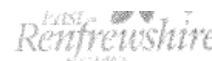


**East Renfrewshire Council: Education Department
Practitioner Moderation Template**



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	
Practitioner Code	Q13
Curriculum Area(s)	Numeracy and Social Studies
Level	1
Stage(s)	5 (support group)
Specific subject (if applicable)	

Experiences and Outcomes:

MTH 1-18a

I have developed an awareness of where grid reference systems are used in everyday life contexts and can use them to locate and describe position.

SOC 1-14a

Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area.

Learning Intentions:

LI:

Number denotes a separate lesson – corresponds to numbers in SC

1. I am learning to provide grid references from a map
2. I am learning to read maps and follow directions
3. I am learning to draw maps that can be relied upon for information

Success Criteria:

SC:

1. I can find items on a grid or map
I can provide accurate grid references
2. I can find points of interest on a detailed map
I can use my understanding of grid references to find places or items on a detailed map
I can follow directions using north, south, east and west
3. I can draw a mental map of my local area
I can use appropriate symbols and pictures on a map

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

Consolidating understanding in maths support group through different contexts and approaches – mostly outdoor and active. To deepen their understanding of grid references and direction as highlighted in the maths planner.

Progression: beginning with simple maps using grid references in the playground this developed into using compass points for directions to retrieve hidden items. This then developed into the use of ordnance survey maps to challenge pupils to apply knowledge of grid references to a real life context. This was followed by putting their understanding of maps into action and having pupils draw their own mental map of the local area.

Enjoyment was clear for all to see in these lessons. Pupils were able to draw their own maps working with a partner, work in a team to hide/find an item and provide directions to it as well as drawing compasses out in the playground. In using the ordnance survey maps the pupils again worked with others to explore the maps and used post-its to label places of importance to them. Enjoyment could be gleaned from the active nature of the learning as well as the group work aspect.

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

Lesson 1: write the answers to the questions based on the grid/map supplied, do – using the map of the playground pupils had to run to a place in the playground having been given only the grid reference from the map

Lesson 2: do – i) Complete their own compass on paper and in the playground ii) Follow directions to find a hidden item. Write – write directions to item hidden in the playground using compass points

Lesson 3: Do – label areas of importance on an ordnance survey map and add grid reference. Make – Draw a map of the local area including roads and buildings

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

Lesson one: oral activity undertaken with a textbook and oral feedback provided continuously throughout this process. Once the children completed the grid reference questions their work was annotated upon.

Lesson 2: Oral feedback given to pupils upon following directions in the outdoors. Written feedback provided on both compass points and written directions that were completed.

Lesson 3: Written feedback on mental maps

Pupil Voice:

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

I can use grid references, read maps, follow directions and draw my own maps.

I have learned what grid references are and I now know that they are used on maps. This is really important because if you are lost on a mountain or in the outdoors you need to be able to tell the grid reference of where you are to get rescued. Before I started I could only use grid references with letters and only knew compass points north, south, east and west. Now I can use grid references with lots of numbers and can label a compass with north west, south west and more. I didn't know what information was on a map but now I can find places, parks, rivers, beaches and houses.

We got to do games where we had to actually go and find things where they were shown on a map. We labelled the map and drew our own map of our area. We used real maps and found the places that are important for us. We got to draw a compass on the ground and then use it to follow directions to find hidden items.

Did the learner successfully attain the outcomes? YES

Learner Evidence

MODERATION EVIDENCE (Photos)

Lesson two: Children drawing out accurate compass points in the playground.



Lesson 2 continued:

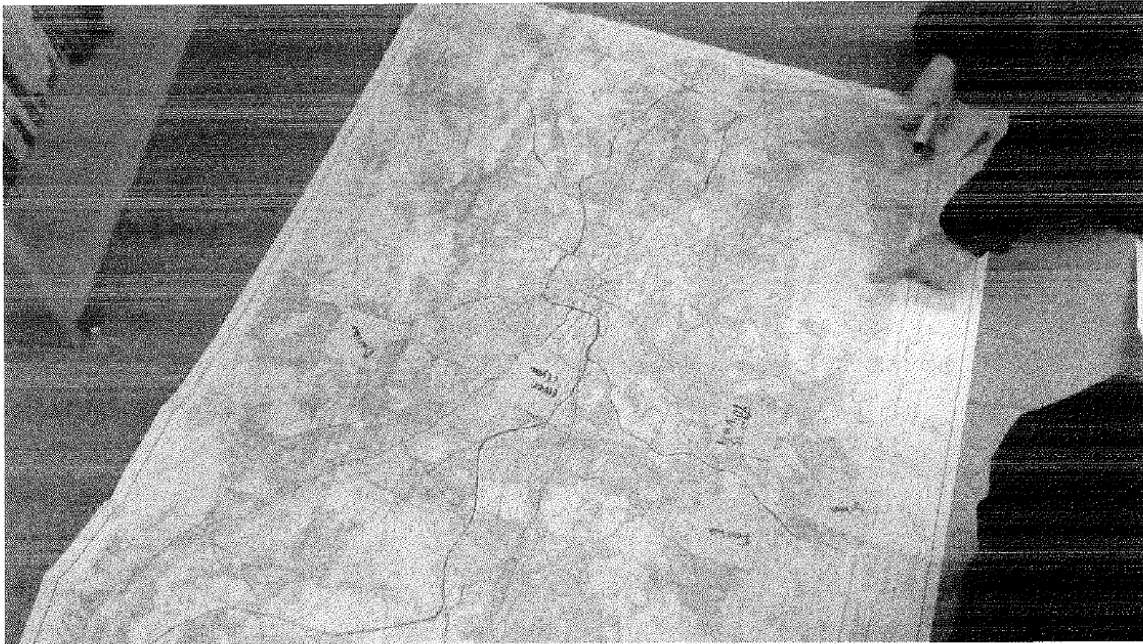
Hiding items to be found using directions and compass points



Pupils using directions to try and find the hidden treasure.

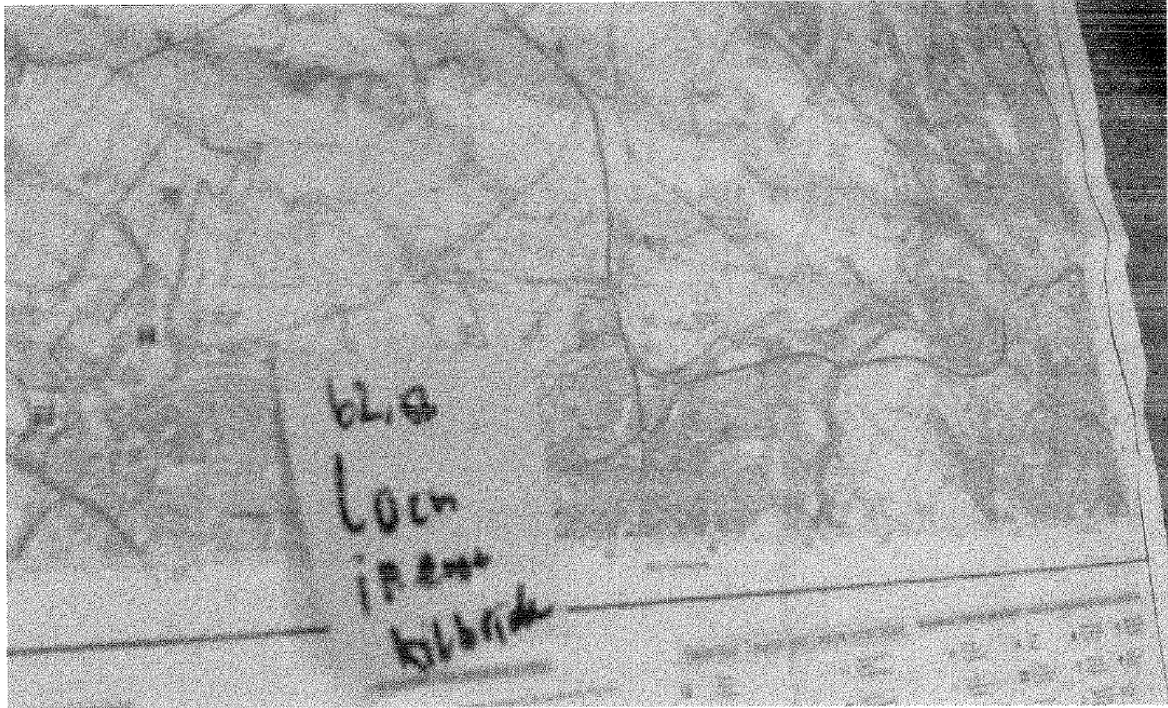


Lesson 3: Pupils label areas of personal importance on an ordnance survey map



Lesson 3 cont'd: Pupils apply their knowledge of grid references to an Ordnance survey map.





Directions

13 Steps North

4 Steps East

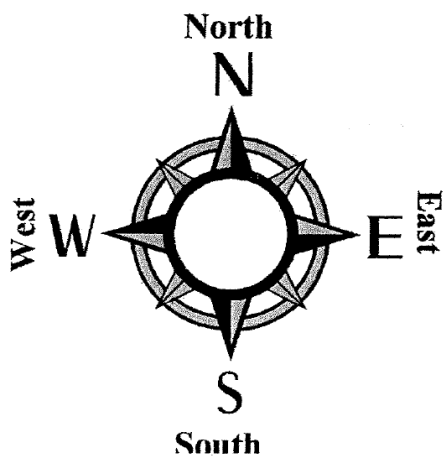
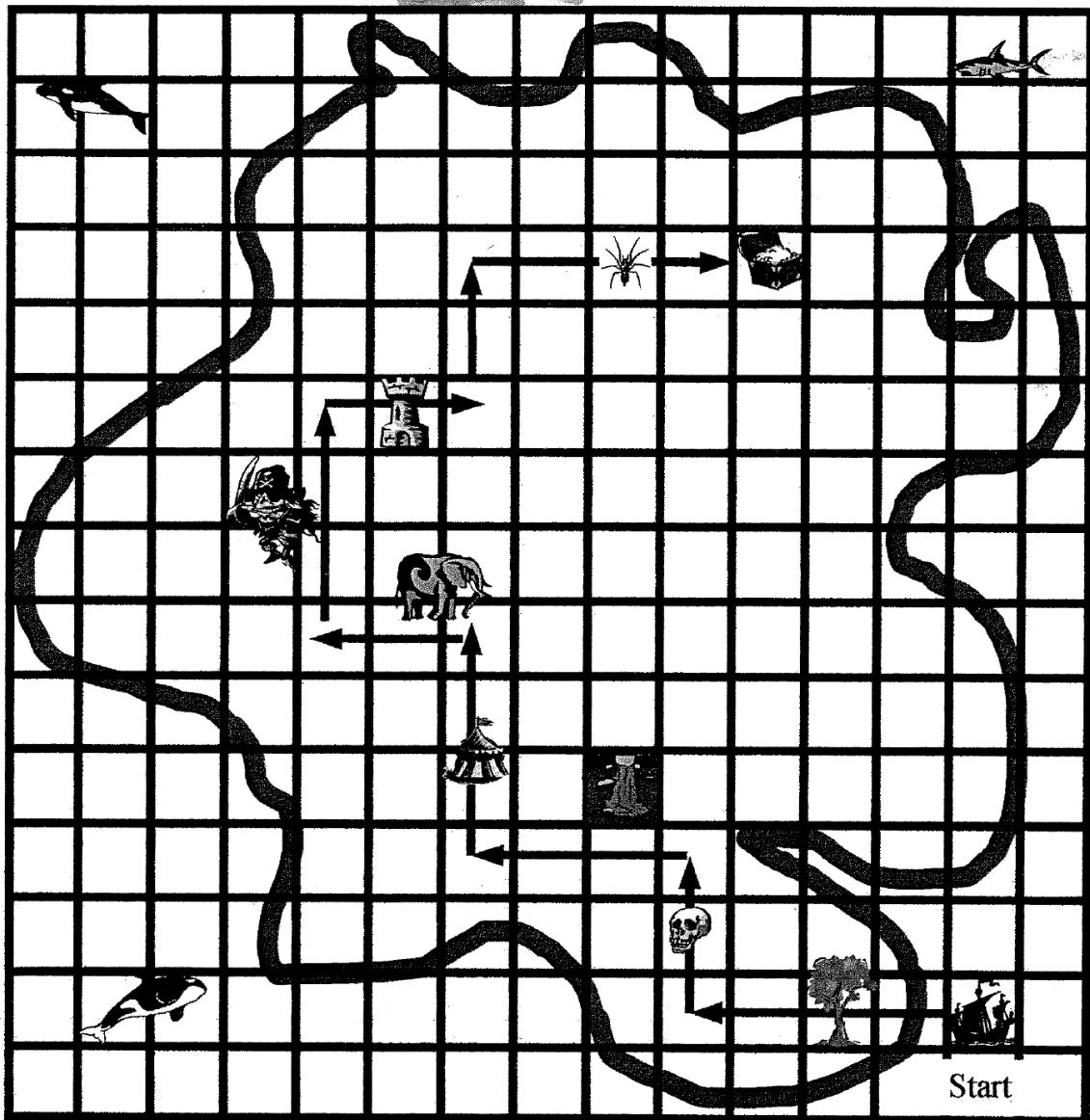
5 Steps East

3 Steps North

1 Step East

Try more complex
directions next time.

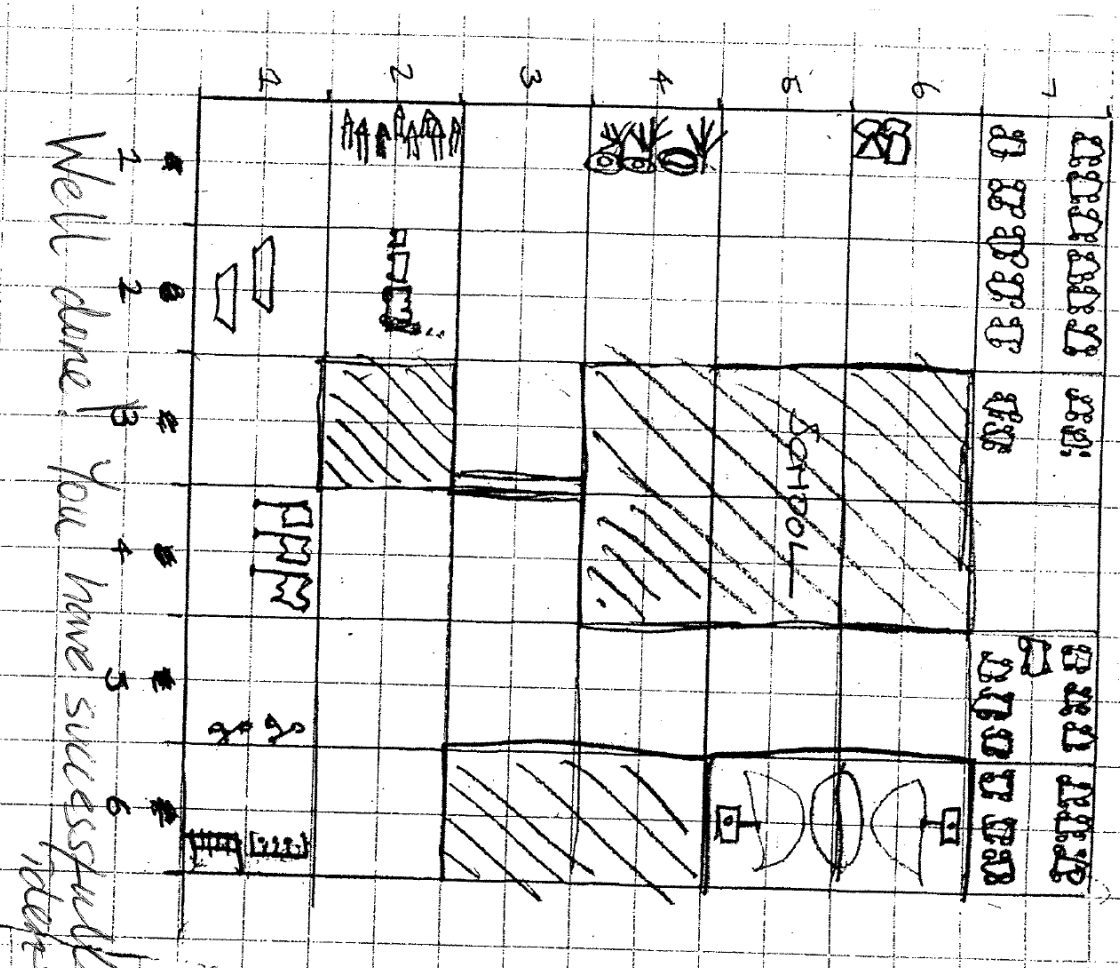
✓ Accurate
directions.
We found it
straight away 😊



Write instructions to get to the treasure like this.

Go **4** squares **west** past the tree.

Go 4 squares West past the _____.



Well done! You have successfully interpreted all of the grid references!

- a) If I wanted to go on the adventure trail, where would I go? 6/1
- b) I am a big pencil. Where am I? 1/3
- c) You can find our euro flag here? 4/1
- d) If I was a squirrel and needs garden, where would I go? 2/4
- e) Train to Hogwarts is at... 2/2
- f) If I want to park my bike, where should I go? 5/1
- g) Where is the Pt base? 3/2

