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| **Use maps** | | | | | | |
| **Early Years** | |  | | --- | | To know about similarities and differences between themselves and others, and among families and communities. | | | | |  | | --- | | 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. | | | |
| **Year 1** | |  | | --- | | The child will become familiar with maps, atlases, globes and digital maps | | |  | | --- | | Start to use and describe journeys. Making links to ICT and maths (position and direction) to navigate around a map. | | | |  | | --- | | The child can make a simple sketch map of their school environment. | | | |  | | --- | | Children begin to use technology to locate areas of study. Children can zoom in and out of a map. | |
| **Year 2** | |  | | --- | | The child will become confident using maps, atlases, globes and digital maps. | | |  | | --- | | Describe and map simple journeys. Making links to ICT and maths (position and direction) to navigate around a map. | | | |  | | --- | | Children can name and locate the places they are studying. | | | |  | | --- | | Beginning to look at simple grid references. eg A7, D3 | |
| **Year 3** | |  | | --- | | Children can sketch a map to scale and add annotations, text and labels | | | |  | | --- | | Name, locate and begin to describe the features they are studying. E.g. using the key to identify features. | | | |  | | --- | | Start to use 4 figure grid references and longitude and latitude. | | |
| **Year 4** | |  | | --- | | Children will be able to identify features on a map through the use of symbols and keys. | | | |  | | --- | | Children can name, locate and describe the features they are studying. | | | |  | | --- | | Begin to use 4 figure grid references. | | |
| **Year 5** | |  | | --- | | Children will be able to identify features on a map through the use of symbols and keys. | | | |  | | --- | | Name, locate and describe the features they are studying. | | | |  | | --- | | Fluent use of 4 figure grid references. |   Begin to use 6 figure grid references. | |
| **Year 6** | |  | | --- | | Children can evaluate symbols. E.g. What makes a good map symbol? | | |  | | --- | | Name, locate and describe the features they are studying. | | | |  | | --- | | Analyse the hidden biases of world/trade maps. | | | |  | | --- | | Fluent use of 4 and 6 figure grid references. | |

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| **Compass and Direction** | | | | | | |
| **Early Years** | |  | | --- | | Use positional language to describe objects. | | | | | | |
| **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. | |