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| **Use maps** |
| **Early Years** |

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|  To know about similarities and differences between themselves and others, and among families and communities.  |

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|  To know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.  |

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| **Year 1** |

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|  The child will become familiar with maps, atlases, globes and digital maps  |

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|  Start to use and describe journeys. Making links to ICT and maths (position and direction) to navigate around a map.  |

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|  The child can make a simple sketch map of their school environment.  |

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|  Children begin to use technology to locate areas of study. Children can zoom in and out of a map.  |

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| **Year 2** |

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|  The child will become confident using maps, atlases, globes and digital maps.  |

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|  Describe and map simple journeys. Making links to ICT and maths (position and direction) to navigate around a map.  |

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|  Children can name and locate the places they are studying.  |

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|  Beginning to look at simple grid references. eg A7, D3  |

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| **Year 3** |

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|  Children can sketch a map to scale and add annotations, text and labels  |

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|  Name, locate and begin to describe the features they are studying. E.g. using the key to identify features.  |

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|  Start to use 4 figure grid references and longitude and latitude.  |

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| **Year 4** |

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|  Children will be able to identify features on a map through the use of symbols and keys.  |

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|  Children can name, locate and describe the features they are studying.  |

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|  Begin to use 4 figure grid references. |

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| **Year 5** |

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|  Children will be able to identify features on a map through the use of symbols and keys.  |

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|  Name, locate and describe the features they are studying.  |

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|  Fluent use of 4 figure grid references.  |

Begin to use 6 figure grid references. |
| **Year 6** |

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|  Children can evaluate symbols. E.g. What makes a good map symbol?  |

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|  Name, locate and describe the features they are studying.  |

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|  Analyse the hidden biases of world/trade maps.  |

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|  Fluent use of 4 and 6 figure grid references.  |

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| **Compass and Direction** |
| **Early Years** |

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| Use positional language to describe objects. |

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| **Year 1** | Begin to understand left and right. | Use positional language |
| **Year 2** | Secure left and right.  | Use positional language with confidence.  | Begin to use 4 point compass directions  |
| **Year 3** | Secure left and right from another’s perspective. (e.g. with an upside-down map.)  | Secure 4-point compass directions.  | Begin to become aware of 8-point compass directions.  | Use letter/no. co-ordinates to locate features on a map.  |
| **Year 4** | Confidently use positional language and perspective.  | Children can confidently use 4 and 8 point compass directions.  | Confidently use letter/no. co-ordinates to locate features on a map.  |
| **Year 5** | Confidently use 8 compass points.  | Children become familiar with four and six-figure grid references, symbols and keys.  |
| **Year 6** | Use 8 compass points confidently and accurately.  | Use 4 and 6 figure co-ordinates confidently to locate features on a map.  | Use latitude and longitude on atlases and maps.  |

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| **Observation and Measurement recording** |
| **Early Years** | To make simple observations about daily weather and record these either pictorially or verbally.  | They talk about the features of their own immediate environment and how environments might vary from one another.  |
| **Year 1** | The child can keep a weekly weather chart based on first-hand observations using picture symbols.  | Record using picture symbols, and present this data orally.  |
| **Year 2** | The child can keep a weekly weather chart based on first-hand observations using picture symbols, present this data.  | The child can begin to measure rainfall or temperature using a scale, with growing accuracy.  | Data can be presented in tally charts, pictograms and bar charts or through written methods.  |
| **Year 3** | The child can observe and record data based on first hand observations.  | The child can begin to measure rainfall or temperature using a scale with accuracy. I.e. to the nearest mm.  | Data can be presented in tally charts, pictograms and bar charts or through written methods and technology.  |
| **Year 4** | Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes  | To use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.  |
| **Year 5** | Children are becoming more confident when collecting, analysing, and communicate a range of data.  | Children focus on observing and recording the changes of human features over time, for example trade patterns.  |
| **Year 6** | Children can confidently collect, analyse, and communicate a range of data.  | Children can confidently use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.  |