

## GEOGRAPHY MAPPING SKILLS PROGRESSION

|                                 | YEAR 1  | YEAR 2  | YEAR 3   | YEAR 4  | YEAR 5  | YEAR 6   |
|---------------------------------|---|---|--|---|---|--|
| <b>Using and Interpreting</b>   | <ul style="list-style-type: none"> <li>Know that maps give information about the world (where and what?) (1.1, 1.3)</li> <li>Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality. (1.1)</li> <li>Follow a route on a prepared map. (1.1)</li> </ul> | <ul style="list-style-type: none"> <li>Find information on aerial photographs (2.1, 2.2, 2.3)</li> <li>Recognise simple features on maps such as buildings, roads and fields. (2.2, 2.3)</li> <li>Recognise that maps need a title (2.3)</li> <li>Begin explaining why places are where they are (2.3)</li> </ul> | <ul style="list-style-type: none"> <li>Use atlases, maps and globes. (3.1, 3.2, 3.3)</li> <li>Use large scale maps outside. (3.3)</li> <li>Make and use simple route maps. (3.3)</li> <li>Locate photos of features on maps. (3.1, 3.2, 3.3)</li> <li>Give maps a title to show their purpose.(3.1, 3.3)</li> <li>Recognise that contours show height and slope(3.3).</li> </ul> | <ul style="list-style-type: none"> <li>Use atlases, maps and globes. (4.1, 4.2, 4.3)</li> <li>Use maps at more than one scale. (4.1, 4.2, 4.3)</li> <li>Locate photos of features on maps. (4.1, 4.2)</li> <li>Use oblique and aerial views. (4.1, 4.2)</li> <li>Recognise some patterns on maps and begin to explain what they show. (4.1, 4.3)</li> <li>Use thematic maps. (4.1, 4.3)</li> <li>Explain what places are like using maps at a local scale. (4.2,4.3)</li> </ul> | <ul style="list-style-type: none"> <li>Starting to relate maps to each other and to vertical aerial photographs. (5.1, 5.3)</li> <li>Follow routes on maps saying what is seen (Padley Gorge). (5.3)</li> <li>Use index and contents page of atlas. (5.2)</li> <li>Use thematic maps for specific purposes (Biomes and population). (5.1, 5.2)</li> <li>Starting to know that purpose, scale, symbols and style are related. (5.1, 5.3)</li> <li>Appreciate different map projections. (5.1)</li> </ul> | <ul style="list-style-type: none"> <li>Confidently relate maps to each other and to vertical aerial photographs. (6.1, 6.2)</li> <li>Follow routes on maps saying what is seen (Flamborough) (6.3)</li> <li>Developing knowledge that purpose, scale, symbols and style are related. (6.3)</li> <li>Starting to interpret distribution maps and use thematic maps for information. (6.1,6.2)</li> <li>Starting to follow a route on 1:50 000 Ordnance Survey map; describe and interpret relief features. (6.3)</li> </ul> |
| <b>Position and Orientation</b> | <ul style="list-style-type: none"> <li>Beginning to use directional vocabulary. (1.1)</li> </ul>  | <ul style="list-style-type: none"> <li>Say which direction N,S,E,W is for example, using a compass in the playground. (2.2, 2.3)</li> <li>Know which direction N is on an Ordnance Survey map. (2.3)</li> </ul>   | <ul style="list-style-type: none"> <li>Use simple grids. (3.3)</li> <li>Give direction instructions up to 4 cardinal points. (3.3)</li> <li>Starting to use 4-figure coordinates to locate features(3.3)</li> </ul>  | <ul style="list-style-type: none"> <li>Give direction and instructions up to 8 cardinal points. (4.3)</li> <li>Confidently using 4-figure coordinates to locate features. (4.3)</li> <li>Know that 6 figure Grid References can help you find a place more accurately than 4- figure coordinates. (4.3)</li> </ul>  | <ul style="list-style-type: none"> <li>Developing use of 6 figure coordinates to locate features.(5.2, 5.3)</li> <li>Applying knowledge of directions and instructions to 8 cardinal points. (5.3)</li> <li>Starting to align a map with a route. (5.3)</li> <li>Starting to use latitude and longitude in an atlas or globe.(5.2)</li> </ul>   | <ul style="list-style-type: none"> <li>Confidently using 4 and 6- figure coordinates to locate features. (6.1, 6.3)</li> <li>Confidently applying knowledge of directions and instructions to 8 cardinal points. (6.3)</li> <li>Confidently aligning a map with a route. (6.3)</li> <li>Confidently using latitude and</li> </ul>  |

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|                              |  |  |  |  |  | longitude in an atlas or globe. (6.1,6.2)   |
| <b>Drawing</b>               | <ul style="list-style-type: none"> <li>• Draw a simple map (real or imaginary place) (1.1)</li> </ul>  | <ul style="list-style-type: none"> <li>• Draw a simple map (real or imaginary place). (2.3)</li> </ul>   | <ul style="list-style-type: none"> <li>• Starting to make a map of a short route with features in correct order. (3.3)</li> <li>• Starting to make a map of small area with features in correct places. (3.3)</li> </ul>   | <ul style="list-style-type: none"> <li>• Confidently make a map of a short route with features in correct order (Ewden Valley). (4.3)</li> <li>• Confidently make a map of small area with features in correct places (Ewden Valley).. (4.3)</li> </ul>  | <ul style="list-style-type: none"> <li>• Make sketch maps of an area using symbols and key. (5.3)</li> <li>• Make a plan for example, garden, play park; with scale. (5.3)</li> </ul>  | <ul style="list-style-type: none"> <li>• Make sketch maps of an area using symbols and key. (6.3)</li> <li>• Design maps from descriptions. (6.3)</li> <li>• Draw thematic maps for example, local open spaces. (6.3)</li> <li>• Draw scale plans. (6.3)</li> </ul> |
| <b>Symbols</b>               | <ul style="list-style-type: none"> <li>• Use symbols on maps (own and class agreed symbols). (1.1, 1.3)</li> <li>• Know that symbols mean something on maps. (1.1)</li> </ul>  | <ul style="list-style-type: none"> <li>• Find a given Ordnance Survey symbol on a map with support. I am beginning to realise why maps need a key. (2.3)</li> </ul>  | <ul style="list-style-type: none"> <li>• Starting to use plan views. (3.3)</li> <li>• Give maps a key with standard symbols. (3.3)</li> </ul>  | <ul style="list-style-type: none"> <li>• Confidently use plan views. (4.3)</li> <li>• Use some Ordnance Survey style symbols (4.3)</li> </ul>  | <ul style="list-style-type: none"> <li>• Use agreed and Ordnance Survey symbols. (5.1, 5.3)</li> <li>• Appreciate maps cannot show everything.</li> </ul>  | <ul style="list-style-type: none"> <li>• Use standard symbols (6.3)</li> <li>• 1:50.000 symbols and atlas symbols.(6.3)</li> </ul>  |
| <b>Perspective and Scale</b> | <ul style="list-style-type: none"> <li>• Look down on objects and make a plan for example, on desk, high window to playground. (1.1)</li> <li>• Use large scale, vertical aerial photographs. (1.1, 1.2, 1.3)</li> <li>• Know that when you 'zoom in' you see a smaller area in more detail. ( 1.3)</li> </ul> | <ul style="list-style-type: none"> <li>• Draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on). (2.3)</li> <li>• Use large scale, vertical aerial photographs. (2.1, 2.3)</li> </ul> | <ul style="list-style-type: none"> <li>• Starting to use maps and aerial views to talk about for example, views from high places. (3.1, 3.2)</li> <li>• Make a simple scale plan of room with whole numbers (1 sq.cm = 1 square tile on the floor – Castleton Visitors Centre) (3.3)</li> <li>• Starting to Relate measurement on maps to outdoors (using paces or tape) - Castleton. (3.3)</li> <li>• Use the scale bar to estimate distance.(3.1, 3.2, 3.3)</li> </ul> | <ul style="list-style-type: none"> <li>• Confidently using maps and aerial views to help me talk about places they are studying. (4.2)</li> <li>• Make a scale plan of a room (moving onto 1cm<sup>2</sup> = 1m<sup>2</sup>) (Water Treatment Centre) (4.3)</li> <li>• Relate measurement on maps to outdoors (Ewden Reservoir) (4.3)</li> <li>• Use the scale bar to calculate some distances. (4.2)</li> </ul> | <ul style="list-style-type: none"> <li>• Use a range of viewpoints up to satellite. (5.1, 5.2)</li> <li>• Use models and maps to talk about contours and slope. (5.3)</li> <li>• Use a scale bar on all maps. (5.3)</li> </ul> | <ul style="list-style-type: none"> <li>• Use a range of viewpoints up to satellite. (6.1,6.2)</li> <li>• Use models and maps to talk about contours and slope. (6.1)</li> <li>• Use a scale bar on all maps (6.1)</li> </ul>  |

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| <p><b>Digital Map Making</b></p>  | <ul style="list-style-type: none"> <li>• Find places using a simple name search. (1.1, 1.2, 1.3)</li> <li>• Draw around simple shapes and explain what they are on the map for example, houses. (1.1, 1.2)</li> <li>• Zoom in and out of a map(1.2, 1.3)</li> </ul>  | <ul style="list-style-type: none"> <li>• Use the measuring tool with support to show distance for example, my house to school, to the shops. (2.3)</li> <li>• Can draw a simple route. (2.3)</li> <li>• Can highlight areas.</li> <li>• Can add an image to a map. (2.3)</li> <li>• Can use the measuring tool with support to show distance for example, my house to school, to the shops. (2.3)</li> </ul> | <ul style="list-style-type: none"> <li>• Use the zoom function to locate places. (3.1, 3.2)</li> <li>• Starting to add a range of annotation labels and text to help me explain features and places (3.2).</li> <li>• Use grid references in the search function(3.3)</li> </ul>   | <ul style="list-style-type: none"> <li>• Use the zoom function to explore places at different scales. (4.2)</li> <li>• Confidently add a range of annotation labels and text to help me explain features and places. (4.1, 4.2)</li> <li>• Highlight an area on a map and measure it using the Area Measurement Tool. (4.1, 4.2)</li> <li>• Use the grid reference tool to record a location. (4.1, 4.2)</li> <li>• Highlight areas within a given radius. (4.1, 4.2)</li> <li>• Add photographs to specific locations. (4.1, 4.2)</li> </ul> | <ul style="list-style-type: none"> <li>• Find 6 figure grid reference and check using the Grid Reference Tool. (5.1, 5.3)</li> <li>• Use maps at different scales to illustrate a story or an issue.</li> <li>• Use maps to research factual information about locations and features. (5.1, 5.3)</li> </ul>   | <ul style="list-style-type: none"> <li>• Find 6 figure grid reference and check using the Grid Reference Tool.(6.3)</li> <li>• Combine area and point markers to illustrate a theme. (6.3)</li> <li>• Use maps to research factual information about locations and features. (6.3)</li> <li>• Use linear and area measuring tools accurately. (6.3)</li> </ul> |
| <p><b>Over all experience</b></p> | <p><b>By the end of year two pupils should have:</b><br/> <b>Worked confidently with:</b> Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500), aerial photographs, games with maps and globes.<br/> <b>Have experience:</b> Of a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales and globes and atlases.</p> |  | <p><b>By the end of year four pupils should have:</b><br/> <b>Worked confidently with:</b> Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500), aerial photographs, oblique and bird’s eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500 and 1:10 000, 4-figure coordinates.<br/> <b>Have experience:</b> of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates. Introduce: what 6-figure Grid References mean, 8 cardinal points, greater independence in using digital mapping tools.</p> |   | <p><b>By the end of year six pupils should have:</b><br/> <b>Worked confidently with:</b> Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500); aerial photographs, oblique and bird’s eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500,1:10 000, 1:25 000. 1:50 000 4 and 6-figure coordinates.<br/> <b>Have experience:</b> of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates</p> |  |