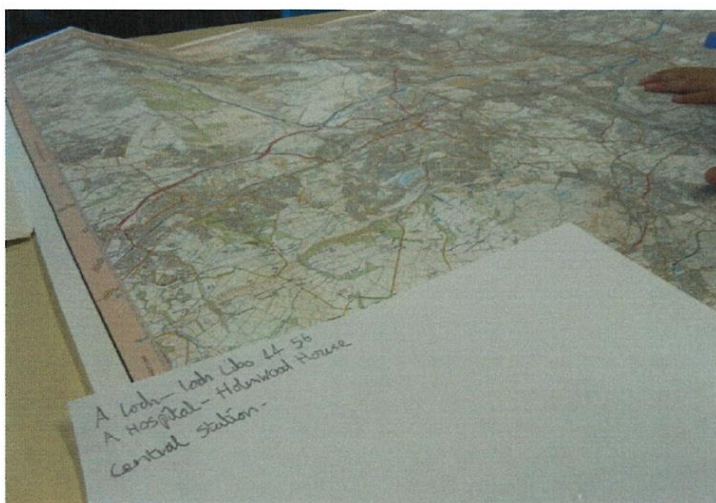


In groups the children were given a list of locations to find on their map. They then had to read and record the grid reference for each place.

Child A, participated enthusiastically. She was keen to find each location, working as a team and on her own to complete the challenge successfully.

Learners enjoyed identifying other key features using the key.

Photo 2



The children used their previous knowledge of Glasgow to locate locations on the large map. For example Child A knew that Central station was right in the centre of Glasgow.

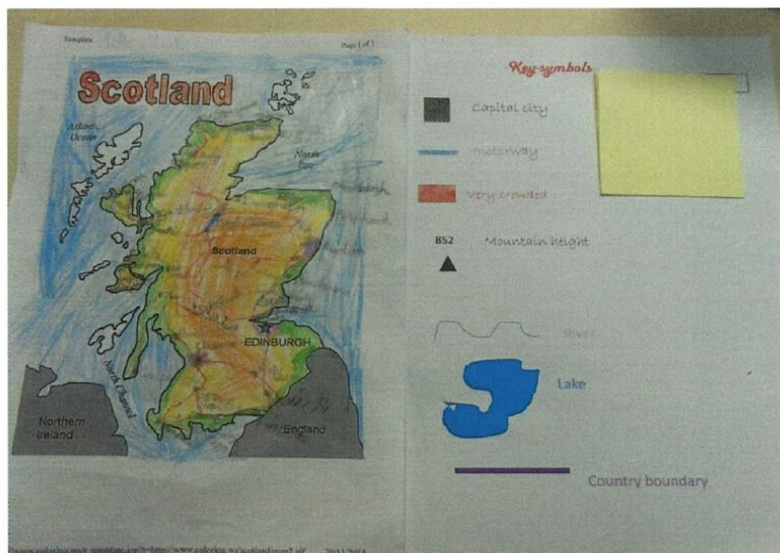
I can use drawing techniques, manually or electronically, to represent objects or ideas, enhancing them using effects such as light, shadow and textures.

TCH 2-15a

Photo 3

Success Criteria

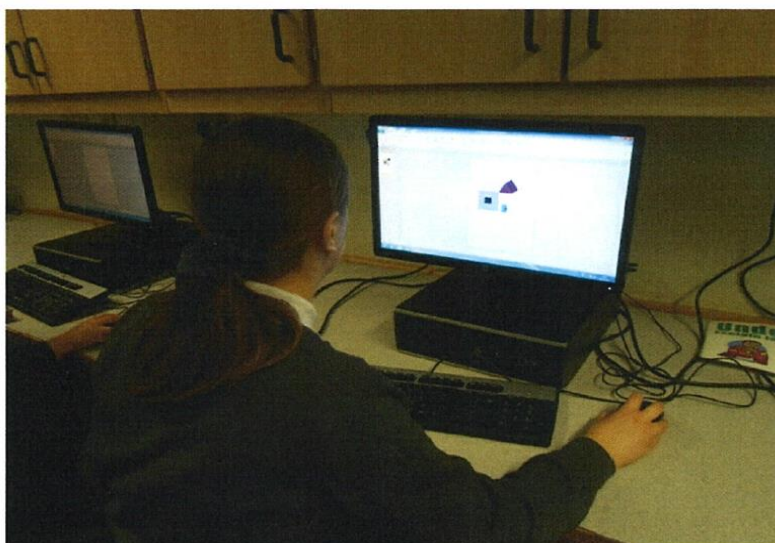
- To create a mapping key electronically including a range of symbols
- To successfully use shading and light to create a 3D item or object
- To correctly interpret and use information from a map for a purpose (an atlas and ordnance survey map)



Child A was able to correctly identify key features from an atlas and show these on her own map of Scotland. She showed terrain by using different colours and shading. She showed key features using the symbols from her key, which she created using Microsoft Publisher.

Child A used an atlas to locate the positions of road, motorways and cities in order to create an accurate map.

Photo 4



Child A chose to create a 3D house as her electronic drawing. She used different shapes and shading techniques to create her house.

Child A found it hard to draw and shade the side elevation of her house. She then had to use the line tool and then group the lines to create a face which could then be shaded. Using Microsoft Publisher.