Geography Progression of skills Mapping

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|  | Objectives  | Skills and possible activities |
| EYFS | \* Understanding the world – People, culture and communities and The Natural World.People, culture and communities-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.The natural world-Explore the natural world around them, making observations and drawing pictures of animals and plants;-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | -Festivals: Chinese New Year, Hannukah, Diwali, Christmas, Halloween, New Years Eve, Easter. -Forest School -Transient Art-Drawing, sketching of animals and plants. -Messy play, investigations. -Story maps.-Chn to draw a map (what they see where they live, go for a school walk and make a map of what they see around school) using pens and paper and T to scribe.  |
| Year 1  | \*Use simple maps of the local area e.g. large scale, pictoral. \*Make simple maps and plans e.g. pictoral place in a story. \*Use locational and directional language (straight ahead, turn right, next to) when creating the ariel map | Look at a simple map of the local area and identify the things they know and have seen.Draw a simple map. Tell a story of a child going for a walk around the school/school grounds/surrounding area and the chn place photographs or draw pictures to represent the locations, beginning to show their proximity to one another. Create an aerial map of the school/local area as a class by using different sized blocks as buildings. |
| Year 2 | \*Use simple compass directions and locational and directional language \*Use ariel photographs and plan perspectives to recognise landmarks and basic and human physical features, devise a simple map and use and construct basic symbols in a key.  | Pupils use simple compass directions to describe location e.g. you travel North to the cave. Could be done physically/using Bee Bots. |
| Year 3  | \*Make plans and maps using symbols and keys\*Use the 8 points of a compass. \*Use 4 figure grid references  | Pupils draw a map of their route to school using symbols and a key of their choice. On the playground draw large maps. Pupil’s use the 8 points of a compass to follow directions e.g. start at St Anne’s school and take 4 steps North. Using a simple map of the local area chn use 4 figure grid references to locate landmarks.  |
| Year 4  | \*Measure straight line distances using the appropriate scale. \*Draw accurate maps with more complex keys.  | Using a map of the local area pupils measure straight line distances from one landmark/area to another e.g. 2cm = 500metres. So from St Anne’s school to St Anne’s church it is 4cm = 1000m =1kmPupils need to think about the proximity of buildings/landmarks, draw roads, railways, water etc. Keys can be symbols (e.g. correct symbols for train station) not simple drawings.  |
| Year 5  | \*Explore key features on OS maps using six figure grid references.\*Use atlases and globes, and maps and plans at a range of scales (i.e. using contents, keys, grids) | Using OS maps of the local area pupils use 6 figure grid references to locate landmarks. Pupils give their partner directions using compass points and correct scale  |
| Year 6  | Use the eight points of a compass, four and six figure - grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  | Expand map skills to include non-UK countries.Using OS maps pupils follow directions to locate positions. E.G. Locate Italy. How do we find Italy? It is the shape of a high heeled boot. If I travel . . . which country would I have travelled to? Which country is South West to France? Which country would I find in 0234? Where would I find Poland? Extend to 6 figure grid references with teaching of latitude and longitude in depth. <http://connect.learnpad.com/content/activity.cfm?id=149722> |