



St Erth School Geography Sequences of learning and Maps Skills Progression

Learning sequences and curriculum coverage

Early years' framework expectations - Within understanding the world.			
	Framework	What pupils will know	
People culture and communities	<ul style="list-style-type: none"> - 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 <p>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.</p>	<p>As pupils progress through our EYFS curriculum they will be given regular opportunities to develop their understanding of people, culture and communities and the natural world. This exact context and substantive content will vary from year group to year group as planning is developed to meet the specific needs of each cohort. Examples of how this will be achieved are as follows:</p> <ul style="list-style-type: none"> - Through daily storytelling for example, reading books which are based in locations studied in KS1 such as London, Australia and Africa. - Understanding of the natural world and seasonal change are developed through the school's Forest school curriculum and visits to places such as Trink Farm with KS1. - Pupils' locational knowledge will be given a particular focus to prepare them for KS1. They will engage in our termly focus on a particular continent. They will have opportunities to read and explore atlases and maps, which will be part of the reading area and a display in the class. <p>Map work is another key focus of our geography curriculum, this will be developed in line with the skills progression for maps outlined below.</p>	
The natural world	<ul style="list-style-type: none"> - 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; <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		
Year	Autumn	Spring	Summer
Year 1/2 cycle A	<p>The colours of ME! Intent: To find out more about the village, country and continent we live in. We will find out where the United Kingdom is located on a world map and explore the features of the countries and capital cities of the UK, before finding out more about our local area. Sequence of learning Key Question: What is geography all about? 1. Identify the UK and its four countries on a world map and investigate the Union Flag and what it represents. 2. Use a map to find our towns and streets in the local area. 3. Describe where we live, including country, town and street, and explore the differences between urban and rural areas.</p>	<p>Castles and Palaces Intent: To understand why location is key when building castles and understand that all Human features should be carefully planned. Sequence of learning Key Question: What is geography all about? 1. Why were some castles built on hills? 2. Which physical land features made castles easier to defend. 3. Name and locate UK capital cities and their castles. 4. Use an ariel photograph of a UK castle to devise and complete a map and construct a simple key. Composite: Work completed in Geography books. Class Display of castles</p>	<p>Australia Intent: Discover how Australia's states and territories piece together to make-up the vast continent and be able to visualise and describe the many varied landscapes. Pupils will use maps and symbols to improve their mapping skills and find out where Australia's animals live and what they eat. Explore the culture and lifestyle of some typical Australian children and make comparisons between Australia and the United Kingdom. Sequence of learning Key Question: What is geography all about? Pre-unit Quiz 1. Where is Australia on a map? Is it close to the UK? 2. Use a compass and review what north, south, east and west are. 3. Explore Australia's climate and weather.</p>



	<p>4. Walk around the local area and take photographs of the key physical and human features that we can see. 5. Draw a simple map of the school using an ariel photo.</p> <p>Composite Outcome: Draw a simple map of the school using an ariel photo. End of Unit Quiz</p> <p>Fire! Fire! Intent: Find out about London, including its location, geographical features and famous landmarks.</p> <p>Sequence of learning Key Question: What is geography all about? Pre-Unit Quiz.</p> <ol style="list-style-type: none"> To be able to locate London on a maps and describe its location. To be able to identify and describe landmarks of London. To be able to use compass points and directional language to navigate between London landmarks. To be able to identify and describe a variety of geographical features in London. To explore seasonal weather patterns in London. Plan a trip to London, What will you need and what will you do? <p>Composite: Class display about London End of Unit Quiz</p>		<p>4. What is Christmas like in Australia compared to the UK. 5. Learn about the physical features and landscapes of Australia. 6. Investigate Australia's unusual animals and their habitats. 7. Compare the lives of an Australian aboriginal child and an Australian city child.</p> <p>Composite outcome: Large poster all about Australia Work completed in Geography books. End of Unit Quiz</p> <p>Land Ahoy! Intent: Learn all about maps and the geography of our surrounding area with 'Map Makers' lessons. Pupils will find out why we use maps now and how they have been used in the past.</p> <p>Sequence of learning Key Question: What is geography all about?</p> <ol style="list-style-type: none"> use compass points to navigate around a map. use aerial photographs and plan perspectives to recognise and create landmarks Use simple fieldwork and observational skills to study the geography of our school and surroundings. <p>TRIP</p> <ol style="list-style-type: none"> devise a simple map and use and construct basic symbols in a key <p>Compare to Term 1</p> <ol style="list-style-type: none"> Having been stranded on an island we will design and plan a town of our own on a map (referring to key human features) <p>Composite Outcome: Create a 3D map using our town designs.</p>
Year 1/2 cycle B	<p>All about me! Intent: Find out more about where we live in the world (village, country and continent) we live in. Understand where the seven continents of the world are and how their proximity to the equator or the poles affects their climate.</p> <p>Sequence of learning Key Question: What is geography all about?</p> <ol style="list-style-type: none"> Identify and locate the seven continents and five oceans of the world on a world map. Locate the UK 	<p>Wild Africa Intent: We will become explorers and visit Kenya in Africa. We will learn about the people, wildlife and landscapes in this region of the world. As geographers we will take what we have learned about Kenya and compare it to the UK.</p> <p>Sequence of learning Key Question: What is geography all about?</p> <ol style="list-style-type: none"> Locate Kenya using maps. Where is Kenya? How can we find it in an atlas? Is it close to the UK? How could we get there? 	<p>How does your garden grow? We will explore what a working farm looks like. Find out about arable, livestock and dairy farms and the difference between them. We will learn about the features of a farm and use a map to navigate around a farm, as well as thinking about the differences between life in the country and life in a busy town.</p> <p>Sequence of learning Key Question: What is geography all about?</p> <ol style="list-style-type: none"> What is a farm and why are they important? Why are farms usually in rural areas?



	<p>on a world map and identify it as being a country within Europe.</p> <ol style="list-style-type: none">Identify and locate the four countries of the UK and that each country has its own capital city. Identify the national flag of each UK country.What are some of the human and physical features of each country of the UK? Learn the national flowers and flags of each country in the UK.Whereabouts in the UK do I live? Identify the difference between villages, towns and cities, and learn what the terms 'urban' and 'rural' mean. Locate our local area on a map and think about what kind of settlement we live in.What are the main land uses within our local area? GIS (google maps) <p>Composite outcome Take a simple map of our local area and add human and physical features to it. Construct a simple key for it. Children locate the school on the map.</p> <p>Once upon a time Intent: Many traditional tales involve stories about animals. We will learn about different animals around the world and their natural environment. introduces young geographers to the concept of biomes and natural regions which they will study in greater depth at a later Key Stage.</p> <p>Sequence of learning Key Question: What is geography all about?</p> <ol style="list-style-type: none">Identify a continent by its shape and place it on a world map. Place animals on their native continent.What is the difference between an ocean and a sea? Identify which animals they would find in each of these environments.Learn about hot and cold places in relation to the Earth's equator. Can you use this knowledge to place animals in their preferred temperature environment?investigate the four seasons and what kind of activities, clothing and food we would do/wear/ eat in summer and winter. Discuss how animal behaviours change during the seasons (shed fur, hibernation etc.).Review UK National animals/flags. Expand this to national animals of the world's countries.	<ol style="list-style-type: none">How is Kenya's climate different to the UK? Learn about Kenya's wet and dry seasons.What geographical features do different Kenyan animals need?Use compass points to navigate around a map. We will describe how a variety of safari animals can get from one place to another and use grids on a map to travel a given number of places in different directions.Are Kenyan landscapes all the same? Compare, villages, cities, beaches etc.Find out that there are many different groups of people who live in Kenya. Compare Massai tribe life to city life.What similarities and differences are there between Kenya and the UK? <p>Composite outcome Pre Unit and End of Unit Quiz Class work located in geography book. Class display on Kenya.</p>	<ol style="list-style-type: none">What are the features of a farm?How can you use a map to navigate around a farm?What happens on a farm during the different seasons?How is life different on a farm and in a city? <p>Composite outcomes Trink farm visit End of unit quiz</p> <p>We're all going on a summer holiday Intent: As young geographers, we will begin to identify and understand the key physical and human geographical features of the seaside as and the broader concept of 'coasts'. We will also develop an understanding of weather patterns across the UK. Understand seasonal and daily changes in weather as well as coastal and inland weather patterns.</p> <p>Sequence of learning Key Question: What is geography all about?</p> <ol style="list-style-type: none">How is the seaside different from other places?How do people enjoy themselves at the seaside?What living things can be found in rock pools?How do people affect our beaches?Where in the world is Hayle?How has the way we use the seaside changed over the years? <p>Weather patterns</p> <ol style="list-style-type: none">What are the differences between seasonal and daily weather patterns?How do daily weather patterns change over time, and how may the weather be different in inland/ coastal areas?How do we learn about the weather, then make predictions about what the weather will be? <p>Composite outcomes Class trip to the beach. Book work and class display.</p>
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	<p>6. Explore our local area and school grounds to see which animals we can spot and record our observations.</p> <p>Composite outcome Field trip to different areas of the village, plotting our route on a map. Children use knowledge in other areas of the curriculum (writing stories).</p>		
<p>Year 3/4 cycle A</p>		<p>Why do so many people in the world live in Megacities? Intent: This investigation supports pupils to develop their understanding of the important geographical concepts of settlement and urbanisation through the study of the world's megacities (cities with a population of over 10 million). Through the sequence of learning pupils are able to explore some of the economic and social reasons why the population of cities increase. They also compare and contrast the benefits and problems that can arise in urban areas as a result of housing people at such high densities.</p> <p>Sequence of learning</p> <ol style="list-style-type: none"> 1. What are megacities and where are they located? 2. Why did Baghdad become the first city in the world to have a population of 1 million? 3. Why is Milton Keynes the United Kingdom's fastest-growing city? 4. Why is Brasília the fastest-growing city in Brazil? 5. How do the advantages of living in cities compare with the disadvantages? <p>Composite Outcome A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary City; Megacity; Village; Town; Settlement; Urban; Rural; Distribution; Capital; Population; Population density; Civilisation; Trade; Bridge; District; Canal; Employment; Economy; Migration; Housing; Services; Industry; Transport; Business; Accessibility; Communication; Capital city; Government; Shanty; Favela; Culture; Historic; Architecture; Cost of living; Smog; Pollution; Homelessness; Crime; Congestion; Urbanisation.</p>	<p>Why are jungles so wet and deserts so dry? Intent: This enquiry builds on and extends the pupils' understanding of weather, which was introduced at Key Stage 1. It lays a firm foundation of understanding to enable them to consider the challenges of climate change later through the Upper Key Stage 2 programme. Pupils are encouraged to reflect upon how climate has such an important influence upon landscapes, plants, animals and human activity on Earth. Pupils are able to develop their understanding of how climate is the main factor determining the distribution of biomes on Earth through the study of two biomes in depth.</p> <p>Sequence of learning</p> <ol style="list-style-type: none"> 1. Why is climate different across the United Kingdom? 2. What are the world's climates? 3. How do climate graphs help geographers compare the climate of one place with another? 4. How does the climate effect the plants and animals living in place? 5. Why is the Amazon rainforest so wet and humid? 6. Why is Arica the driest inhabited place on earth? <p>Composite Outcome A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Weather; Climate; Temperature; Temperate; North Pole; Equator; Prevailing; Wind; Ocean; Tropic of Cancer; Tropic of Capricorn; Polar; Continental; Mediterranean; Tropical; Drought; Annual; Winter;</p>



			Summer; Mild; Season; Northern Hemisphere; Southern Hemisphere; Meteorological; Climate station; Tropical Rainforest; Savanna; Hot desert; Ice cap; Tundra; Mountain; Grassland; Biome; South America; River; Amazon Basin; Amazonia; Nile; Andes;
Year 3/4 cycle B	<p>What is a River? Intent: The objective of this investigation is to enable pupils to understand the features and processes of a common and very significant feature of physical geography with which they will be familiar. Rivers are commonplace in a wide range of environments and pupils will therefore, already know something about them. For example, from regular news reports and perhaps even direct experience of river floods in their own community. Many settlements in the United Kingdom, no matter what size, will have rivers flowing through or close to them.</p> <p>Sequence of learning</p> <ol style="list-style-type: none"> 1. How does the course of the River Axe change from source to mouth? 2. How does the course of my local river change from source to mouth? 3. Why are river estuaries such important places for wildlife? 4. Why are rivers such an important part of the water cycle? 5. How has the Isle of Dogs changed since the reign of Henry VIII? 6. Why is river flooding such a problem in Bangladesh? <p>Composite Outcome A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary River; Source; Mouth; Course; Channel; Meander; Stream, Waterfall; Bank; Flood plain; River island; Tidal, Marina, Coast; Estuary; Erosion; Rapids; Ox-bow lake; Hydrological (water) cycle; Precipitation; Runoff; Evaporation; River Thames; Isle of Dogs; Marsh; Creek; Flood; Port; Trade; Dock; Economic activity; Monsoon; Refugee; Contaminated;</p>	<p>How can we live more sustainably? Intent: The main objective of this enquiry is for the pupils to understand through the use of a number of examples what sustainability entails and how they might approach applying those principles to their own lives. This groundwork is also important from the perspective of establishing continuity and progression through the curriculum – in Upper Key Stage 2 the concept of sustainability will be central to the pupil’s investigation of the causes and implications of climate change.</p> <p>Sequence of learning</p> <ol style="list-style-type: none"> 1. What does being sustainable actually mean? 2. How can we help our school be more sustainable? 3. Why are we seeing more wind and solar farms in the countryside? 4. How is sustainable development helping the lapwing out of the red? 5. How are solar cookers helping Sunita and her family live more sustainably? <p>Composite Outcome A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Sustainable; Unsustainable; Reusable; Solar; Turbine; Rechargeable; Conservation; Recycle; Health; Diet; Exercise; Resource; Electricity; Power station; Transport; Energy; Ocean; Wind; Tides; Waves; Finite; Infinite; Biodiversity; Energy; Generator; Turbine; Gas; Greenhouse gases; Greenhouse effect; Carbon dioxide; Pollution; Atmosphere; Reflection; Fossil fuels; Glacier; Ice sheet; Global warming; Sustainable development; Deforestation; Fuel.</p>	



	Famine; Aid; Pattern; Relief; Romantic era; Waterfall; Climate.		
Year 5/6 cycle A	<p>Who are Britain's National Parks for? Intent: National Parks are an extremely significant element of both the physical and human geography of the United Kingdom. As well as covering over 7 per cent of the land area and including some of the United Kingdom's most scenic and wild places, they are also a tangible manifestation of the cultural importance that British society attaches to the outdoors, countryside and open spaces. Investigating why the United Kingdom has National Parks, their special qualities and how they are managed is a relevant and meaningful aspect of geography for young people to be engaging with. Such a study highlights the central paradigm of the subject – the interrelationship of people with their environment.</p> <p>Sequence of learning</p> <ol style="list-style-type: none"> 1. Who are Britain's national parks for? 2. Why are national parks described as Britain's 'breathing spaces'? 3. What else makes National Parks so important? 4. Why do national parks welcome visitors? 5. Why is protected land so important in southwest England? 6. Why are so many people attracted to the valley of rocks? 7. Why is Merrivale such an important prehistoric site? 8. Why are farmers so important in national parks? 9. How are national parks looked after? 10. How do Exmoor and Dartmoor National Parks compare with the Everglades in Florida? <p>Composite Outcome A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary</p>	<p>Why is Fair Trade fair? Intent: This enquiry enables pupils to understand what international trade entails – the manufacture, selling and buying of goods and services between countries through exports and imports – and the fact that trade has been operating for thousands of years. The Silk Road, which remains the world's most enduring trade route between China and Europe, demonstrates to pupils the key concept of trade – producing commodities that other people around the world don't have and are prepared to pay to obtain. The topic then introduce pupils to the concept and practice of Fairtrade through the experiences of real banana farmers in St Lucia. Pupils are then encouraged to investigate the significance of Fairtrade within their own school and to consider how it might go about becoming an accredited Fairtrade School.</p> <p>Sequence of learning</p> <ol style="list-style-type: none"> 1. Why was this road so important two thousand years ago? 2. Why does Marco Polo visit the United Kingdom every eleven weeks? 3. What does the United Kingdom export to the people of China? 4. Why isn't trade always fair for some people, such as Melvin? 5. Why is fair trade fair? <p>Composite Outcome A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Merchant; Transport; Landscape; Environment; Commodities; Manufacture; Caravan; Silk Road; Factory; Political map; Countries; Basin; Desert; Depression; Profit; Trade; Trade route; Domestic trade; International trade; Import; Export; Caribbean; Tropical; Climate; Growing season; Drainage; Hurricane; Pesticide; Polyethylene; Irrigation; Profit; Plantation; Technology; Fertiliser; Farm; Smallholder; Shipping; Wholesaler; Retailer; Port; Berth; Dock; Quay; Crane; Dry dock; Ferry;</p>	<p>The local area How and why is my local area changing? Intent: In this unit pupils will investigate the concept of change in their local area, which they will have studied at KS1. Pupils will build an understanding of changes that occur in environments as a consequence of natural events over which people have little or no control, and changes that people choose to make as a means of improving the quality of life. Pupils will use local resources to the community to investigate changes in our locality. Spatial changes over time to St Erth and Hayle will be investigated through digital mapping programmes, fieldwork observation and recording using baseline maps at a variety of scales. Fieldwork in the local area provides an ideal context to introduce the idea of hypothesis generation and testing through data collection and interpretation – which is central to what geographers do.</p> <p>Sequence of learning</p> <ol style="list-style-type: none"> 1. Why do places change? 2. How has my local area changed in the past? 3. How did my local area change as a result of World War 1? 4. How and why does the quality of the environment change in my local area? 5. How do NASA satellite images inform us of environmental change on a global scale? <p>Composite Outcome A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Site; Location; Cumbria; Lake District; Village; Town; Valley; Mountain; River; Lake; Mouth; St Erth; Hayle; Mining; Docks; Fishing; Tin; Copper; Industrial revolution; Church of England; Methodist; Hayle river; Bridge; A30; Run-off; Change; Storm; Rainfall; Wind; Saturated; Natural disaster; Environment; Derelict; Borough; Geographical Information System (GIS); Costs and benefits; Land use; Scale; Key; Settlement; Route;</p>



	<p>National Park; Location; Distribution; Country; City; Landscape; Protection; Conservation; Urban; Rural; Countryside; Remote; Town; Canal; Mill; Castle; Coal; Steam; Garden; Fort; House; Village; Viaduct; Cottage; Mountain; Reservoir; Waterfall; Wetland; Peat; Windmill;; Forest; Tor; Moorland; Sea; Glacial; Fells; Loch; Firth; Lake;; Hill; River; Gorge; Chalk; Downland; Grassland; Medieval; Industrial revolution; Prehistoric; Area of Outstanding Natural Beauty; World Heritage Site; Site of Special Scientific Interest; Valley; Contour lines; Distribution; Sea level; Diversify;</p>		<p>Residential; Commercial; Recreation; Leisure; Public services; Census; Population; Demographic; World War I; Satellite; Orbit; Remote sensing; Vegetation;; Lake; Irrigation; Sea; Criterion; Hypothesis; Fieldwork; Accessibility; Pollution; Traffic; Amenities; Scatter graph; Line of best fit; Correlation; Positive; Negative.</p>
<p>Year 5/6 cycle B</p>	<p>How do volcanoes affect the lives of people on Hiemaey? Intent: This unit encourages and supports pupils not only to understand some of the key physical processes that shape the Earth, but also to recognise and evaluate the interaction of people with these physical. All landscapes and environments offer opportunities, constraints and, sometimes, risks and hazards to the people who coexist with them. This unit exemplifies this in a manner that is straightforward for pupils to grasp and to evaluate. As the enquiry evolves, so pupils are able to appreciate how environments may change over time and how this might bring advantages and challenges to the people who are interconnected with them.</p> <p>Sequence of learning</p> <ol style="list-style-type: none"> 1. Where does Saethor take his dog Tiry for a walk every day? 2. Where do Saethor and Tiry live? 3. How do geographers describe the Westman islands? 4. How does the physical and human geography of Hiemaey compare with the area in which I live? 5. Why are there so few tress on Hiemaey? 6. Why are there volcanoes on Hiemaey? 7. How were the people of Hiemaey affected when Eldfell erupted? 8. Why do the people of Hiemaey go on livening next to an active volcano? <p>Composite Outcome A concrete outcome will be produced which enables pupils to demonstrate their knowledge and</p>		<p>Study of a non-European country; USA – Florida Intent: This enquiry is designed to enable pupils to gain an understanding of the physical and human geographical features of a region in North America with which they can begin to compare and contrast the characteristics of a region of the United Kingdom. Pupils are introduced to different aspects of Florida’s physical and human geography. Through the sequence of learning the centrality of exploring people-environment interaction is maintained as pupils gain an understanding of the significance of climate, natural hazards, aerospace technology and the conservation of the environment and living things in the lives of residents.</p> <p>Sequence of learning</p> <ol style="list-style-type: none"> 1. Why is the magic kingdom the most popular theme park in the world? 2. Where is the magic kingdom? 3. Why do tourists come to the magic kingdom from some countries and not others? 4. Why is the state of Florida a peninsula? 5. Why is the Kennedy Space Centre in Florida? 6. Why are sea turtles endangered and what is the Florida Turtle Conservation Society doing to protect them? 7. How and why is the climate of the sunshine state different from where I live? 8. How do Floridians cope with Hurricanes? <p>Composite Outcome A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p>



	<p>skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Volcano; Continent; Island; Europe; Latitude; Equator; Longitude; Hemisphere; Weather; Climate; Natural resources; Landscape; Eruption; Fjord; Magma; Evacuation; Lava; Gulf Stream; Glacier; Mountain; Earthquake; Archipelago; Geyser; Port; Geothermal; Precipitation; Climate graph; Growing season; Distribution; Pacific Ring of Crust; Mantle; Refugees; Core; Tectonic plates; Igneous; Sedimentary; Tourism; Metamorphic; Economic activity; Processing; Colony.</p>		<p>Vocabulary Florida; United States of America; North America; Atlantic Ocean; Gulf of Mexico; State; Leisure; Recreation; Location; Scale; Distance; Political map; Population density; Contiguous; Time zone; Pacific Ocean; Central America; Maya; Civilisation; City; Exploitation; Climate; Drought; Tropical rainforest; Trade; Quality of life; Reliability; Trustworthiness; Peninsula; Physical features; Human features; Equator; Latitude; Endangered; Conservation; Preservation; Life cycle; Hazard; Pollution; Species; Predator; Conflict; Extinct; Management; Atmosphere; Zone; Weather; Climate; Temperature; Precipitation; Sunshine; Hurricane; Evacuation; Tropical Storm; National Park; Everglades.</p>
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Maps Skills Progression

To ensure that pupils make progress towards the objectives outlined above in Geographical skills and fieldwork St Erth School have identified that pupil's ability to use and create maps is key. Therefore whilst the learning sequences below are planned to ensure pupils meet all the objectives above, map work requires more precise attention. Teaching and planning for the curriculum will provide regular opportunities to develop the map skills within this skills progression.

Phase	EYFS	Year 1&2	Year 3&4	Year 5&6
Mapwork – using maps to navigate	<ul style="list-style-type: none"> - Follow directions related to movement 	<ul style="list-style-type: none"> - Use a simple map to move around the school - Use directional language such as near and far, up and down. - Follow a route on a map - Use simple compass directions (North, South, East, West) 	<ul style="list-style-type: none"> - Follow a route on a map with symbols - Describe and follow a journey between 2 places using 4 compass points. - Describe and follow a journey between 2 places using coordinates - Begin to use 8 compass points to describe a route. - Use 4 figure grid references to describe a location on a map. 	<ul style="list-style-type: none"> - Use 6 figure grid references to describe a location on a map, including the use of a key - Follow a short route on an OS map using symbols and a key - Follow a short route on a variety of scaled maps.
Mapwork – making maps	<ul style="list-style-type: none"> - Draw 2D representations of familiar objects. 	<ul style="list-style-type: none"> - Draw basic maps, including appropriate pictures to represent places or features. - Use photographs and maps to identify features 	<ul style="list-style-type: none"> - Draw and make a map of a real locations that includes human and physical features. - Start using standard symbols - Draw a map based on a fieldwork sketch with positioning of key 	<ul style="list-style-type: none"> - Draw a map with positioning of key features located accurately in relation to one another and use OS symbols - Draw a map that shows appropriate distance between



		<ul style="list-style-type: none">- Draw or make a map of real or imaginary places- Use and construct basic symbols on a key.	features located accurately in relation to one another.	places or features based on a given scale.
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