

## Geography -Progression in Mapwork



### By the end of Key Stage 1...

...children will have engaged in a range of activities that develop their environmental awareness, wayfinding, basic map competencies and map interpretation skills. They will have had regular opportunities to use and play with a variety of maps and globes.

**By the end of Year 1**, children should be *able to*:

- annotate a simple map of the UK with some of its key features;
- look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used;
- work together to create a simple map of the local area.

In addition, children should have had opportunities to develop their skills of mapwork through incidental opportunities within other subjects and via fieldwork and 'geography in the news'.

**By the end of Year 2**, children should be *able to*:

- use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa;
- use globes and atlases – and annotate maps – to identify the world's hot and cold regions, locating the UK and Zambia within them;
- look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK;
- make use of the four main compass points when describing the location of these key locations and regions.

In addition, children should have had the opportunity to develop their skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and through dedicated fieldwork days.

<p>Y1/2</p>	<p><b><u>Weather and climate*</u></b> (fieldwork opportunity)  Children go outside to explore their local school environment. In groups, they record what they can see. Once back in the classroom, they discuss what seasonal clues they have found.  Extension activity: Children map their walk and add photographs and symbols to show what they found where. Using observations and evidence from the school grounds, children fill in their own weather diary. Using a weather forecast sheet, they write their own weather report based on a particular weather type.</p> <p><b><u>Continents and oceans</u></b>  Where in the world am I? Children use an online map to locate and name their home area, county and country and make comparisons with other places.</p> <p>Children name and locate continents and oceans on world maps. They answer directional questions and add information to maps.  Extension: Using the world map jigsaw, children use simple map</p>	<p><b><u>United Kingdom*</u></b> (fieldwork opportunity)  Children locate and label the UK, its countries, capital cities and seas on a map.</p> <p><b><u>Hot and cold places</u></b>  Children annotate a world map with its main hot and cold places. Children use maps and globes to locate the Equator and the Poles.</p>	<p><b><u>Local area*</u></b> (integrates fieldwork)  <b>Extension activity.</b> Children look at an aerial view of their home or school. If they were looking out of the window, what would they see? They list the main features. They compare the actual view from the window with their lists.  Children carry out simple fieldwork within the school, observing its main features and using simple charts to collect data. Extension activities: children make a simple model of the school and its grounds from construction materials; they plan a route for showing a visitor around the school; they help an alien build a school  Local area fieldwork: children observe and record human and physical features of the area.</p> <p>Journey recount: children use directional language.  Using online aerial views and map views of the local area, children discuss and locate the key features they have seen during fieldwork, and what they notice as the view 'zooms out'. They consider the use of Ordnance Survey symbols in mapping the local area.</p> <p>Extension activities. Using evidence from aerial views, children discuss where their local area 'belongs' (within the region around it, the country, the wider world). They look at and</p>
-------------	---	---	---

	<p>references to explain how they would get from Europe to Africa. For example, if they start in B3, they will have to move south into B2.</p>		<p>compare different types of maps and/or maps of contrasting locations in the UK.  Children create 'messy maps' of the area.  Extension activities: Children take small toys for a walk through the 'local area' (i.e. the 'messy map') and the toys talk about what they can see. Children share and compare images of their 'messy maps' with pupils in other schools.  Rectangular prism net</p> <p><b><u>Mugumareno Village, Zambia</u></b>  Children locate Zambia and Africa on a map. Children use a map to locate Mugurameno within Zambia. They use maps and aerial views to compare its location with their local area.  Children make a model of Mugurameno village, showing how people protect themselves from natural hazards.  Children add scale models of homes to the village model and compare it with their area in the UK.</p>
--	--	--	---

### **By the end of Lower KS2 (Year 4)...**

...children will have engaged in a range of activities that develop their environmental awareness, wayfinding, basic map competencies and map interpretation skills. They will have had regular opportunities to use and play with a variety of maps, globes and atlases. This includes online interactive maps and map worksheets.

### **Extracts relating to map work from Pathways progression narrative**

*By the end of Year 3*, children should be *able to*:

- use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil;
- use globes, atlases and maps to identify the main human and physical features of North and South America;
- interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;
- use appropriate vocabulary when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).

In addition, children should have had the opportunity to further develop their skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and through dedicated fieldwork days.

*By the end of Year 4*, children should be *able to*:

- use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon;
- interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it.

In addition, children should have had the opportunity to further develop their skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and through dedicated fieldwork days.

<p><b>Y3/4</b></p>	<p><b><u>Climate zones</u></b>  Children label a world map with the Equator, tropics and poles and discuss why these lines of latitude are important.  Children use a map to locate the Northern and Southern Hemispheres and two climate zones.  Locating climate zones</p> <p>Children locate places within their climate zones, using maps (including atlases with map indexes). They use this evidence to explore how the location of these places influences their weather/seasons.</p> <p><b><u>Rivers*</u></b> (fieldwork opportunity)  Children locate and identify the world's principal rivers on a world map.  World rivers map  Children use aerial images to identify the stages and features of a river.  Children use resources (including online maps) to identify the key characteristics of one of the world's longest rivers.</p>	<p><b><u>North America (medium-term plan)</u></b>  Children locate North America and some of its key features on a world map. They use world maps to investigate lines of longitude and latitude. They use map references to locate specific places within the continent.  Using lines of latitude and longitude</p> <p>Children use maps and aerial film footage to identify the countries within North America and states within the USA  Children observe aerial footage of New York and compare these places with their home area.</p> <p><b><u>Rainforests</u></b>  Children locate the world's principal rainforests on a world map and describe the pattern based on their location.  Where are the world's rainforests?</p>	<p><b><u>Rio and South-East Brazil</u></b>  Children locate South America and some of its key features on a world map. Children locate South American countries and their capital cities on a map. They use world maps to investigate time zones, including time differences between South American countries and the UK.</p> <p>Children observe aerial footage of Rio de Janeiro and compare its landscape with their home area and other places they have studied.</p> <p><b><u>South America – the Amazon</u></b> (<i>medium-term plan</i>)</p> <p>Children use maps, aerial views and information bases to locate the Amazon River and identify the main characteristics of the Amazon Basin. They draw the location of the river onto a map of South America.</p> <p>South America map</p>
--------------------	--	---	--

## **By the end of Key Stage 2 (Year 6)...**

...children will have engaged in a range of activities that develop their environmental awareness, wayfinding, basic map competencies and map interpretation skills. They will have had regular opportunities to use and explore a variety of maps, globes and atlases. This includes the online interactive map and map worksheets.

### **Extracts relating to map work from Pathways progression narrative**

*By the end of Year 5*, children should be *able to*:

- interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean);
- use globes and atlases to identify the location of Greece and the Mediterranean.

In addition, children should have had the opportunity to further develop their skills of enquiry (and to make regular use of globes and atlases), through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.

*By the end of Year 6*, children should be *able to*:

- interpret a range of maps of the UK and the local region and apply this information to their understanding of it;
- use maps and supporting information to route-plan a tourist trip around the capital cities of the UK;
- use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region.

In addition, children should have had the opportunity to further develop, use and apply their skills of enquiry and fieldwork (including the use of data and mapwork), and to have done so with a greater degree of confidence and independence. They should have continued to make regular use of globes and atlases, including considering some of the key questions and choices involved in their construction and creation. This should have taken place through opportunities within other subjects, via 'geography in the news' and through additional dedicated fieldwork days that include a degree of independent investigation.

<p>Y5/6</p>	<p><b><u>Mountains*</u></b> (fieldwork opportunity)  Children use online maps, an atlas and map index to locate and identify the 'Seven Summits' on a world map.</p> <ol style="list-style-type: none"> <li>1. Seven summits map</li> <li>2. Atlas skills: Seven summits</li> </ol> <p>Children use online maps, an atlas and map index to locate the UK's highest mountains. They use scale bars and online mapping tools to measure distances.</p> <ol style="list-style-type: none"> <li>1. The UK's highest mountains map</li> <li>2. Atlas skills: Three Peaks Challenge</li> </ol> <p><b><u>United Kingdom*</u></b> (fieldwork opportunity)  Children use maps and atlases to review and mark the location of the UK's countries, capitals and seas and to make comparisons between places.</p> <ol style="list-style-type: none"> <li>1. UK countries map</li> <li>2. UK capitals and seas map</li> <li>3. Atlas skills - The United Kingdom</li> </ol> <p>Children use evidence from maps, aerial images and other sources to find out about their home area and the UK's cities, counties and regions. They annotate maps with this information. Children use atlases to plan a road trip around the UK.</p> <ol style="list-style-type: none"> <li>1. UK map</li> </ol>	<p><b><u>Volcanoes and earthquakes</u></b> (NB: this is a longer Scheme)  Children label a map of the Earth's plates and explain what happens at plate boundaries.</p> <ol style="list-style-type: none"> <li>1. The Earth's plates</li> <li>2. How do plates move and what happens when they do?</li> </ol> <p>Children locate famous earthquakes on a blank world map.  Children locate famous volcanoes on a range of maps.  Pacific Ring of Fire map</p>	<p><b><u>European region</u></b> (<i>medium-term plan</i>)  Children locate Europe on a world map and identify some of its characteristics.  Children use maps, atlases, globes, aerial views and other sources to locate and describe some of Europe's countries and capitals.  Locating countries in Europe map  Children use evidence from a range of maps and other sources to persuade someone to holiday in the Mediterranean.  Children use maps and aerial views as evidence when comparing life in modern and historical Athens with life in their home area.</p> <p><b><u>Local area and region - Upper KS2*</u></b>  (<i>integrates fieldwork</i>)  Children use online maps at a variety of scales to explore and locate the main features of their home region.  Place consequences  Children use road maps to investigate sites of interest at a range of distances from their local area, and annotate their locations and distances.  Travelling out  Children carry out fieldwork to investigate and gather data, including locational</p>
-------------	---	--	---

	<p>2. The regions of England  3. UK countries and capitals  4. UK cities and capitals  5. A road trip around the UK  6. Countries Hunt</p> <p>Extension activity: Children use an atlas to plan day trips from UK cities.  A day trip from the city  Children use maps to locate and investigate the UK's national parks. Extension activity: children plan a day trip to a national park.  A day trip to a national park  Extension activity: Children use information bases with an atlas to locate key energy sources around the UK.  Find that energy source</p>		<p>information and chatterbox sketch maps, as to how a local urban area meets people's needs.  Children use evidence from the fieldwork to annotate an Ordnance Survey map of the local urban area, showing how it meets people's needs (a simple land use map). This includes devising symbols and a key, and referencing some key sites using six-figure grid references.  Children incorporate maps into extended writing (in the form of a newspaper article) about how their local region meets people's needs. Extension ideas: planning a trip to a regional feature; creating and annotating an online map to document fieldwork findings.</p>
--	--	--	--



