

Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
<p>Using an atlas to locate the UK.</p> <p>Using a map of the UK to locate the four countries.</p> <p>Beginning to use an atlas to locate the four capital cities of the UK.</p> <p>Using a world map and globe to locate two of the world's seven continents (Europe and Asia).</p> <p>Using an atlas to locate the Atlantic Ocean and Pacific Ocean.</p>	<p>Recognising why maps need a title.</p> <p>Using an atlas to locate the four capital cities of the UK.</p> <p>Using a world map, globe and atlas to locate all the world's seven continents.</p> <p>Using a world map, globe and atlas to locate the world's five oceans.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>
<p>Using directional language to describe the location of objects in the classroom and playground.</p> <p>Using directional language to describe features on a map in relation to other features (real or imaginary).</p> <p>Responding to instructions using directional language to follow routes.</p> <p>Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.</p>	<p>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</p> <p>Using locational language and the compass points (N, S, E, W) to describe the route on a map.</p> <p>Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds.</p> <p>Using a map to follow a prepared route.</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map</p>
<p>Recognising local landmarks on aerial photographs .</p> <p>Recognising basic human features on aerial photographs.</p> <p>Recognising basic physical features on aerial photographs.</p> <p>Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.</p> <p>Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features.</p> <p>Adding labels to sketch maps.</p> <p>Using simple picture maps and plans to move around the school.</p>	<p>Recognising landmarks of a city studied on aerial photographs and plan perspectives.</p> <p>Recognising human features on aerial photographs and plan perspectives.</p> <p>Recognising physical features on aerial photographs and plan perspectives.</p> <p>Drawing a map and using class agreed symbols to make a simple key.</p> <p>Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</p> <p>Finding a given OS symbol on a map with support.</p> <p>Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).</p> <p>Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>

Lower key stage 2

Upper key stage 2

National curriculum - end of KS2
Pupils should be able to:

Beginning to use maps at more than one scale.

Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied .

Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied .

Using the scale bar on a map to estimate distances.

Finding countries and features of countries in an atlas using contents and index.

Zooming in and out of a digital map.

Confidently using and understanding maps at more than one scale.

Using atlases, maps, globes and digital mapping to locate countries studied.

Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.

Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).

Using the scale bar on a map to calculate distances.

Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.

Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.

Beginning to use thematic maps to recognise and describe human and physical features studied.

Using models and maps to talk about contours and slopes.

Selecting a map for a specific purpose.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.

Accurately using 4-figure grid references to locate features on a map in regions studied.

Beginning to locate features using the 8 points of a compass.

Using a simple key on their own map to show an example of both physical and human features.

Following a route on a map with some accuracy.

Saying which directions are N, S, E, W on an OS map.

Making and using a simple route on a map.

Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.

Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.

Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied.

Confidently locating features using the 8 points of a compass.

Following a short pre-prepared route on an OS map.

Identifying the 8 compass points on an OS map.

Planning a journey to another part of the world using six figure grid references and the eight points of a compass.

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world