

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 link 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	FS2 Year 1 Year 2 Year 3 Year 4 Year 5 Year 6										

		1		1		1				1			
•	Begi	•	Talk	•	Know	•	Use	•	Use	•	Use maps,	•	Use the
	n to		about		that		aerial		maps,		atlases		index and
	inter		everyd		maps		photogra		atlases		and		contents
	pret		ay life		give		phs to		and		globes		page of an
	and		for		informa		identify		globes		and		atlas.
	follo		exampl		tion		landmark		to locate		digital		
	W		e, what		about		s and		and		mapping	•	Look at a
	pictu		do you		the		recognis		describe		to locate		variety of
	re		see on		world		e that		features		and		different
	maps		your		(where		these		. Look		describe		types of
	arou		journe		and		provide a		at a		features.		maps/
	nd		y to		what?).		view		variety				photograph
	the		school				from a		of	•	Look at a		s of the
	class		?	•	Use		high		differen		variety of		same area
	room				aerial		place.		t types		different		and
	using	•	Begin		photogr				of maps/		types of		suggest
	real		to		aphs to	•	Recognis		photogra		maps/		reasons
	pictu		interpr		identify		e simple		phs of		photogra		for
	res		et and		landmar		features		the		phs of		difference
	of		follow		ks.		on maps		same		the same		s. (E.g
	diffe		picture				such as		area.		area and		Ordnance
	rent		maps	•	Follow a		buildings		(E.g		begin to		Survey,
	area		around		route		, roads		Ordnanc		make		historical,
	S.		the		on a		and		e		compariso		aerial
			school		pre-		fields.		Survey,		ns. (E.g		photograph
			using		prepare				historica		Ordnance		s.)
			basic		d map	•	Follow a		I, aerial		Survey,		
			symbol		around		route on		photogra		historical	•	Use the
			s. (E.g		the		a pre-		phs.)		, aerial		scale bar
			for an		local		prepared				photogra		to
			egg		area		map	•	Devise		phs.)		calculate
			hunt/b		with		around		own		•		distances.
			ear		support.		the local		route on	•	Recognise		
			hunt.)				area.		a map of		that		
			•						the local		contours		
									area		show		
									which		height		
									children		and slope.		
									can then		•		
									follow.				
				1						1			

			٥	rawing Mo	ips		
	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
•	braw what they can see in the classroo m/ outside area and begin to position feature s correctl y. Adult draw a picture map with the children of the journey around school.	 Devise of simple map of a real or imaginar y place. Use class agreed symbols for and with support position these accurately on their map. 	simple map of a real or imaginar y place. Use class agreed symbols for key features and	 Devise a map of the local area with feature s in the correct position. Use own symbols on the map as part of a key. Give maps an appropriate title to show their purpose. 	 Devise a map of Castleto n 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. 	 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) 	 Devise maps using appropria te symbols/keys and with accurate positionin g of features. Suggest an appropria te scale when drawing a map (e.g 1cm = 10m)

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
FS2 Use simple locati onal langua ge to describe positi on near/far, under, over, next to etc.	 Know the four cardina I points North, East, South, West. Use simple locatio nal languag e to descri 	 Use North, East, South and West for simple navigatio n using a compass e.g in the playgrou nd. Know which direction 	 Begin to use 4-figure grid reference to locate features Know the 8 points of a compass. Use the 	Vear 4 Use 4- figure grid referenc e to locate features independ ently. Use the 8 compass points for navigatio n.	 Begin to use 6-figure grid reference to locate features Know that 6-figure grid references can help you 	 Use 6- figure grid reference to locate features Know that 6-figure grid reference s can help you locate a place more accurately than 4-
Navig ate aroun d school with increa sing confid ence and indep enden ce.	be near/ far, North, East, South and West.	N is on an ordnance survey map. Use left and right to describe location with increasin g confiden ce.	8 compass points for navigatio n with support. Secure use of left, right from any perspect ive.	• Give direction s using the 8 cardinal points.	locate a place more accurate ly than 4-figure grid references. Use latitude and longitude in an atlas or globe.	figure grid reference s. Show an awareness of the 16- point compass rose and compass quadrant bearings and understan d why this would be useful sometimes e.g for mariners.

			Symbols			
FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Ī	•	Look at	•	Know	•	Use	•	Suggest	•	Devise	•	Apprecia	•	Apprecia
		picture		that		class		an		their		te that		te that
		maps		symbols		agreed		appropriat		own		maps		maps
		and		mean		symbol		e symbol		appropri		cannot		cannot
		recogni		somethin		s to		for		ate keys		show		show
		se		g on a		make a		physical/h		when		everythin		everythi
		basic		map.		simple		uman		drawing		g and		ng and
		symbol		·		key for		features.		maps.		begin to		begin to
		s. (E.g	•	Use class		a map		(E.g tree		·		prioritise		prioritis
		slide,		agreed		of		for woods,	•	Find a		which		e which
		swing,		symbols		Aston		book for		given		features		features
		tree.)		to make a		(E.g a		library)		Ordnanc		need a		need a
		·		simple		cross		,,		e Survey		symbol		symbol
	•	Begin		key for a		for	•	Begin to		symbol		on a map		on a map
		to		map of		Aston		use		on a map		when		when .
		interpr		school		church,		symbols		and use		devising		devising
		et and		(E.g book		tree		on a map		the key		own		own
		follow		for		for		to help		to		maps.		maps.
		picture		library,		Aston		with		identify		•		•
		maps		food for		woods,		navigation		this ,	•	Children	•	Children
		around		hall,		letter .		in the		independ		know how		know
		the		basketba		for		local area		ently.		to use		how to
		school		ll for		post		with some		,		the key		use the
		using		junior		office		support.	•	Recognis		expansio		key
		basic		yard.)		etc.)		(E.g ""		e		n on Digi		expansio
		symbol		, ,		•		is near to		Ordnanc		maps to		n on Digi
		s.			•	Start		the		e Survey		identify		maps to
						to		church.)		symbols		any		identify
						realise				by sight		unfamilia		any
						why	•	Find a		, ,		r		unfamilia
						maps		given				ordnance		r
						need a		Ordnance				survey		ordnance
						key and		Survey				symbols.		survey
						how		symbol on				·		symbols.
						this		a map and			•	Recognis		•
						can		use the				e	•	Recognis
						make		key to				Ordnanc		е
						map		identify				e Survey		Ordnanc
						reading		this with				symbols		e Survey
						easier.		support.				by sight		symbols
												relating		by sight
												to our		relating
												local		to
												area		London
						easier.		support.				relating to our local		by sight relating to

					Dig	git	al Map	pir	ng				
	FS2		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6
•	Collecti	•	Teacher	•	Teacher	-	Use	•	Use Digi-	•	Use	-	Use
	vely		to use		to use		Digi-		maps to		historical		historica
	identif		digital		digital		maps to		search		maps to		l maps to
	y our		maps on		maps on		search		for a		demonstr		demonst
	school		the		the		for		given		ate		rate
	on		interacti		interacti		their		location.		changes		changes
	aerial		ve		ve		school/				over		over
	photog		whiteboa		whiteboa		house.	•	Add		time.		time.
	raphs/		rd or		rd or		· · ·		detailed				
	maps		print		print	•	Children		labels to	•	Use	•	Use
	and		maps for		maps for		indepen		explain		printed		linear
	discuss		children		children		dently		features.		maps of		and area
	featur		to use/		to use/		zoom in		A . I . I		various		measurin
	es.		annotate.		annotate.		and out	•	Add		scales.		g tools
		_	V	_	V		to		markers		Daain ta		accurate
		•	Know that we	•	Know that we		explore		to	•	Begin to use the		ly.
			can use		can use		places at a		annotate		scale bar		Use the
			digital		digital		differen		maps.		to	•	grid
			technolo		technolo		t scale.		Use		calculate		referenc
			gies to		gies to		i scure.		latitude		distances		e tool to
			zoom in		zoom in		Add		and		aistances		record a
			and out		and out		simple		longitude		•		location.
			on a map		on a map		labels		overlay	•	Use the		
			to		to		and		on the		area	•	Use the
			explore		explore		images		world		measure		scale bar
			places at		places at		to		map.		ment		to
			a		α		annotat		•		tool. (E.g		calculate
			differen		differen		e maps.	•	Use the		to find		distance
			t scale.		t scale.				distance		the area		S.
						•	Save		measure		of the		
		•	Know	•	Know		and		ment		woods)	•	Use the
			that we		that we		print		tool. (E.g				key
			can		can		maps.		to find	•	Use the		expansio
			search		search				the		key		n on
			for		for				distance		expansio		Digi-
			places by		places by				of a		n on Digi		maps to
			place		post				river)		maps to		identify
			name.		code or						identify		any
			Children		place						any unfamilia		unfamilia
		•	label		name.								r ordnance
			features		Children						r ordnance		survey
			on	-	label						survey		symbols.
			printed		features						symbols.		Symbols.
			•		on						371110013.		
<u></u>			maps.	<u> </u>	UII	<u> </u>		<u> </u>		<u> </u>			

printed		
maps.		