Progression in Mapping

Paula Owens

Geography teaching resource

Primary

This is one of a series of teaching resources for use with Digimap for Schools. For more details about this service, visit http://digimapforschools.edina.ac.uk
## Digimap for Schools resources: Progression map to show how you might develop mapping skills in Primary

<table>
<thead>
<tr>
<th>Year 1 and 2</th>
<th>Using and interpreting</th>
<th>Position and orientation</th>
<th>Drawing</th>
<th>Symbols</th>
<th>Perspective &amp; scale</th>
<th>Digital map making</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can find information on aerial photographs.</td>
<td>I am beginning to use directional vocabulary.</td>
<td>I can draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories.</td>
<td>I can use symbols on maps (own and class agreed symbols).</td>
<td>I can look down on objects and make a plan for example, on desk, high window to playground.</td>
<td>I can find places using a postcode or simple name search.</td>
<td></td>
</tr>
<tr>
<td>I know that maps give information about the world (where and what?). I can follow a route on a prepared map.</td>
<td>I can say which direction N,S,E,W is for example, using a compass in the playground. I know which direction N is on an Ordnance Survey map.</td>
<td>I can find a given Ordnance Survey symbol on a map with support.</td>
<td>I can use symbols on maps (own and class agreed symbols). I know that symbols mean something on maps.</td>
<td>I can draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on).</td>
<td>I can add simple information to maps for example, labels and markers.</td>
<td></td>
</tr>
<tr>
<td>I can recognise simple features on maps such as buildings, roads and fields.</td>
<td>I recognise that maps need a title. I can use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.</td>
<td>I can begin explaining why places are where they are.</td>
<td>I can find a given Ordnance Survey symbol on a map with support.</td>
<td>I can use large scale, vertical aerial photographs.</td>
<td>I can draw around simple shapes and explain what they are on the map for example, houses.</td>
<td></td>
</tr>
<tr>
<td>I recognise that maps need a title. I can use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.</td>
<td>I can begin explaining why places are where they are.</td>
<td>I can begin explaining why places are where they are.</td>
<td>I can draw around simple shapes and explain what they are on the map for example, houses.</td>
<td>I can use large scale, vertical aerial photographs. I know that when you 'zoom in' you see a smaller area in more detail.</td>
<td>I can use the measuring tool with support to show distance for example, my house to school, to the shops.</td>
<td></td>
</tr>
<tr>
<td>I can begin explaining why places are where they are.</td>
<td>I can begin explaining why places are where they are.</td>
<td>I can begin explaining why places are where they are.</td>
<td>I can draw around simple shapes and explain what they are on the map for example, houses.</td>
<td>I can use large scale, vertical aerial photographs. I know that when you 'zoom in' you see a smaller area in more detail.</td>
<td>I can zoom in and out of a map.</td>
<td></td>
</tr>
<tr>
<td>Have experience: of a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales and globes and atlases.</td>
<td>Have experience: of a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales and globes and atlases.</td>
<td>Have experience: of a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales and globes and atlases.</td>
<td>Have experience: of a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales and globes and atlases.</td>
<td>Have experience: of a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales and globes and atlases.</td>
<td>Have experience: of a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales and globes and atlases.</td>
<td></td>
</tr>
<tr>
<td>Context: focus on the local scale—home, school, neighbourhood, everyday lives (their own and others), work in the school grounds; global scale – world maps, globes and through story.</td>
<td>Context: focus on the local scale—home, school, neighbourhood, everyday lives (their own and others), work in the school grounds; global scale – world maps, globes and through story.</td>
<td>Context: focus on the local scale—home, school, neighbourhood, everyday lives (their own and others), work in the school grounds; global scale – world maps, globes and through story.</td>
<td>Context: focus on the local scale—home, school, neighbourhood, everyday lives (their own and others), work in the school grounds; global scale – world maps, globes and through story.</td>
<td>Context: focus on the local scale—home, school, neighbourhood, everyday lives (their own and others), work in the school grounds; global scale – world maps, globes and through story.</td>
<td>Context: focus on the local scale—home, school, neighbourhood, everyday lives (their own and others), work in the school grounds; global scale – world maps, globes and through story.</td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Digimap for Schools Activities (KS1-2)**

- Letter to our school
- Where do I live?
- How can we get to Grandma’s safely?
- What’s the quickest way to school?
- My geography glasses
- Who goes to school by boat?*
- Where does our milk come from?*
- Where do I go in a week?*
- Capital Stops*
- My Dream Island*
- The Magic Telescope*
### Digimap for Schools

http://digimapforschools.edina.ac.uk

<table>
<thead>
<tr>
<th>Using and interpreting</th>
<th>Position and orientation</th>
<th>Drawing</th>
<th>Symbols</th>
<th>Perspective &amp; scale</th>
<th>Digital map making</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use atlases, maps and globes. I can use large scale maps outside. I can use maps at more than one scale. I can make and use simple route maps. I can locate photos of features on maps. I can use oblique and aerial views. I can recognise some patterns on maps and begin to explain what they show. I can give maps a title to show their purpose. I can use thematic maps. I can explain what places are like using maps at a local scale. I recognise that contours show height and slope.</td>
<td>I can use simple grids. I can give direction instructions up to 8 cardinal points. I can use 4-figure coordinates to locate features. I know that Grid References can help you find a place more accurately than 4-figure coordinates.</td>
<td>I can make a map of a short route with features in correct order. I can make a map of small area with features in correct places.</td>
<td>I can use plan views regularly. I can give maps a key with standard symbols. I can use some Ordnance Survey style symbols.</td>
<td>I can use maps and aerial views to help me talk about for example, views from high places I can make a simple scale plan of room with whole numbers for example, 1 sq.cm = 1 square tile on the floor moving onto 1cm² = 1m². I can use the scale bar to estimate distance. I can use the scale bar to calculate some distances. I can relate measurement on maps to outdoors (using paces or tape).</td>
<td>I can use the zoom function to locate places. I can use the zoom function to explore places at different scales. I can add a range of annotation labels and text to help me explain features and places. I can highlight an area on a map and measure it using the Area Measurement Tool. I can use grid references in the search function. I can use the grid reference tool to record a location. I can highlight areas within a given radius. I can add photographs to specific locations.</td>
</tr>
</tbody>
</table>

### Work confidently with:
- Large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500), aerial photographs, oblique and bird’s eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500 and 1:10 000, 4-figure coordinates.

### Have experience:
- of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates. **Introduce:** what 6-figure Grid References mean, 8 cardinal points, greater independence in using digital mapping tools.

### Context:
- a range of places in the wider locality and in contrasting localities, fieldwork in the wider locality.

### Suggested Digimap for Schools Activities
- Treasure Hunt
- Picture Detectives
- Artful Maps
- Patterns of land use
- Flying High: White-Tailed Eagles
- Teifi Travels
- A Taste of Scotland
- Landscape Fingerprints
##  Using and interpreting

<table>
<thead>
<tr>
<th>Year 5 and 6</th>
<th>More Able Y6</th>
</tr>
</thead>
</table>

**I can relate maps to each other and to vertical aerial photographs.**
**I can follow routes on maps saying what is seen.**
**I can use index and contents page of atlas.**
**I can use thematic maps for specific purposes.**
**I know that purpose, scale, symbols and style are related.**
**I can appreciate different map projections.**
**I can interpret distribution maps and use thematic maps for information.**
**I can follow a route on 1:50 000 Ordnance Survey map; I can describe and interpret relief features.**

**I can follow routes on maps saying what is seen.**
**I can use index and contents page of atlas.**
**I can use thematic maps for specific purposes.**
**I know that purpose, scale, symbols and style are related.**
**I can appreciate different map projections.**
**I can interpret distribution maps and use thematic maps for information.**
**I can follow a route on 1:50 000 Ordnance Survey map; I can describe and interpret relief features.**

### Work confidently with:

- Large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500);
- aerial photographs, oblique and bird’s eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500, 1:10 000, 1:25 000, 1:50 000 4 and 6-figure coordinates.

### Have experience:

- of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates.

### Introduce:

- what 6 figure Grid References mean and how to calculate them.

### Context:

- a range of places at different scales and with different themes, fieldwork in the wider and distant locality.

##  Position and orientation

<table>
<thead>
<tr>
<th>Year 5 and 6</th>
<th>More Able Y6</th>
</tr>
</thead>
</table>

**I can use 4 and 6-figure coordinates to locate features.**
**I can give directions and instructions to 8 cardinal points.**
**I can align a map with a route.**
**I can use latitude and longitude in an atlas or globe.**

**I can use 4 and 6-figure coordinates to locate features.**
**I can give directions and instructions to 8 cardinal points.**
**I can align a map with a route.**
**I can use latitude and longitude in an atlas or globe.**

### Work confidently with:

- Large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500);
- aerial photographs, oblique and bird’s eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500, 1:10 000, 1:25 000, 1:50 000 4 and 6-figure coordinates.

### Have experience:

- of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates.

### Introduce:

- what 6 figure Grid References mean and how to calculate them.

### Context:

- a range of places at different scales and with different themes, fieldwork in the wider and distant locality.

##  Drawing

<table>
<thead>
<tr>
<th>Year 5 and 6</th>
<th>More Able Y6</th>
</tr>
</thead>
</table>

**I can make sketch maps of an area using symbols and key.**
**I can make a plan for example, garden, play park; with scale.**
**I can design maps from descriptions.**
**I can draw thematic maps for example, local open spaces.**
**I can draw scale plans.**

**I can make sketch maps of an area using symbols and key.**
**I can make a plan for example, garden, play park; with scale.**
**I can design maps from descriptions.**
**I can draw thematic maps for example, local open spaces.**
**I can draw scale plans.**

### Work confidently with:

- Large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500);
- aerial photographs, oblique and bird’s eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500, 1:10 000, 1:25 000, 1:50 000 4 and 6-figure coordinates.

### Have experience:

- of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates.

### Introduce:

- what 6 figure Grid References mean and how to calculate them.

### Context:

- a range of places at different scales and with different themes, fieldwork in the wider and distant locality.

##  Symbols

<table>
<thead>
<tr>
<th>Year 5 and 6</th>
<th>More Able Y6</th>
</tr>
</thead>
</table>

**I can use agreed and Ordnance Survey symbols.**
**I appreciate maps cannot show everything.**
**I can use standard symbols.**
**I know 1:50 000 symbols and atlas symbols.**

**I can use agreed and Ordnance Survey symbols.**
**I appreciate maps cannot show everything.**
**I can use standard symbols.**
**I know 1:50 000 symbols and atlas symbols.**

### Work confidently with:

- Large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500);
- aerial photographs, oblique and bird’s eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500, 1:10 000, 1:25 000, 1:50 000 4 and 6-figure coordinates.

### Have experience:

- of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates.

### Introduce:

- what 6 figure Grid References mean and how to calculate them.

### Context:

- a range of places at different scales and with different themes, fieldwork in the wider and distant locality.

##  Perspective & scale

<table>
<thead>
<tr>
<th>Year 5 and 6</th>
<th>More Able Y6</th>
</tr>
</thead>
</table>

**I can use a range of viewpoints up to satellite.**
**I can use models and maps to talk about contours and slope.**
**I can use a scale bar on all maps.**
**I can use a linear scale to measure rivers.**
**I can describe height and slope using maps, fieldwork and photographs.**
**I can read and compare map scales.**
**I can draw measured plans for example, from field data.**

**I can use a range of viewpoints up to satellite.**
**I can use models and maps to talk about contours and slope.**
**I can use a scale bar on all maps.**
**I can use a linear scale to measure rivers.**
**I can describe height and slope using maps, fieldwork and photographs.**
**I can read and compare map scales.**
**I can draw measured plans for example, from field data.**

### Work confidently with:

- Large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500);
- aerial photographs, oblique and bird’s eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500, 1:10 000, 1:25 000, 1:50 000 4 and 6-figure coordinates.

### Have experience:

- of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates.

### Introduce:

- what 6 figure Grid References mean and how to calculate them.

### Context:

- a range of places at different scales and with different themes, fieldwork in the wider and distant locality.

##  Digital map making

<table>
<thead>
<tr>
<th>Year 5 and 6</th>
<th>More Able Y6</th>
</tr>
</thead>
</table>

**I can find 6-figure grid references and check using the Grid Reference Tool.**
**I can combine area and point markers to illustrate a theme.**
**I can use maps at different scales to illustrate a story or issue.**
**I can use maps to research factual information about locations and features.**
**I can use linear and area measuring tools accurately.**

**I can find 6-figure grid references and check using the Grid Reference Tool.**
**I can combine area and point markers to illustrate a theme.**
**I can use maps at different scales to illustrate a story or issue.**
**I can use maps to research factual information about locations and features.**
**I can use linear and area measuring tools accurately.**

### Work confidently with:

- Large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500);
- aerial photographs, oblique and bird’s eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500, 1:10 000, 1:25 000, 1:50 000 4 and 6-figure coordinates.

### Have experience:

- of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates.

### Introduce:

- what 6 figure Grid References mean and how to calculate them.

### Context:

- a range of places at different scales and with different themes, fieldwork in the wider and distant locality.

### Suggested Digimap for Schools Activities

- Fantasy Maps Weather Warning!
- Coastal Mysteries
- Landscape Poetry
- Lighthouse for Sale
- My Top Tourism Trail
- It’s a Rubbish Footprint!
- Extreme GB
- Map Detectives
- Emergency Rescue