

Curriculum progression in map work demonstrated in the key stage statements in the 2014 national curriculum regarding skills

KS1	Students should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and be.g.in to use geographical skills, including first-hand observation, to enhance their locational awareness. Students should be taught to: • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map • 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 • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
KS2	Students should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Students should be taught to: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-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 • use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
KS3	Students should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way students will continue to enrich their locational knowledge and spatial and environmental understanding. Students should be taught to: • build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field • interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs • use Geographical Information Systems (GIS) to view, analyse and interpret places and data • use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.