	Menu	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
MAPWORK SKILLS	***Style of map***		*Use picture maps and globes	*Use teacher drawn base maps *Use large scale OS maps *Use an infant atlas * Wall maps and pictures	*Begin to use junior atlas maps and globe *Large scale OS maps *Begin to use map sites on the internet *Begin to use aerial/oblique photographs	*Use large and medium scale OS maps (1:1250, 1:12500 and 1:10,000) *Use atlas maps and globes	*Use medium scale maps (eg Landranger OS: 1:10,000, 1:25,000, 1:50,00 maps) *Use atlas maps and globes	*Confidently use medium scale maps (eg Landranger OS: 1:10,000, 1:25,000, 1:50,00 maps)
	Using and interpreting maps		*Understand the purpose of a map is to show 'where' *Gather information from picture maps *Use a simple picture map to move around the school *recognise that a picture map is about a place *Begin to spatially match places	*Follow a route on a map *Use a plan view * Use an infant atlas to locate places *Use a globe to locate land/sea and match with wall maps and pictures *Begin to spatially match places	*Begin to give maps a title to show purpose *Use index and contents pages in an atlas *Use map sites on the internet to explore different map types, views and scales *Begin to identify features on aerial/oblique photographs and satellite imagery *Locate places on larger-scale maps (eg Europe) *Follow a route outside on a large scale map *Locate places on a globe *Locate photographs of features	*Locate places on large scale maps (eg America on a globe, Spain on map of Europe) *Follow a route on a large scale map with some accuracy *Locate photographs of features with greater accuracy *Use oblique aerial views *Confidently use an atlas *Use thematic maps *Find/recognise places on maps of different scales	*Use thematic maps for specific purposes (eg population) *Find/recognise places on maps of different scales *Compare maps with aerial photographs *Relate maps to each other *Select a map for a specific purpose (eg atlas to find major rivers in Europe, OS map to find a local village) *Begin to use atlases to find out about other features of places (eg wettest parts of the world) *Follow routes on OS maps *Describe features shown on OS maps	*Confidently use an atlas, including contents and index pages *Use thematic maps for specific purposes *Find/recognise places on maps of different scales *Follow a route on a 1:50,000 OS map *Describe features seen and relate to each other *Locate places on a world map *Use atlases and Google Earth to find out about other features of a place (eg mountain regions, weather patterns)
	Drawing maps	• Draw information from a simple map.	*Draw picture maps with labels of place they know or imaginary places or places from stories	*Draw a map of a real or imaginary place	*Draw a map of a short route *Draw a sketch map of view from a high point	*Draw and label a sketch map of view from a high viewpoint *Use digital mapping software to record routes and enquiries, including GPS devices	*Make sketch maps of area scale, symbols and key *Use a drawing program to make a plan of a small area *Use digital mapping software to record information from an enquiry *Begin to draw plans of increasing complexity including scale plans	*Draw a variety of thematic maps based on their own data *Begin to draw plans of increasing complexity *Use digital mapping software to record information from an enquiry * Draw a plan view map accurately by hand and using appropriate software
	Symbols and representation		*Use own symbols on an imaginary map	*Begin to understand the need for a key *Use symbols agreed by the class to make a simple key	*Know why a key is needed *Use standard symbols on a map *Use conventional symbols in digital mapping software	*Know why a key is needed *Use standard symbols on a map *Begin to recognise some standard symbols on an OS map *Use conventional map symbols in digital mapping software	*Draw a sketch map using symbols and a key *Use a drawing plan to make a plan of a small area *Begin to draw plans of increasing complexity, including scale plans	*Recognise and use OS map symbols *Use atlas symbols *Develop understanding of contours and slope through maps and photographs
	Plan view and perspective		*Draw around objects to make a plan *Recognise shapes in plan view	*Look down on objects to make a plan view *Draw around objects 1:1 to make a plan view	*Use a plan view with increasing confidence *Look at a view from a high place *Use digital mapping software to reinforce	*Use a plan view with confidence *Look at smaller scale aerial view *Use digital mapping software to reinforce *Try to make a simple scale drawing	*Draw a plan view with increasing accuracy by hand and using appropriate software *Develop using higher viewpoints up to satellite *Develop understanding of contours and slope through maps and photographs	*Develop using higher viewpoints up to satellite *Use mapping software with a 3D view to compare plan and oblique views of places
	Scale and distance		*Use relative vocabulary (such as bigger/smaller, like/dislike)	*Draw objects on a table or tray to scale using squared paper 1:1 first, then 1:2 and so on	*Draw a simple scale plan of a room with whole numbers (eg $1cm^2=1m^2$)	*Draw a simple scale plan of a room with whole numbers (eg $1cm^2=1m^2$)	*Use linear scale to measure distance (eg straight line distance on a plan, rivers)	*Use a scale bar on maps to measure distances

					*Use a scale bar on atlas maps *Use paces or tape outside *Begin to find boundaries (eg find same boundary of a country/county on different scale maps)	*Use a scale bar on atlas maps *Use paces or tape outside *Begin to find boundaries (eg find same boundary of a country/county on different scale maps)	*To find and recognise places on maps of different scales	*Find/recognise places on maps of different scales
	Direction and location	• Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live.	*Use and follow simple directions (up, down, left, right, forward, backwards) *Introduce four compass points (N, S, E, W) * Use world maps to identify the position of the UK and its position in the world *Use maps to locate the four countries and capital cities of the UK and its surrounding seas	*Use simple compass points (N, S, E, W) and directional language (near/far) to describe the location of features and routes on a map *Follow directions using simple compass points *Locate and name on a world map and globe the seven continents and five oceans * Locate on a globe the hot and cold areas of the world including the Equator and North and South Poles	*Use four compass points to follow/give directions with confidence *Use simple grids *Begin to use letter/number co-ordinates to locate features on a map *Locate Tropic of Cancer and Tropic of Capricorn *Locate countries within Europe *Begin to identify significant places and environments sated within KS2 National Curriculum	*Use four compass points to follow/give directions with confidence and begin to use eight compass points *Use simple grids *Begin to use letter/number co-ordinates to locate features on a map confidently *Begin to use four-figure co-ordinates to locate features	*Use eight compass points to follow/give directions with confidence *Use four-figure co-ordinates with confidence and accuracy * Begin to use six-figure grid references to locate features on a map *Align a map with a route	*Use eight compass points with confidence and accuracy * Use six-figure grid references with increasing confidence *Begin to use latitude and longitude on atlas maps *Locate main countries in each continent *Locate main environmental regions and key human/geographical features
	Vocabulary	Begin to introduce KS1 vocabulary	*PHYSICAL: mountain, cliff, hill, beach, coast, forest, sea, river, season etc *HUMAN: city, town, village, factory, farm, house, shop	*PHYSICAL: as Y1 plus ocean, soil, valley, vegetation etc *HUMAN: as Y1 plus office, port, harbour etc	Climate	Biome (large region of Earth that has a certain climate and certain types of living things eg Tundra, Desert, Grassland, Tropical Rainforest), climate zone	Northern Hemisphere Southern Hemisphere Greenwich Meridian Time Zones Sustainability	Erosion
	Fieldwork methods and activities	• Understand the effect of changing seasons on the natural world around them.	*Identify daily weather patterns in UK * Identify seasonal weather patterns in UK *Identify physical features of 2 places being studied *Identify physical features of 2 places being studied *Fieldwork methods: note taking, videoing, sketching, photographs, , visual maps/memory maps	*Identify physical features of 2 places being studied (small area of the UK and contrasting non European country) *Identify physical features of 2 places being studied * Fieldwork methods: as Y1 plus keys, reports, graphs	*Describe key physical features of places being studied (climate, river, mountain, volcanoes) *Describe key human features of places being studied (types of settlement and land use, natural resources such as food and water) *Know how landscapes change over time and offer reasons for these changes *Use fieldwork skills to explore human geography impacts (eg litter, noise, traffic) *Use fieldwork skills to explore physical geography impacts (eg weather survey in school)	*Identify the key physical and human features of countries/continents within the biomes being studied including mountain ranges, capitals, rivers etc *Describe how and why settlements are located where they are – focusing on a specific area/s *Describe how land use has changed and why * Understand the water cycle and nature of rivers * Use fieldwork skills to investigate specific areas – survey land use and compare with land use as shown on previous maps of the area.	*Use fieldwork skills to investigate evidence of changes in the physical and human geography of places over time *Explore issues of human geography including trading links between UK, Europe and the rest of the world *Investigate resources (eg Fairtrade food/clothing) *Three areas of UK land use and how it has changed over time *Use digital mapping software to record information from an enquiry	*Describe and explain processes that cause natural disaters *Investigate impact of these through studies of photos, population etc *Compare/investigate impact around the word (butterly effect) *Investigate distribution of natural resources focusing on energy *Use fieldwork skills to investigate specific environmental issues eg traffic

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