

Buxton Infant School
Geography Mapping Skills Progression



Skills	F.S	Year 1	Year 2	Year 3
<p>Mapping skills</p>	<ul style="list-style-type: none"> *Sort objects by relative size and draw round them. *Sort objects by relative shape. Draw round life size objects such as coins, pencils, toys, to show shape in plan form. *Draw/Paint routes between objects such as the path of an imaginary crawling insect, e.g. caterpillar. This could link with story time: "The Hungry Caterpillar". *Footsteps in wet sand tray. Counting footsteps - in straight line/bending and changing direction. *Verbalising basic ideas of here, there, forwards, back, left, right, up, down etc. *Pictures of familiar objects - close up, horizontal, oblique/distant. (Take own photographs.) *Play with model zoo or farm etc. Compare with real world orally, regarding different scale/sizes. *Exploration of school and school grounds. Discuss, paint, draw or build route etc. 	<ul style="list-style-type: none"> *Pointing to nearby but unseen places e.g. toilet, classroom next door, playground. *Make imaginary maps from stories read to children. *My house, a street - putting together houses to make street plan (paintings, drawings, collage). *Discuss then know and state their own address. *Make model streets with blocks - number houses orally. *Concepts of size and distance - big, long, short, near, far, etc. Discuss - PE? *Pictures of familiar objects, e.g. cups, teddy bear, brush, etc. - close up, horizontal, oblique/distant (own photographs). *Model layouts of road or rail tracks for play. *Exploring school grounds. Explain route orally, drawing or building etc. *Painting/drawing pictures of objects and of models. *Oral and written descriptions of journeys, places, areas. 	<ul style="list-style-type: none"> *Draw round everyday objects - cups, saucers, knives, forks etc. (objects from around the classroom for example). *Using prepared plan drawing of certain objects, find objects and match to plan. *Using overhead projector, project plan view of familiar classroom objects and ask children to guess what they are. (Hide objects from children's view of course.) *Discuss/look at photographs of familiar objects, oblique, vertical, horizontal, and distant. *Play with model layouts - train tracks and roads, beginning to lay out according to simple instructions and according to photographs as well as imaginary layouts. *Make model on baseboard - roads, stream, bridge etc. Make model houses, church, school, pub etc. from Lego/bricks to put on. Mark positions when satisfied with layout (before putting away). This leaves plan view - discuss. *Using model above, compare shape of plan view with object. 	<ul style="list-style-type: none"> *Draw a variety of maps based on their own data. Begin to draw plans of increasing complexity. Use/recognise OS map symbols; Use atlas symbols

<p>Mapping skills ctd.</p>	<p>*Drawing/painting pictures of objects. *Oral descriptions of places, journeys, patterns, areas, this to also lead into writing. *Measuring distance between two objects using hands. Make plan/model of classroom - main items of furniture only - e.g. tables. *Large construction kits - Lego, Duplo, wooden blocks, to build with - make houses, school etc.</p>	<p>*In hall - in P.E., movement etc. or in class, games to develop ideas of left and right, close and far away, "in the hall", "by the windows", "3rd window on left" etc. *"Trails" round classroom, give children simple directions to follow e.g. walk forward 3 steps, turn left, walk 2 steps, etc. (Other children to record/draw instructions on paper.) Extend this in corridor and rest of school for trail. Use programmable toy e.g. Roamer. * Oral description of way home - what do they see first, next etc. First they see field/grass outside, then the shops etc. Take photographs of locations along a route and ask children to put them in order - before they walk it and after they walk it and to help in making a map. * Take photographs or use pictures of features unlikely to be seen on way home - geographical features such as motorways, rivers, streets, meadows, as well as features in other countries. Identify with children - discuss.</p>	<p>I.e. church easier to identify. Discuss why some shapes are easier to recognise. *Our houses – compare with photos/ pictures of other houses to show high rise flats, bungalows, terraced houses and semi-detached. *Introduce oblique aerial photographs. Discuss, pick out landmarks and locations familiar to children. *Introduce maps, plans and globes. *Discuss elementary symbols e.g. blue - water. Discuss elementary glossary - words like world, globe, and map. *Know their own address and that their country is England. *Visit a local landmark (quite near and on a simple route) such as a particular house, shop, telephone box, letter box church etc. Make a plan for the children to follow - discuss first before leaving.</p>	
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