

Get Your Bearings: Compasses (Geography)

Key Stage 1 and 2

This learning resource is based upon our maps and compasses session at Bolton Abbey. We've revised it for you to do at home, in any space you have. We hope you can get out in the fresh air to explore using compass directions.



At Bolton Abbey we deliver outdoor learning sessions supporting the delivery of geography, science, history and PSHE. Nurturing children's connection to nature is central to our approach.

What you will need:

Scraps of paper or card (torn from a cereal packet or from the recycling). Weigh them down to stop them blowing away if you're outside.

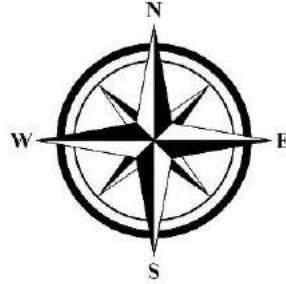
You also need to work out which way is north. Notice where the sun rises and sets from your home (the sun rises in the east and sets in the west). Most smart phones have a compass or there are many apps to help you with this.

Learning Outcomes All learners will:

- Learn the order of the 4 (year 1-2) or 8 (years 3-6) compass points (N, E, S, W)
- Learn the order of the eight (years 3-6) compass points (N, E, S, W, NE, SE, SW, NW)
- Use the compass directions to explore their immediate environment to better understand it's physical features
- Give and follow directions using the compass points

Get Your Bearings Activity Sheet: Compasses (Geography)

You don't have to follow the order of these activities: choose where you want to start and build your own understanding depending on how much you already know.



A compass helps us work out simple things like which direction to walk but can also be used for complex navigation by explorers and mountain rescue.

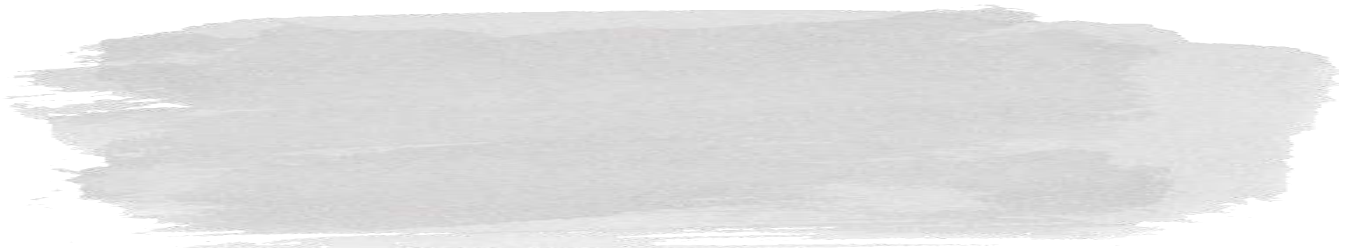
The appearance of a compass - like the petals on a flower - has lent it the name 'compass rose'.

Sometimes popular rhymes or well known sayings help us remember things. Do you know any rhymes to help you remember the order of the 4 cardinal compass points? Here's are some examples to get you thinking:

Naughty Elephants Squirt Water

Never Eat Soggy Worms

Can you make up some of your own? Write as many as you can here:



Making your own compass

Collect some scraps of paper/card or pebbles. You are going to make a compass by following these steps:



Step 1: Write the 4 or 8 compass points on separate pieces of paper, card or pebbles



Step 2: Can you lay them out on the floor or ground outside in the right order? Perhaps an adult or sibling can hide the letters around the area and see how long it takes you to find them and lay them out.



Step 3: Work out which way is North, and line up your compass rose

Follow on activity



At Bolton Abbey, these stepping stones were an ancient right of way for lay workers who used them to cross the river Wharfe. Visitors of all ages still use them, although we don't take school groups across them!

Once you have made your compass, take one final leap. Ask one person to call out a direction and everyone else has to run in that direction as far as you have space. If space is limited you can stay on the spot and jump to face that direction.

Using your compass

Write down some instructions for each other to follow using compass directions to lead to a target. You could mark your target with any object that you have lying around, or draw it with chalk on the ground if you have a suitable area outside. You could also change the movement you are using, see example below

Try this:



Walk 2 paces East

Hop 3 South

Jump 4 East

Hop 3 North

Can you lead an adult or sibling from one location to another (your kitchen to your bedroom, or from one end of your garden to the other)? Make sure they have a safe path!

(Adults: if your child is confident with this, then you can link it to maths by describing the turns in terms of a quarter, half or whole turn for years 1 -3, or starting to introduce 90 and 180 degree turns for years 4 – 6; also clockwise and anti-clockwise)

You can use this space to write your instructions down



Here are the curriculum links these activities, combined with the find your bearings maps session, will cover:

| Geography KS1 | Geography KS2 | PSHE | English |
|--|--|--|--|
| Use simple compass directions (North, South, East, West) and locational language to describe the location of features and routes on a map | Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and wider world | Build confidence and resilience in learning outside of the classroom | Continual development of pupils' confidence and competence in spoken language and listening skills |
| Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and routes on a map | Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies | | |
| Use basic geographical features to refer to: Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, valley, vegetation, season and weather | | | |
| Key human features including: city, town, village, factory, house, office, port, harbour and shop (this will depend on where you live) | | | |