RMS - Map skills progression

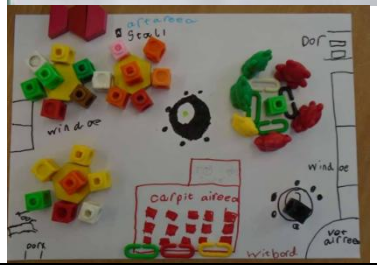
Useful websites;

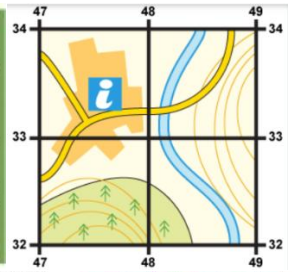
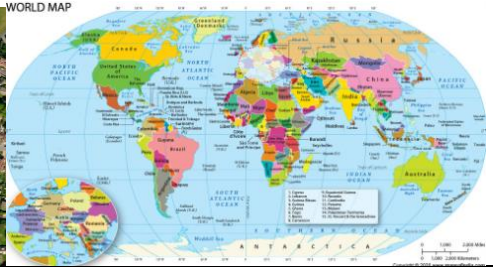
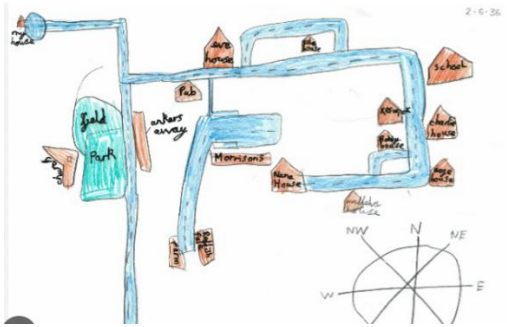
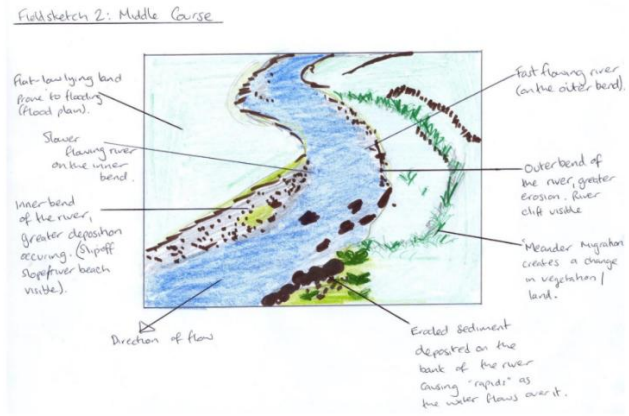
https://digimapforschools.edina.ac.uk/learning-resources/resource/?s=Primary%20Ideas

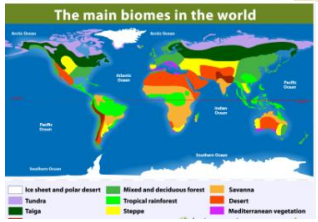
https://www.bbc.co.uk/bitesize/subjects/zbkw2hv

https://paintmaps.com/

	Interpreting maps	Constructing maps
Reception	• Look at aerial photos and simple maps of the classroom, local area and school grounds to identify basic land use and any key landmarks.  	• Create simple maps of story settings or small areas, such as the classroom, using real objects or drawing.  

Year 1 & 2	• Locate the UK on a map of Europe and a map of the world. • Know that symbols on maps mean something. • Name the four points of a simple compass. • Describe where places in the local area are on a map. • Describe places and routes on a map using simple compass directions and locational and directional language. • Use a map to follow a simple route. • Use compass directions to move around a map. • Plan a route in the local area. • Use compass directions to describe places on a map. • Use map skills to locate hot and cold places. • Begin to understand why a key is useful.  *Example: finding the way from the swing to the pond using the map.* 	• Draw a simple map of the school and local area school using own symbols. • Draw a simple map of imaginary places, such as story settings, using own symbols. • Draw a simple map related to a country studied, e.g. the outline of the country and the location of its capital city. • Draw a simple sketch map of a well known place such as their school, using symbols agreed upon as a class. • Draw a map of a simple well-known route e.g. the journey to school.  

Year 3 & 4	• Use simple maps to see how land is used. • Recognise some Ordnance Survey symbols. • Use a simple key on a map to see how land is used. • Use the eight compass points to describe the location of the countries and cities of the UK. • I can use 4-figure coordinates to locate features. • Identify rivers and seas using an atlas or map. • Use a map to locate some of the counties of the UK. • Use a map or atlas to locate areas of high ground in the UK. • Use maps to locate places studied in the wider world. • Use latitude and longitude to find places on maps, atlases and globes. • Use a range of maps to research geographical information. • Use the eight compass points to describe the location of countries and cities in Europe.     WORLD MAP	• Draw simple sketch maps using some known symbols. • Draw a simple sketch map to show how land is used (eg. during fieldwork). • Create a simple map to show how land is used (developing the sketch map drawn during fieldwork) • Create a map of a settlement (linked to a topic on settlements). • Use further known symbols when creating a map. • Record fieldwork using simple sketch maps.  

Year 5 & 6	• Relate maps to each other and to vertical aerial photographs. • Use thematic maps for specific purposes. • Find information in an atlas using the index and simple grid references. • Use a key to describe features on an Ordnance Survey map. • Use the eight compass points to describe routes on a map. • Use six-figure grid references to locate places on a map. • Plan a journey using the eight compass points and six-figure grid references. • Use atlases and maps to identify the key features of biomes. • Select the most appropriate map or other source of geographical information for the task. • Compare maps with aerial photos. • Regularly apply latitude, longitude and grid reference skills in relation to places studied.   	• Record fieldwork using more developed sketch maps. • Use Ordnance Survey symbols when creating a map. • Create a simple key for their maps • Draw maps of increasing complexity, including using symbols and a key. • Record fieldwork using more complex sketch maps. • Begin to use scale when drawing a map.  To draw sketch maps of different places using photographs.  *Example: use the photograph to draw a sketch map.* To draw thematic maps- looking at temperature, rainfall etc. *Example: draw a map showing the differing amounts of rainfall of a given place.* 