

## Harcourt Primary School - Geography Whole School Mapping Progression

### Early Years

Curriculum weft and weave	Communication and language	Physical Development	Personal, social and emotional
<b>Literacy</b>	Communicating through maps: vocabulary, narratives, and stories.	Maps and active exploration; identifying and naming features.	Using personal and story maps to write emotive responses to place.
<b>Maths</b>	Communicating and organising spatial information through number, shape, direction.	Opportunities through maps to think about scale, in contexts using gross and fine motor skills.	Confidently using maps to evaluate and estimate distance and direction.
<b>Understanding the world</b>	Using and making maps to describe and compare people and places.	Active exploration of the world around us and increasingly detailed representations of it.	Using maps to investigate and represent culture and diversity.
<b>Art and design</b>	Making maps using a range of media.	Drawing maps and fine motor skills.	Using creative media to represent feelings about places in maps.

<u>EYFS</u>	Using and interpreting	Position and orientation	Drawing	Symbols	Perspective and scale	Digital maps
<b>3 to 4</b>	Begin to understand that maps hold information in patterns and print. Use maps for pretend play. Make imaginary maps with marks that have meaning. Follow simple routes on maps. Use journey strings or sticks to record information on a	Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Begin to use 'right and left' with increasing confidence.	Create closed shapes with continuous lines and begin to use these shapes to represent objects and features. Draw maps using shape and purposeful markmaking	Use some symbols as cues e.g. follow painted footsteps on a playground. Use objects as symbols to represent other objects e.g. line of sticks as a road.	Talk about distance and know that some places are further away than others. Begin to explore scale through small world play.	Recognise some features at a large scale, using aerial views. eg the cars in the car park, the school building. Play simple digital games moving figures on a plan view e.g. of a room.

	route, Recall the journey and sequence the event, using the string or stick as a map.					
<b>4 to 5</b>	Derive information from a simple map. Use a simple plan map of the school grounds to find and / or mark in features. Follow a simple route at a local scale, using familiar landmarks. Use journey sticks or strings to create simple drawn maps	Point to the North and South Pole on a globe. Use more complex directional language and confidently using 'right' and 'left'	Draw and create simple maps from memory about features and a familiar environment e.g. home, the school grounds, my classroom.	Begin to use simple symbols on maps to show features and journeys. Recognise the use of symbols on maps and what they mean.	Start to gain knowledge of their own country and its features. Zoom in to a map to find the school with support. Know that you need to zoom out to see a larger area.	Manipulate and annotate large scale maps, adding simple text, markers, and photographs.
<b>Continuous Provision</b>	<p><b>Resources:</b> Maps of different types and at a range of scales. Picture and story maps, play maps, floor maps. 3D maps, blow up globes, access to aerial imagery and satellite imagery, digital maps, compasses, telescopes and binoculars</p> <p><b>Texts:</b> Rosie's walk, We're Going on a Bear Hunt, The Gruffalo, Martha Maps it Out, In Every House on Every Street, My Map Book, Handa's Surprise, A Dot in the Snow, Henry's Maps Here we Are, Welcome to our World</p>		<p><b>Materials:</b> sand and water play, chalk, paint, flour, modelling clay, video and digital cameras, junk modelling, Role and small world play, small cardboard picture frames, pens and pencils, glue, material, pebbles, stones and other natural objects.</p>		<p><b>Digimap Mini-mapping activities:</b> Teddy Hunt The Gruffalo</p>	

**Key Stage 1 and Key Stage 2**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Context	Focus on the local scale – school, work in the school, grounds, home, everyday lives (theirs and others) Focus on the wider local scale – our country.	Focus on a country-wide scale – our country and a contrasting country. Focus on a global scale – world maps, globes.	A range of places in the wider locality and in contrasting localities, fieldwork in the wider locality.	A range of places in the wider locality and in contrasting localities, fieldwork in the wider locality.	A range of places at different scales and with different themes, fieldwork in the wider and distant locality.	A range of places at different scales and with different themes, fieldwork in the wider and distant locality.
Work confidently with (by end of key stage)		Sketch maps of their local area, large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500), aerial photographs, games with maps and globes		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.		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.
Introduce	zoom function of digital maps, four cardinal points.	simple grids, greater independence in using basic digital mapping tools	what 4-figure Grid References mean, 8 cardinal points, greater independence in using digital mapping tools	what 6-figure Grid References mean, 8 cardinal points, greater independence in using digital mapping tools	what 6 figure Grid References mean and how to calculate them	what 6 figure Grid References mean and how to calculate them
Have experience	of a range of different maps for example, tourist brochure, paper maps, storybook maps, globes and world maps	of a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital	of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps,	of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps,	of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps,	of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps,

		maps at different scales, globes and infant atlases	atlases, Ordnance Survey paper and digital maps at different scales, junior atlases	atlases, Ordnance Survey paper and digital maps at different scales, junior atlases.	atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates, junior atlases	atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates, junior atlases
Using and Interpreting	<p>I know that maps give information about the world (where and what?).</p> <p>I recognise that maps need a title.</p> <p>I can recognise simple features on maps such as buildings, roads and fields</p> <p>I can find information on aerial photographs.</p> <p>I can use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.</p> <p>I can find oceans and continents using a world map and on a globe.</p>	<p>I know that maps give information about the world (where and what?).</p> <p>I recognise that maps need a title.</p> <p>I can recognise simple features on maps such as buildings, roads and fields</p> <p>I can find information on aerial photographs.</p> <p>I can follow a route on a prepared map.</p> <p>I can recognise simple features on maps such as buildings, roads and fields.</p> <p>I can use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.</p> <p>I can begin explaining why places are where they are.</p>	<p>I can use atlases, maps and globes.</p> <p>I can make and use simple route maps.</p> <p>I can locate photos of features on maps.</p> <p>I can use oblique and aerial views.</p> <p>I can give maps a title to show their purpose.</p> <p>I can explain what places are like using maps at a local scale.</p> <p>I can use a junior atlas to find countries studied.</p>	<p>I can use atlases, maps and globes.</p> <p>I can make and use simple route maps.</p> <p>I can locate photos of features on maps.</p> <p>I can use oblique and aerial views.</p> <p>I can give maps a title to show their purpose.</p> <p>I can explain what places are like using maps at a local scale.</p> <p>I can recognise some patterns on maps and begin to explain what they show.</p> <p>I recognise that contours show height and slope.</p> <p>I can use thematic maps.</p> <p>I can use large scale maps outside.</p> <p>I can use maps at more than one scale.</p>	<p>I can relate maps to each other and to vertical aerial photographs.</p> <p>I can follow routes on maps saying what is seen.</p> <p>I can use index and contents page of a junior atlas.</p> <p>I can use thematic maps for specific purposes.</p> <p>I know that purpose, scale, symbols and style are related.</p> <p>I can interpret distribution maps and use thematic maps for information.</p> <p>I can describe and interpret relief features</p>	<p>I can relate maps to each other and to vertical aerial photographs.</p> <p>I can follow routes on maps saying what is seen.</p> <p>I can use index and contents page of a junior atlas.</p> <p>I can use thematic maps for specific purposes.</p> <p>I know that purpose, scale, symbols and style are related.</p> <p>I can appreciate different map projections.</p> <p>I can interpret distribution maps and use thematic maps for information.</p> <p>I can follow a route on 1:50 000 Ordnance Survey map;</p> <p>I can describe and interpret relief features.</p>

		I can find oceans and continents using a world map and on a globe. I can use an infant atlas to find the UK and oceans and continents.		I can use a junior atlas to find countries studied.		
Position and orientation	I am beginning to use directional vocabulary: up/down, left/right, forwards/backwards. I am beginning to use N,S,E,W in relation to the points of a compass.	I can say which direction N,S,E,W is for example, using a compass in the playground. I know which direction N is on an Ordnance Survey map.	I can use simple grids. I can give direction instructions up to 8 cardinal points. I can use 4-figure coordinates to locate features.	I can use simple grids. I can give direction instructions up to 8 cardinal points. I can use 4-figure coordinates to locate features. I know that 6figure Grid References can help you find a place more accurately than 4- figure coordinates	I can use 4 and 6- figure coordinates to locate features. I can give directions and instructions to 8 cardinal points. I can align a map with a route. I can use latitude and longitude in an atlas or globe.	I can confidently use 4 and 6- figure coordinates to locate features. I can confidently give directions and instructions to 8 cardinal points. I can confidently align a map with a route. I can confidently use latitude and longitude in an atlas or globe.
Drawing	I can draw a simple map (real or imaginary place) for example, places in stories, a map of my local area.	I can draw a simple map for example, freehand maps of my local area, route maps, places in stories.	I can make a map of a short route with features in correct order. I can make a map of small area with features in correct places.	I can make a map of a short route with features in correct order. I can make a map of small area with features in correct places.	I can make sketch maps of an area using symbols and key. I can make a plan for example, garden, play park; with scale. I can design maps from descriptions. I can draw thematic maps for example, local open spaces. I can draw scale plans.	I can make sketch maps of an area using symbols and key. I can make a plan for example, garden, play park; with scale. I can design maps from descriptions. I can draw thematic maps for example, local open spaces. I can draw scale plans.

<p>Symbols</p>	<p>I can use symbols on maps (own and class agreed symbols). I know that symbols mean something on maps.</p>	<p>I can use symbols on maps (own and class agreed symbols). I can find a given Ordnance Survey symbol on a map with support. I am beginning to realise why maps need a key</p>	<p>I can use plan views regularly. I can give maps a key with standard symbols. I can use some Ordnance Survey style symbols.</p>	<p>I can use plan views regularly. I can give maps a key with standard symbols. I can use some Ordnance Survey style symbols.</p>	<p>I can use agreed and Ordnance Survey symbols. I appreciate maps cannot show everything. I can use standard symbols</p>	<p>I can use agreed and Ordnance Survey symbols. I appreciate maps cannot show everything. I can use standard symbols I know 1:50.000 symbols and atlas symbols.</p>
<p>Perspective and scale</p>	<p>I know that when you 'zoom in' you see a smaller area in more detail. I can use large scale, vertical aerial photographs. I can look down on objects and make a plan for example, on desk, high window to playground.</p>	<p>I can draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on). I can use large scale, vertical aerial photographs. I know that when you 'zoom in' you see a smaller area in more detail.</p>	<p>I can use maps and aerial views to help me talk about for example, views from high places I can 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>.</p>	<p>I can use maps and aerial views to help me talk about for example, views from high places I can 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>. I can use the scale bar to estimate distance. I can use the scale bar to calculate some distances. I can relate measurement on maps to outdoors (using paces or tape)</p>	<p>I can use a range of viewpoints up to satellite. I can use models and maps to talk about contours and slope. I can use a scale bar on all maps. I can use a linear scale to measure rivers. I can describe height and slope using maps, fieldwork and photographs. I can read and compare map scales.</p>	<p>I can use a range of viewpoints up to satellite. I can use models and maps to talk about contours and slope. I can use a scale bar on all maps. I can use a linear scale to measure rivers. I can describe height and slope using maps, fieldwork and photographs. I can read and compare map scales. I can draw measured plans for example, from field data.</p>

<p>Digital Map making</p>	<p>I can zoom in and out of a map. I can find places using a postcode or simple name search. I can draw around simple shapes and explain what they are on the map for example, houses I can highlight areas.</p>	<p>I can add simple information to maps for example, labels and markers. I can use the measuring tool with support to show distance for example, my house to school, to the shops. I can draw a simple route. I can add an image to a map.</p>	<p>I can use the zoom function to locate places. I can add a range of annotation labels and text to help me explain features and places. I can use grid references in the search function I can use the grid reference tool to record a location. I can add photographs to specific locations. I can highlight areas within a given radius.</p>	<p>I can use the zoom function to locate places. I can use the zoom function to explore places at different scales. I can add a range of annotation labels and text to help me explain features and places. I can highlight an area on a map and measure it using the Area Measurement Tool. I can use grid references in the search function I can use the grid reference tool to record a location. I can highlight areas within a given radius. I can add photographs to specific locations.</p>	<p>I can find 6-figure grid references and check using the Grid Reference Tool. I can combine area and point markers to illustrate a theme. I can use maps at different scales to illustrate a story or issue. I can use maps to research factual information about locations and features. I can use linear and area measuring tools.</p>	<p>I can find 6-figure grid references and check using the Grid Reference Tool. I can combine area and point markers to illustrate a theme. I can use maps at different scales to illustrate a story or issue. I can use maps to research factual information about locations and features. I can use linear and area measuring tools accurately.</p>
<p>Suggested digimap activities</p>	<p>Letter to my school Capital Stops (using appropriate skills) Where do I live? Quickest way to school <b>Mini-mapping ideas:</b> <b>Locational knowledge:</b> Aerial landmarks <b>Human and physical Geography:</b></p>	<p>Where do I go in a week? My Geography glasses <b>Mini-mapping ideas:</b> <b>Locational knowledge:</b> My food Holiday memories <b>Place knowledge:</b> Developing place knowledge (age 5 – 7)</p>	<p>Treasure Hunt Finding Grid References Magic Telescope The Locality Detectives (needs adapting to local context) Colouring land use Urbanisation Lighthouse for Sale Coastal mysteries</p>	<p>Picture Detectives A River Journey Flooding and other Hazards A focus on rivers Artful Maps Patterns of Land use Teifi travels Landscape fingerprints A focus on rivers</p>	<p>Winds of Change Exploring time zones Themes, projections and world regions Locating places and features Treasure hunt</p>	<p>Name the city (recap of British Isles) Extreme Great Britain Map detectives It's a Rubbish footprint Taste of Scotland Developing place knowledge (age 8 -11) The World came to my place today</p>

	Alphabet Match <b>Geographical skills:</b> Map my walk	Where do I live? My happy place <b>Human and physical Geography:</b> Map detectives	Learning resources with a historic twist Patterns of land use Capital stops	Map symbols crossword Where in the world Treasure hunt		
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