

Geography Skills Progression Document - Years 1-6

We want our pupils to develop a curiosity, fascination and empathy with their local geographical environment, the country we live in and the wider world. Pupils are inspired to enrich their knowledge of, and engage with communities locally, nationally and internationally. By interacting with those living in different contexts, pupils broaden their understanding of, and empathy towards, the wider world as global citizens. Pupils investigate local industries, how the local area has evolved and the area's natural geography. They complete active research, building a curiosity of the world. Opportunities are provided to undergo first-hand experiences of the world around them.

National curriculum expectations	
Key Stage 1 pupils should be taught to:	Key Stage 2 pupils should be taught to:
<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

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

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.

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

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

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

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.

Key Stage	Geographical Knowledge	Geographical Understanding	Geographical Skills and Enquiry
	<p>Through studying the wider world, children will develop contextual knowledge of the location and characteristics of globally significant places. They will compare and contrast these case studies with their own locality.</p>	<p>Through developing a geographical understanding of the world we aim to develop children's understanding of the processes that give rise to key physical and human geographical features of the world, how these interact with each other and how they change over time.</p>	<p>Through providing learning experiences that develop geographical skills, pupils will collect, analyse, and communicate with a range of data gathered through experiences of fieldwork. Pupils will interpret a range of sources of geographical information, and communicate geographical information in a variety of ways.</p>
KS1	<ul style="list-style-type: none"> *Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. *Know about the local area, and name and locate key landmarks. *Create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings. *Name and locate the seven continents and five oceans on a globe or atlas. 	<ul style="list-style-type: none"> *Identify seasonal and daily weather patterns in the United Kingdom. *Describe which continents have significant hot or cold areas and relate these to the poles and equator. *Recognise a natural environment and describe it using key vocabulary. *Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary. *Make observations about, and describe, the local area and its physical and human geography. *Describe the physical and human geography of a distant place. 	<ul style="list-style-type: none"> *Use a world map, atlas or globe to name and locate the seven continents and five oceans. *Use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. *Describe a journey on a map of the local area using simple compass directions and locational and directional language. *Use aerial photos to identify the physical and human features of a locality. *Draw a simple map with a basic key of places showing landmarks. *Keep a weekly weather chart based on first-hand observations using picture symbols, and present this data.

		<p>*Describe their locality and how it is different and similar to the distant place.</p>	<p>*Locate features of the school grounds on a base map.</p>
LKS2	<p>*Describe where the UK is located.</p> <p>*Name and locate some major urban areas; locate where they live in the UK using locational terminology.</p> <p>*Names of nearby counties.</p> <p>*Locate and describe some human and physical characteristics of the UK.</p> <p>*Locate some countries in Europe and North and South America on a map or atlas.</p> <p>*Relate continent, country, state and city, and identify states in North America using a map.</p> <p>*Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.</p>	<p>*Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p> <p>*Use simple geographical vocabulary to describe significant physical features and talk about how they change.</p> <p>*Describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>*Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</p> <p>*Identify and sequence a range of settlement sizes from a village to a city.</p> <p>*Describe the characteristics of settlements with different functions.</p> <p>*Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</p> <p>*Understand the physical and human geography of the UK and its contrasting human and physical environments.</p>	<p>*Use a map or atlas to locate some countries and cities in Europe or North and South America.</p> <p>*Use a map to locate some states of the USA.</p> <p>*Use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK.</p> <p>*Use four-figure grid references.</p> <p>*Give direction instructions up to eight compass points.</p> <p>*Adeptly use large-scale maps outside.</p> <p>*Make a map of a short route with features in the correct order and in the correct places.</p> <p>*Make a simple scale plan of a room.</p> <p>*Present information gathered in fieldwork using simple graphs.</p> <p>*Use the zoom function of a digital map to locate places.</p> <p>*In a group, carry out fieldwork in the local area selecting appropriate techniques.</p>

		<p>*Can explain why some regions are different from others.</p> <p>*Describe and compare similarities and differences between some regions in Europe and North or South America.</p> <p>*Understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special.</p> <p>*Understand how physical processes can cause hazards to people.</p> <p>*Describe some advantages and disadvantages of living in hazard-prone areas.</p>	
UKS2	<p>*Locate and describe some physical environments in the UK.</p> <p>*Locate the UK's regions and major cities.</p> <p>*Locate some major cities and countries of Europe and North and South America on physical and political maps.</p> <p>*Describe some key physical and human characteristics of Europe and North and South America.</p> <p>*Locate places studied in relation to the equator, the</p>	<p>*Understand how climate and vegetation are connected in biomes.</p> <p>*Describe what the climate of a region is like and how plants and animals are adapted to it.</p> <p>*Understand how food production is influenced by climate.</p> <p>*Describe and understand a range of key physical processes and the resulting landscape features.</p> <p>*Understand how a mountain region was formed.</p> <p>*Know and understand what life is like in cities and in villages and in a range of settlement sizes.</p>	<p>*Use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America.</p> <p>*Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</p> <p>*Use thematic maps for specific purposes.</p> <p>*Use four-figure grid references and find six-figure grid references.</p> <p>*Describe height and slope from a map.</p> <p>*Read and compare map scales.</p>

	<p>Tropics of Cancer and Capricorn, and their latitude and longitude.</p>	<ul style="list-style-type: none"> *Understand that products we use are imported as well as locally produced. *Explain how the types of industry in the area have changed over time. *Understand where our energy and natural resources come from. *Understand how a region has changed and how it is different from another region of the UK. *Know information about a region of Europe and North or South America, its physical environment and climate, and economic activity. *Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. *Understand how human activity is influenced by climate and weather. *Understand hazards from physical environments and their management, such as avalanches in mountain regions. *Explain several threats to wildlife/habitats. 	<ul style="list-style-type: none"> *Make sketch maps of areas using symbols, a key and a scale. *Use digital maps to investigate features of an area. *Present information gathered in fieldwork using a range of graphs. *Plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.
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