Framework for progression in mapwork

The following document sets out a framework for skills progression in mapwork. It has been designed for schools following our Long-Term Planning Pathways, but can also be drawn on by schools following their own pathways.

Together with knowledge outcomes, this framework will help to meet the requirements of the 2019 Ofsted framework.

- **Intent.** The framework assures curriculum breadth, coverage, content and a structure that enables clear progression in knowledge and skills. (Ofsted Handbook, 157: "*It is clear what end points the curriculum is building towards, and what pupils will need to be able to know and do at those end points…The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, and towards those defined end points*.")
- **Implementation.** The teaching activities in the Oddizzi Schemes will help ensure lively, effective and appropriate learning based on the structured Pathways.
- **Impact.** Oddizzi's Assessment Frameworks will help demonstrate that teaching has resulted in clear and appropriate outcomes.

Mapwork was highlighted by England's Ofsted inspectorate in 2021 as an aspect of the subject where teaching and learning often needed to be stronger, especially at KS2.

Additional guidance

Professor Simon Catling offers invaluable guidance on mapwork here:
https://www.geography.org.uk/write/MediaUploads/research%20library/GA_TP_makingmaps.pdf

We suggest you download PDF 12: *Developing children's map understanding*, although everything on the host page is useful.
This free download provides a breakdown of phase-specific mapwork activities. You can integrate these activities into topic planning.

Our framework also references additional relevant materials which are available on the Oddizzi website.

All worksheets mentioned in this document can be downloaded from Oddizzi by clicking the relevant link in red.

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By the end of Key Stage 1…

…children will have engaged in a range of activities that develop their environmental awareness, wayfinding, basic map competencies and map interpretation skills. They will have engaged with the materials available on the Oddizzi website (we have linked them to the relevant Schemes, below). They will have had regular opportunities to use and play with a variety of maps and globes, including the online interactive map on the Oddizzi website and our downloadable map worksheets.

Extracts relating to map work from Pathways progression narrative

By the end of Year 1**,** children should be *able to:*

- annotate a simple map of the UK with some of its key features;
- look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used;
- work together to create a simple map of the local area.

In addition, children should have had opportunities to develop their skills of mapwork through incidental opportunities within other subjects and via fieldwork and 'geography in the news'.

By the end of Year 2, children should be *able to:*

- use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa;
- use globes and atlases – and annotate maps – to identify the world's hot and cold regions, locating the UK and Zambia within them;
- look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK;
- make use of the four main compass points when describing the location of these key locations and regions.

In addition, children should have had the opportunity to develop their skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and through dedicated fieldwork days.

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Y1	**Weather and climate*** (fieldwork opportunity)	**United Kingdom*** (fieldwork opportunity)	**Local area*** (integrates fieldwork)
	Mapwork **Lesson 3.** Children go outside to explore their local school environment. In groups, they fill in worksheets based on what they can see. Once back in the classroom, they discuss what seasonal clues they have found. 1. Season explorer scavenger hunt 2. Weather and seasons I spy https://www.oddizzi.com/teachers/help/topic-planning/weather-climate-2/ - KS1 Activities Module Extension activity: Children map their walk and add photographs and symbols to show what they found where. **Lesson 5.** Using observations and evidence from the school grounds, children fill in their own weather diary**.** Using a weather forecast sheet, they write their own weather report based on a particular weather type. 1. Weather diary 2. Weather Report https://www.oddizzi.com/teachers/help/topic-planning/weather-climate-2/ - KS1 Activities Module	**Mapwork** **Lessons 1 & 2.** Children locate and label the UK, its countries, capital cities and seas on a map. 1. UK countries and capitals map 2. Blank map of the UK 3. UK countries map 4. UK capitals and seas map https://www.oddizzi.com/teachers/help/topic-planning/the-uk/- Map Resources Module	**Mapwork** **Lesson 1. Extension activity.** Children look at an aerial view of their home or school. If they were looking out of the window, what would they see? They list the main features. They compare the actual view from the window with their lists. **Lesson 2.** Children carry out simple fieldwork within the school, observing its main features and using simple charts to collect data. Extension activities: children make a simple model of the school and its grounds from construction materials; they plan a route for showing a visitor around the school; they help an alien build a school 1. I spy school grounds 2. I spot school grounds https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/ - KS1 Activities Module **Lesson 3.** Local area fieldwork: children observe and record human and physical features of the area. Vocabulary game: Children create a concrete poem based on what they can see. Extension activity: Children mark features of the route on a

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			journey stick. 1. Local area scavenger hunts 2. Houses and homes 3. Houses and homes tally https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/ - KS1 Activities Module **Lesson 4.** Journey recount: children use directional language. **Lesson 5.** Using online aerial views and map views of the local area, children discuss and locate the key features they have seen during fieldwork, and what they notice as the view 'zooms out'. They consider the use of Ordnance Survey symbols in mapping the local area. Ordnance survey map symbol activity https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/ - KS1 Activities Module Extension activities. Using evidence from aerial views, children discuss where their local area 'belongs' (within the region around it, the country, the wider world). They look at and compare different types of maps and/or maps of contrasting locations in the UK.

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			Lesson 6. Children create 'messy maps' of the area. Vocabulary game: Children work in teams to place key words on their 'messy map'. Extension activities: Children take small toys for a walk through the 'local area' (i.e. the 'messy map') and the toys talk about what they can see. Children share and compare images of their 'messy maps' with pupils in other schools. Rectangular prism net https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/ - KS1 Activities Module

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Y2	Continents and oceans	Hot and cold places	Mugumareno Village, Zambia
	Mapwork **Lesson 1.** Where in the world am I? Children use the online Oddizzi map to locate and name their home area, county and country and make comparisons with other places. 1.Where in the world am I? https://www.oddizzi.com/teachers/help/topic-planning/continents-and-oceans/- KS1 Activities Module **Lessons 2, 3 & 4.** Children name and locate continents and oceans on world maps. They answer directional questions and add information to maps. Lesson 4 Maths extension: Using the world map jigsaw, children use simple map references to explain how they would get from Europe to Africa. For example, if they start in B3, they will have to move south into B2. 1. Continents and oceans maps 2. World map jigsaw and sentence strips https://www.oddizzi.com/teachers/help/topic-planning/continents-and-oceans/- KS1 Map	**Mapwork** **Lesson 1.** Children annotate a world map with its main hot and cold places. Children use maps and globes to locate the Equator and the Poles. 1. Hot and cold places photographs and vocabulary 2. Where are the world's hot and cold places? https://www.oddizzi.com/teachers/help/topic-planning/hot-cold-places/ - Map Resources and Activities Worksheets Module	**Mapwork** **Lesson 1.** Children locate Zambia and Africa on a map. Locating Zambia **Lesson 2.** Children use a map to locate Mugurameno within Zambia. They use maps and aerial views to compare its location with their local area. Locating Mugurameno **Lesson 5.** Children make a model of Mugurameno village, showing how people protect themselves from natural hazards. **Lesson 6.** Children add scale models of homes to the village model and compare it with their area in the UK. A safe place to live https://www.oddizzi.com/teachers/help/topic-planning/contrasting-locality/ - KS1 Activities Worksheet Module

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	Resources Module		

Additional activities

Please ensure you are logged in to Oddizzi before clicking the links below.

The activities listed above are linked to the Schemes of Work. The following Oddizzi pages include additional age-appropriate map work activities for children at KS1:

- **What's outside your classroom?:** https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/your-local-environment/your-school/outside-your-classroom/
- **Giving directions:** https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/your-local-environment/your-school/giving-directions/
- **Near and far:** https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/your-local-environment/your-area/where-you-live/near-and-far/

Age-appropriate activities are also set out on page 2 of Simon Catling's document, *Developing children's map understanding*, entitled '*Developing mapping experience during key stage 1: Years 1 and 2'.*
This is downloadable as PDF 12 at https://www.geography.org.uk/write/MediaUploads/research%20library/GA_TP_makingmaps.pdf

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By the end of Lower KS2 (Year 4)…

…children will have engaged in a range of activities that develop their environmental awareness, wayfinding, basic map competencies and map interpretation skills. They will also have engaged with materials available on the Oddizzi website (we have linked them to the relevant Schemes, below). They will have had regular opportunities to use and play with a variety of maps, globes and atlases. This includes the online interactive map on the Oddizzi website and the downloadable map worksheets.

Extracts relating to map work from Pathways progression narrative

By the end of Year 3, children should be *able to:*

- use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil;
- use globes, atlases and maps to identify the main human and physical features of North and South America;
- interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;
- use appropriate vocabulary when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).

In addition, children should have had the opportunity to further develop their skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and through dedicated fieldwork days.

By the end of Year 4, children should be *able to:*

- use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon;
- interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it.

In addition, children should have had the opportunity to further develop their skills of enquiry and fieldwork (including the use of data and mapwork), and to make regular use of globes and atlases, through incidental opportunities within other subjects, via 'geography in the news' and through dedicated fieldwork days.

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Y3	**Climate zones**	**North America** *(medium-term plan)*	**Rio and South-East Brazil**
	Mapwork **Lesson 1.** Children label a world map with the Equator, tropics and poles and discuss why these lines of latitude are important. 1. Lines of latitude 2. Using lines of latitude and longitude https://www.oddizzi.com/teachers/help/topic-planning/mapping/ - Lines of Latitude Module **Lesson 2.** Children use a map to locate the Northern and Southern Hemispheres and two climate zones. Locating climate zones https://www.oddizzi.com/teachers/help/topic-planning/climate/ - Map Resources Module **Lessons 4 & 5.** Children locate places within their climate zones, using maps (including atlases with map indexes). They use this evidence to explore how the location of these places influences their weather/seasons. 1. Cairo - How hot? 2. Cairo - How dry? 3. London - How hot? 4. London - How wet? 5. Manaus - How hot? 6. Manaus - How wet? 7. Nuuk - How cold? 8. Nuuk - How wet?	**Mapwork** **Lesson 1.** Children locate North America and some of its key features on a world map. They use world maps to investigate lines of longitude and latitude. They use map references to locate specific places within the continent. Using lines of latitude and longitude https://www.oddizzi.com/teachers/help/topic-planning/mapping/ - Lines of Latitude Module **Lesson 2.** Children use maps and aerial film footage to identify the countries within North America and states within the USA 1. Film: Get a bird's eye tour of the USA 2. Film: America the beautiful 3. Locating countries in North America 4. USA states part 1 5. USA states part 2 **Lesson 6.** Children observe aerial footage of New York and compare these places with their home area. 1. Film: New York State 2. Film: New York City 3. Comparing NY to where I live https://www.oddizzi.com/teachers/help/topic-	**Mapwork** **Lesson 1.** Children locate South America and some of its key features on a world map. **Lesson 2.** Children locate South American countries and their capital cities on a map. They use world maps to investigate time zones, including time differences between South American countries and the UK. 1. Time zones 2. Locating countries in South America https://www.oddizzi.com/teachers/help/topic-planning/brazil/ - Map Resource Module **Lesson 4.** Children observe aerial footage of Rio de Janeiro and compare its landscape with their home area and other places they have studied. Film: Rio from the air https://www.oddizzi.com/teachers/help/topic-planning/brazil/ - Films Module

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	9. Seville - How hot? 10. Seville - How wet? https://www.oddizzi.com/teachers/help/topic-planning/climate/ - KS2 Activities Module	planning/north-america/ Films – Films Module Maps – Map Module Comparing NY to where I live – KS2 Activity Module	
Y4	**Rivers*** (fieldwork opportunity)	**Rainforests**	**South America – the Amazon** *(medium-term plan)*
	Mapwork Lesson 1. Children locate and identify the world's principal rivers on a world map. World rivers map https://www.oddizzi.com/teachers/help/topic-planning/rivers/ - Map Module Lesson 3. Children use aerial images to identify the stages and features of a river. Film: Take a flight down the River Thames https://www.oddizzi.com/teachers/help/topic-planning/rivers/ - Film Module Lesson 6. Children use resources (including online maps) to identify the key characteristics of one of the world's longest rivers.	**Mapwork** **Lesson 1.** Children locate the world's principal rainforests on a world map and describe the pattern based on their location. Where are the world's rainforests? https://www.oddizzi.com/teachers/help/topic-planning/rainforests/ - Map Module	**Mapwork** **Lesson 4.** Children use maps, aerial views and information bases to locate the Amazon River and identify the main characteristics of the Amazon Basin. They draw the location of the river onto a map of South America. South America map https://www.oddizzi.com/teachers/help/topic-planning/the-amazon-basin/ - Map Module

Additional activities

Please ensure you are logged in to Oddizzi before clicking the links below.

The activities listed above are linked to the Schemes of Work. The following Oddizzi pages include additional age-appropriate map work activities for children at Lower KS2:

- Fieldwork and mapwork activities in the Lower KS2 Local Area Scheme of Work: LKS2 Scheme of work
- **What's outside your classroom?**: https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/your-local-environment/your-school/outside-your-classroom/

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- **Giving directions**: https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/your-local-environment/your-school/giving-directions/
- **Near and far:** https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/your-local-environment/your-area/where-you-live/near-and-far/
- **The perimeter:** https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/your-local-environment/your-school/school-grounds/the-perimeter/
- **Noise map:** https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/your-local-environment/your-school/school-grounds/noise-map/
- **Street survey:** https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/your-local-environment/your-area/street-survey/
- **Close to school:** https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/your-local-environment/your-area/close-to-school/

Age-appropriate activities are set out on page 3 of Simon Catling's document *Developing children's map understanding*, entitled '*Developing mapping experience during key stage 2: Years 3 and 4'.*
This is downloadable as PDF 12 at https://www.geography.org.uk/write/MediaUploads/research%20library/GA_TP_makingmaps.pdf

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By the end of Key Stage 2 (Year 6)…

…children will have engaged in a range of activities that develop their environmental awareness, wayfinding, basic map competencies and map interpretation skills. They will have engaged with materials available on the Oddizzi website (we have linked them to the relevant Schemes, below). They will have had regular opportunities to use and explore a variety of maps, globes and atlases. This includes the online interactive map on the Oddizzi website and the downloadable map worksheets.

Extracts relating to map work from Pathways progression narrative

By the end of Year 5, children should be *able to:*

- interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean);
- use globes and atlases to identify the location of Greece and the Mediterranean.

In addition, children should have had the opportunity to further develop their skills of enquiry (and to make regular use of globes and atlases), through incidental opportunities within other subjects, via 'geography in the news' and/or through dedicated fieldwork days.

By the end of Year 6, children should be *able to:*

- interpret a range of maps of the UK and the local region and apply this information to their understanding of it;
- use maps and supporting information to route-plan a tourist trip around the capital cities of the UK;
- use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region.

In addition, children should have had the opportunity to further develop, use and apply their skills of enquiry and fieldwork (including the use of data and mapwork), and to have done so with a greater degree of confidence and independence. They should have continued to make regular use of globes and atlases, including considering some of the key questions and choices involved in their construction and creation. This should have taken place through opportunities within other subjects, via 'geography in the news' and through additional dedicated fieldwork days that include a degree of independent investigation.

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Y5	**Mountains*** (fieldwork opportunity)	**Volcanoes and earthquakes** (NB: this is a longer Scheme)	**European region** *(medium-term plan)*
	Mapwork **Lesson 1.** Children use online maps, an atlas and map index to locate and identify the 'Seven Summits' on a world map. 1. Seven summits map 2. Atlas skills: Seven summits https://www.oddizzi.com/teachers/help/topic-planning/mountains/ - Map Resources Module & KS2 Activities Modules **Lesson 4.** Children use online maps, an atlas and map index to locate the UK's highest mountains. They use scale bars and online mapping tools to measure distances. 1. The UK's highest mountains map 2. Atlas skills: Three Peaks Challenge https://www.oddizzi.com/teachers/help/topic-planning/the-uk/ - KS2 Activities Module – Map Resources Module	**Mapwork** **Lesson 2.** Children label a map of the Earth's plates and explain what happens at plate boundaries. 1. The Earth's plates 2. How do plates move and what happens when they do? https://www.oddizzi.com/teachers/help/topic-planning/volcanoes/ - KS2 Activities Module **Lesson 4.** Children locate famous earthquakes on a blank world map. https://www.oddizzi.com/teachers/help/topic-planning/mapping/ - Continents Module **Lesson 5.** Children locate famous volcanoes on a range of maps. Pacific Ring of Fire map https://www.oddizzi.com/teachers/help/topic-planning/volcanoes/ - Map Resources Module	**Mapwork** **Lesson 1.** Children locate Europe on a world map and identify some of its characteristics. **Lesson 2.** Children use maps, atlases, globes, aerial views and other sources to locate and describe some of Europe's countries and capitals. Locating countries in Europe map https://www.oddizzi.com/teachers/help/topic-planning/europe/ - Map Resources Module **Lesson 5.** Children use evidence from a range of maps and other sources to persuade someone to holiday in the Mediterranean. **Lesson 6.** Children use maps and aerial views as evidence when comparing life in modern and historical Athens with life in their home area.

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Y6	**<u>United Kingdom</u>*** (fieldwork opportunity)		**<u>Local area and region - Upper KS2</u>*** (integrates fieldwork)
	Mapwork **Lesson 1.** Children use maps and atlases to review and mark the location of the UK's countries, capitals and seas and to make comparisons between places. 1. UK countries map 2. UK capitals and seas map 3. Atlas skills - The United Kingdom https://www.oddizzi.com/teachers/help/topic-planning/the-uk/ - Map Skills module & KS2 Activities Module		**Mapwork** **Lesson 1.** Children use online maps at a variety of scales to explore and locate the main features of their home region. Place consequences **Lesson 2.** Children use road maps to investigate sites of interest at a range of distances from their local area, and annotate their locations and distances. Travelling out **Lesson 4.** Children carry out fieldwork to

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	Lesson 2. Children use evidence from maps, aerial images and other sources to find out about their home area and the UK's cities, counties and regions. They annotate maps with this information. Children use atlases to plan a road trip around the UK. 1. UK map 2. The regions of England 3. UK countries and capitals 4. UK cities and capitals 5. A road trip around the UK 6. Countries Hunt https://www.oddizzi.com/teachers/help/topic-planning/the-uk/ - Map Skills Module & KS2 Activities Module 7. Film: fly over London 8. Film: fly over Edinburgh 9. Film: fly over Cardiff 10. Film: fly over Belfast https://www.oddizzi.com/teachers/help/topic-planning/the-uk/ - Film Module **Lesson 3.** Extension activity: Children use an atlas to plan day trips from UK cities. A day trip from the city **Lesson 5.** Children use maps to locate and		investigate and gather data, including locational information and chatterbox sketch maps, as to how a local urban area meets people's needs. 1. A place fit for people? 2. Chatterbox **Lesson 5.** Children use evidence from the fieldwork to annotate an Ordnance Survey map of the local urban area, showing how it meets people's needs (a simple land use map). This includes devising symbols and a key, and referencing some key sites using six-figure grid references. **Lesson 6.** Children incorporate maps into extended writing (in the form of a newspaper article) about how their local region meets people's needs. Extension ideas: planning a trip to a regional feature; creating and annotating an online map to document fieldwork findings. https://www.oddizzi.com/teachers/help/topic-planning/local-area-studies/ - KS2 Local area Resource Pack

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	investigate the UK's national parks. Extension activity: children plan a day trip to a national park. A day trip to a national park **Lesson 6.** Extension activity: Children use information bases with an atlas to locate key energy sources around the UK. Find that energy source https://www.oddizzi.com/teachers/help/topic-planning/the-uk/ - Map Skills Module & KS2 Activities Module		

Additional activities

Please ensure you are logged in to Oddizzi before clicking the links below.

The activities listed above are linked to the Schemes of Work. The following Oddizzi page also includes age-appropriate mapwork activities for children at Upper KS2. These would be particularly useful as a supplement to the Year 6 Local Area and Region study.

- https://www.oddizzi.com/teachers/explore-the-world/global-knowledge/your-local-environment/your-area/close-to-school/traffic-survey/

Age-appropriate activities are set out on page 4 of Simon Catling's document *Developing children's map understanding*, entitled '*Developing mapping experience during key stage 2: Years 5 and 6'.*

This is downloadable as PDF 12 at https://www.geography.org.uk/write/MediaUploads/research%20library/GA_TP_makingmaps.pdf

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