



Aston All Saints - Disciplinary Knowledge Progression

At Aston All Saints, we have identified key components of mapping and recognise the small steps of progression in each of these identified areas. The vital elements of mapping are:

- Using and Interpreting Maps
- Drawing Maps
- Position and Orientation
- Symbols
- Digital Mapping

To help supplement the teaching of these skills, we use *DigiMaps*, an award-winning online mapping service, that supports the cross-curricular teaching of geography. In recent years, there has been a significant shift in the way maps are used and accessed in everyday life, as many people are moving away from paper maps and instead use digital data on computers and mobile phones. We therefore think it is essential that students can access a variety of maps, including digital mapping, to prepare them for later life in today's world.

Using and interpreting Maps

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<ul style="list-style-type: none"> ▪ Begin to interpret and follow picture maps around the classroom using real pictures of different areas. 	<ul style="list-style-type: none"> ▪ Talk about everyday life for example, what do you see on your journey to school? ▪ Begin to interpret and follow picture maps around the school using basic symbols. (E.g for an egg hunt/bear hunt.) 	<ul style="list-style-type: none"> ▪ Know that maps give information about the world (where and what?). ▪ Use aerial photographs to identify landmarks. ▪ Follow a route on a pre-prepared map around the local area with support. 	<ul style="list-style-type: none"> ▪ Use aerial photographs to identify landmarks and recognise that these provide a view from a high place. ▪ Recognise simple features on maps such as buildings, roads and fields. ▪ Follow a route on a pre-prepared map around the local area. 	<ul style="list-style-type: none"> ▪ Use maps, atlases and globes to locate and describe features. Look at a variety of different types of maps/photographs of the same area. (E.g Ordnance Survey, historical, aerial photographs.) ▪ Devise own route on a map of the local area which children can then follow. 	<ul style="list-style-type: none"> ▪ Use maps, atlases and globes and digital mapping to locate and describe features. ▪ Look at a variety of different types of maps/photographs of the same area and begin to make comparisons. (E.g Ordnance Survey, historical, aerial photographs.) ▪ Recognise that contours show height and slope. 	<ul style="list-style-type: none"> ▪ Use the index and contents page of an atlas. ▪ Look at a variety of different types of maps/photographs of the same area and suggest reasons for differences. (E.g Ordnance Survey, historical, aerial photographs.) ▪ Use the scale bar to calculate distances.
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Drawing Maps

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Draw what they can see in the classroom/ outside area and begin to position features correctly. Adult draw a picture map with the children of the journey around school. 	<ul style="list-style-type: none"> Devise a simple map of a real or imaginary place. Use class agreed symbols for and with support, position these accurately on their map. 	<ul style="list-style-type: none"> Devise a simple map of a real or imaginary place. Use class agreed symbols for key features and position these on their map with increasing accuracy. Recognise that maps need a title. 	<ul style="list-style-type: none"> Devise a map of the local area with features in the correct position. Use own symbols on the map as part of a key. Give maps an appropriate title to show their purpose. 	<ul style="list-style-type: none"> Devise a map of Castleton with key features in the correct position. Use own appropriate symbols on the map as part of a key. Begin to use contour lines in sketches. 	<ul style="list-style-type: none"> Devise maps using appropriate symbols/keys and with accurate positioning of features. Use a class agreed scale when drawing a map (e.g 1cm = 10m) 	<ul style="list-style-type: none"> Devise maps using appropriate symbols/keys and with accurate positioning of features. Suggest an appropriate scale when drawing a map (e.g 1cm = 10m)

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Use simple locational language to describe position near/far, under, over, next to etc. Navigate around school with increasing confidence and independence. 	<ul style="list-style-type: none"> Know the four cardinal points North, East, South, West. Use simple locational language to describe near/far, North, East, South and West. 	<ul style="list-style-type: none"> Use North, East, South and West for simple navigation using a compass e.g in the playground. Know which direction N is on an Ordnance Survey map. Use left and right to describe location with increasing confidence. 	<ul style="list-style-type: none"> Begin to use 4-figure grid reference to locate features. Know the 8 points of a compass. Use the 8 compass points for navigation with support. Secure use of left, right from any perspective. 	<ul style="list-style-type: none"> Use 4-figure grid reference to locate features independently. Use the 8 compass points for navigation. Give directions using the 8 cardinal points. 	<ul style="list-style-type: none"> Begin to use 6-figure grid reference to locate features. Know that 6-figure grid references can help you locate a place more accurately than 4-figure grid references. Use latitude and longitude in an atlas or globe. 	<ul style="list-style-type: none"> Use 6-figure grid reference to locate features. Know that 6-figure grid references can help you locate a place more accurately than 4-figure grid references. Show an awareness of the 16-point compass rose and compass quadrant bearings and understand why this would be useful sometimes e.g for mariners.

Symbols

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<ul style="list-style-type: none"> ▪ Look at picture maps and recognise basic symbols. (E.g slide, swing, tree.) ▪ Begin to interpret and follow picture maps around the school using basic symbols. 	<ul style="list-style-type: none"> ▪ Know that symbols mean something on a map. ▪ Use class agreed symbols to make a simple key for a map of school (E.g book for library, food for hall, basketball for junior yard.) 	<ul style="list-style-type: none"> ▪ Use class agreed symbols to make a simple key for a map of Aston (E.g a cross for Aston church, tree for Aston woods, letter for post office etc.) ▪ Start to realise why maps need a key and how this can make map reading easier. 	<ul style="list-style-type: none"> ▪ Suggest an appropriate symbol for physical/human features. (E.g tree for woods, book for library) ▪ Begin to use symbols on a map to help with navigation in the local area with some support. (E.g "....." is near to the church.) ▪ Find a given Ordnance Survey symbol on a map and use the key to identify this with support. 	<ul style="list-style-type: none"> ▪ Devise their own appropriate keys when drawing maps. ▪ Find a given Ordnance Survey symbol on a map and use the key to identify this independently. ▪ Recognise Ordnance Survey symbols by sight 	<ul style="list-style-type: none"> ▪ Appreciate that maps cannot show everything and begin to prioritise which features need a symbol on a map when devising own maps. ▪ Children know how to use the key expansion on Digi maps to identify any unfamiliar Ordnance Survey symbols. ▪ Recognise Ordnance Survey symbols by sight relating to our local area 	<ul style="list-style-type: none"> ▪ Appreciate that maps cannot show everything and begin to prioritise which features need a symbol on a map when devising own maps. ▪ Children know how to use the key expansion on Digi maps to identify any unfamiliar Ordnance Survey symbols. ▪ Recognise Ordnance Survey symbols by sight relating to London
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Digital Mapping

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Collectively identify our school on aerial photographs/maps and discuss features. 	<ul style="list-style-type: none"> Teacher to use digital maps on the interactive whiteboard or print maps for children to use/annotate. Know that we can use digital technologies to zoom in and out on a map to explore places at a different scale. Know that we can search for places by place name. Children label features on printed maps. 	<ul style="list-style-type: none"> Teacher to use digital maps on the interactive whiteboard or print maps for children to use/annotate. Know that we can use digital technologies to zoom in and out on a map to explore places at a different scale. Know that we can search for places by post code or place name. Children label features on 	<ul style="list-style-type: none"> Use Digi-maps to search for their school/house. Children independently zoom in and out to explore places at a different scale. Add simple labels and images to annotate maps. Save and print maps. 	<ul style="list-style-type: none"> Use Digi-maps to search for a given location. Add detailed labels to explain features. Add markers to annotate maps. Use latitude and longitude overlay on the world map. Use the distance measurement tool. (E.g to find the distance of a river) 	<ul style="list-style-type: none"> Use historical maps to demonstrate changes over time. Use printed maps of various scales. Begin to use the scale bar to calculate distances. Use the area measurement tool. (E.g to find the area of the woods) Use the key expansion on Digi maps to identify any unfamiliar ordnance survey symbols. 	<ul style="list-style-type: none"> Use historical maps to demonstrate changes over time. Use linear and area measuring tools accurately. Use the grid reference tool to record a location. Use the scale bar to calculate distances. Use the key expansion on Digi-maps to identify any unfamiliar ordnance survey symbols.

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