



# Progression of procedural knowledge

	Direction/location	Drawing maps	Representation	Using maps	Style of maps
<b>EYFS</b>	Follow simple directions	Draw and create their own maps using real objects, and/or pictures and symbols.	Look at signs and symbols on different types of maps for example in school, and the local community.	Use a simple map with symbols to spot features in the school grounds or in the local community	Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc., story maps.
<b>Year 1</b>	Follow directions (Up, down, left/right, forwards/backwards)	Draw picture maps of imaginary places and from stories.	Use own symbols on imaginary map.	Use a simple picture map to move around the school;  Recognise that it is about a place.	Picture maps and globes  Find land/sea on globe.
<b>Year 2</b>	Follow directions (Up, down, left/right, forwards/backwards) Including NSEW  Identify the equator on a map/globe and know its significance	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Begin to understand the need for a key.  Use class agreed symbols to make a simple key.	Follow a route on a map.  Use a plan view.  Use an infant atlas to locate places.	Use teacher drawn base maps.  Use large scale OS maps.  Use an infant atlas  Recognise world map as a flattened globe.
<b>Year 3</b>	Use 4 compass points to follow/give directions:  Use letter/no. coordinates to locate features on a map.	Try to make a map of a short route experienced, with features in correct order;  Try to make a simple scale drawing.	Know why a key is needed.  Use standard symbols.	Locate places on larger scale maps e.g. map of Europe.  Follow a route on a map with some	Use large scale OS maps.  Begin to use map sites on internet.

				accuracy. (e.g. whilst orienteering)	Begin to use junior atlases.  Begin to identify features on aerial/oblique photographs.
<b>Year 4</b>	Use 4 compass points well;  Begin to use 8 compass points;  Use letter/no. coordinates to locate features on a map confidently.	Make a map of a short route experienced, with features in correct order;  Make a simple scale drawing.	Know why a key is needed.  Begin to recognise symbols on an OS map.	Locate places on large scale maps, (e.g. Find UK or India on globe)  Follow a route on a large scale map.	Use large and medium scale OS maps.  Use junior atlases.  Use map sites on internet.  Identify features on aerial/oblique photographs.
<b>Year 5</b>	Use 8 compass points;  Begin to use 4 figure coordinates to locate features on a map.	Begin to draw a variety of thematic maps based on their own data.	Draw a sketch map using symbols and a key;  Use/recognise OS map symbols.	Compare maps with aerial photographs.  Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)  Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Use index and contents page within atlases.  Use medium scale land ranger OS maps.
<b>Year 6</b>	Use 8 compass points confidently and accurately;	Draw a variety of thematic maps based on their own data.	Use/recognise OS map symbols;  Use atlas symbols.	Follow a short route on an OS map.  Describe features shown on OS map.	Use OS maps.  Confidently use an atlas.

	<p>Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid refs;</p> <p>use latitude and longitude on atlas maps.</p>	<p>Begin to draw plans of increasing complexity.</p>		<p>Locate places on a world map.</p> <p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p>	
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