



# PROGRESSION OF SKILLS MAP

## ST JOHN FISHER RC PRIMARY SCHOOL



### GEOGRAPHY- Mapping Skills

SKILL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Children need to be able to</b>	<ul style="list-style-type: none"> <li>Work confidently with large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500), aerial photographs, games with maps and globes. Have experience: 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.</li> <li>Be introduced to simple grids, four cardinal points, basic digital mapping tools, zoom function of digital maps.</li> <li>Use maps in the context of: local scale-home, school, neighbourhood, everyday lives (their own and others), work in the school grounds; global scale – world maps, globes and through story.</li> </ul>		<ul style="list-style-type: none"> <li>Work confidently with 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,</li> <li>Ordnance Survey maps 1:1250, 1:2500 and 1:10 000, 4-figure coordinates.</li> <li>Have experience: 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.</li> <li>Be introduced to what 6-figure Grid References mean, 8 cardinal points, greater independence in using digital mapping tools.</li> <li>Use maps in the context of the wider locality and in contrasting localities, fieldwork in the wider locality.</li> </ul>		<ul style="list-style-type: none"> <li>Work confidently with 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.</li> <li>Have experience: 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 Be introduced to: what 6 figure Grid References mean and how to calculate them.</li> <li>Use maps in the context of a range of places at different scales and with different themes, fieldwork in the wider and distant locality</li> </ul>	

# PROGRESSION OF SKILLS MAP

## ST JOHN FISHER RC PRIMARY SCHOOL

<p><b>Themes of Learning Map work links to</b></p>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>→ New beginnings: Our local area</li> <li>→ Once Upon a season: climate and weather <b>(ECO)</b></li> <li>→ Marvellous Maps: UK and Capital cities</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>→ Sensational Safari: Kenya</li> <li>→ <b>(ECO)</b></li> <li>→ Beach Bonanza: Littlehampton</li> </ul>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>→ Living in the UK</li> <li>→ European Forecast: Climate</li> <li>→ <b>ECO</b></li> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>→ Lonely Planet guide to Asia</li> <li>→ Amazing America: South/North</li> <li>→ Natural Resources <b>(ECO)</b></li> </ul>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>→ Energy and Sustainability: Fossil fuels <b>(ECO)</b></li> <li>→ A River Runs Through It</li> <li>→ Junior Apprentice: <b>ECO</b> linked with Ursuline</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>→ Geo Skills- Mapping</li> <li>→ Enchanted Rainforest: Biomes</li> <li>→ Vanishing Rainforests: <b>An ECO project</b></li> </ul>
<p><b>Evidence in books</b></p>	<p>Photos of children using:</p> <ul style="list-style-type: none"> <li>• Map of the classroom</li> <li>• Globes and Atlases</li> <li>• Games about maps</li> <li>• Ordnance Survey maps</li> </ul> <p>Drawings of story book maps</p>	<p>Photos/ Written of children using:</p> <ul style="list-style-type: none"> <li>• Ordnance Survey Maps</li> <li>• Aerial photos and birds eye views</li> <li>• Digital maps</li> </ul> <p>Drawing and labelling rivers Drawing and labelling cities</p>	<p>Photos/Written evidence of children using:</p> <ul style="list-style-type: none"> <li>• Large scale street maps</li> <li>• Large scale Ordnance Survey maps (1:1250. 1:2500)</li> <li>• Aerial photographs, oblique and bird's eye views</li> <li>• Ordnance Survey maps 1:1250, 1:2500, 1:10 000, 1:25 000. 1:50 000 4 and 6</li> </ul>
<p><b>Using and interpreting</b></p>	<ul style="list-style-type: none"> <li>• Find information on aerial photographs.</li> <li>• Understand that maps give information about the world (where and what?).</li> <li>• Follow a route on a prepared map.</li> <li>• Recognise simple features on maps such as buildings, roads and fields.</li> </ul>	<ul style="list-style-type: none"> <li>• Use atlases, maps and globes.</li> <li>• Use large scale maps outside.</li> <li>• Use maps at more than one scale.</li> <li>• Make and use simple route maps.</li> <li>• Locate photos of features on maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Relate maps to each other and to vertical aerial photographs.</li> <li>• Follow routes on maps saying what is seen.</li> <li>• Use the index and contents page of atlas.</li> <li>• Use thematic maps for specific purposes.</li> </ul>

# PROGRESSION OF SKILLS MAP

## ST JOHN FISHER RC PRIMARY SCHOOL

	<ul style="list-style-type: none"> <li>Recognise that maps need a title.</li> <li>Use maps to talk about everyday life for example, where I live, journey to school where places are in a locality.</li> <li>Begin explaining why places are where they are.</li> </ul>	<ul style="list-style-type: none"> <li>Use oblique and aerial views.</li> <li>Recognise some patterns on maps and begin to explain what they show.</li> <li>Label maps to show their purpose.</li> <li>Use thematic maps.</li> <li>Explain what places are like using maps at a local scale.</li> <li>Recognise that contours show height and slope</li> </ul>	<ul style="list-style-type: none"> <li>Recognise purpose, scale, symbols and style are related.</li> <li>Identify different map projections.</li> <li>Interpret distribution maps and use thematic maps for information.</li> <li>Follow a route on a 1:50 000 Ordnance Survey map; I can describe and interpret relief features.</li> </ul>
<b>Position and orientation</b>	<ul style="list-style-type: none"> <li>Begin to use directional vocabulary.</li> <li>Identify which direction N, S, E, W is for example, using a compass in the playground.</li> <li>Identify which direction N is on an Ordnance Survey map.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple grids.</li> <li>Give direction instructions up to 8 cardinal points.</li> <li>Use 4-figure coordinates to locate features.</li> <li>Recognise that 6-figure Grid References can help you find a place more accurately than 4- figure coordinates</li> </ul>	<ul style="list-style-type: none"> <li>Use 4 and 6-figure coordinates to locate features.</li> <li>Give directions and instructions to 8 cardinal points.</li> <li>Align a map with a route.</li> <li>Use latitude and longitude in an atlas or globe.</li> </ul>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>Draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories,</li> </ul>	<ul style="list-style-type: none"> <li>Make a map of a short route with features in correct order.</li> <li>Make a map of small area with features in correct places</li> </ul>	<ul style="list-style-type: none"> <li>Make sketch maps of an area using symbols and key.</li> <li>Make a plan for example, garden, playpark, with scale.</li> <li>Design maps from descriptions.</li> <li>Draw thematic maps, for example, local open spaces.</li> </ul>

# PROGRESSION OF SKILLS MAP

## ST JOHN FISHER RC PRIMARY SCHOOL

			<ul style="list-style-type: none"> <li>• Draw scale plans.</li> </ul>
<b>Symbols</b>	<ul style="list-style-type: none"> <li>• Use symbols on maps (own and class agreed symbols).</li> <li>• Know that symbols mean something on maps.</li> <li>• Find a given Ordnance Survey symbol on a map with support.</li> <li>• Begin to realise why maps need a key.</li> </ul>	<ul style="list-style-type: none"> <li>• Use plan views regularly.</li> <li>• Give maps a key with standard symbols.</li> <li>• Use some Ordnance Survey style symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Use agreed and Ordnance Survey symbols.</li> <li>• Recognise maps cannot show everything.</li> <li>• Use standard symbols I know 1:50.000 symbols and atlas symbols.</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 the playground.</li> <li>• Draw objects to scale (for example, on a table or tray using squared paper 1:1 first, then 1:2 and so on).</li> <li>• Use large scale, vertical aerial photographs.</li> <li>• Recognise when you 'zoom in' you see a smaller area in more detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps and aerial views to help me talk about for example, views from high places.</li> <li>• Make a simple scale plan of room with whole numbers for example, 1 sq.cm = 1 square tile on the floor moving onto 1cm<sup>2</sup> = 1m<sup>2</sup>.</li> <li>• Use the scale bar to estimate distance.</li> <li>• Use the scale bar to calculate some distances.</li> <li>• Relate measurement on maps to outdoors (using paces or tape).</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of viewpoints up to satellite.</li> <li>• Use models and maps to talk about contours and slope.</li> <li>• Use a scale bar on all maps.</li> <li>• Use a linear scale to measure rivers.</li> <li>• Describe height and slope using maps, fieldwork and photographs.</li> <li>• Read and compare map scales.</li> <li>• Draw measured plans for example, from field data.</li> </ul>