



Geography Progression of skills

| | Emerging knowledge, skills and concepts | Expected by the end of KS1 - Year 2 | Expected by the end of lower KS2 Year 4 | Expected by the end of KS2 Year 6 | Exceeding the expected knowledge, skills and concepts by the end of KS2 |
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| <p>Locational knowledge and Place knowledge</p> | <p>-I can ask questions.</p> <p>-I can respond to questions – like what and where?</p> | <p>-I can name & locate world's 7 continents and 5 oceans.</p> <p>-I can name, locate & identify characteristics of the 4 countries & capital cities of the UK & surrounding seas.</p> <p>-I understand geographical similarities and differences through studying the human & physical geography of a small area of the UK & contrasting non-European country.</p> | <p>-I can locate the world's countries, using maps to focus on Europe (including Russia): environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>-I can name and locate geographical regions of the UK & their identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers.</p> <p>-I understand how some aspects have changed over time.</p> <p>-I can understand geographical similarities and differences of human & physical geography of a region of the UK.</p> | <p>-I know some of the world's countries, focusing on South America concentrating on environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>-I can name/ locate cities & counties of the UK</p> <p>-I know more about the geographical regions of the UK & their identifying physical and human characteristics, including more cities and detail of the key topographical features including naming some UK hills, mountains & rivers or types of coasts.</p> <p>-I can explain how aspects have changed over time.</p> <p>-I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and in a European country.</p> | <p>-I know more of the world's countries of all the continents and their cities and key topographical features.</p> <p>-I describe and make links between places & features.</p> <p>-I give reasons for differences.</p> |

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| | | | | -I can identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones (incl. day & night). | |
| Fieldwork | <p>-I can use some of my senses to observe places</p> <p>-I can identify simple types of buildings & places around me and know their own special features.</p> | <p>-I can use simple fieldwork and observational skills to study the geography of my school and its grounds.</p> <p>-I can complete a chart to express opinions during Fieldwork.</p> <p>-I use first hand observation to investigate places – the school grounds, the streets around and the local area.</p> <p>-I can recognise and record different types of land use, buildings and environments.</p> | <p>-I use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs</p> <p>-I can conduct surveys.</p> <p>-I can carry out a simple questionnaire.</p> <p>-I am able to use simple equipment to measure and record.</p> <p>-I can investigate the local area, looking at types of shops, services and houses.</p> <p>-I apply mathematical skills in data handling to Geography fieldwork.</p> | <p>-I use fieldwork to observe, measure & record human & physical features in the local area using a range of methods, including sketch maps, plans, graphs& digital technologies.</p> <p>-I can collect, analyse & communicate with range of data gathered in experiences of fieldwork to show I under-stand some geographical processes.</p> <p>-I can carry out a focused in depth study, looking at issues/changes in the area.</p> <p>- I can imagine how & why area may change in future.</p> | <p>-I am able to complete a small Fieldwork project with detailed method, and analysis of results.</p> <p>-I can explain most of the results and show links between them.</p> <p>-I can understand height / slope in field work and relate to maps and photographs (contours).</p> |

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| <p>Use of basic geographical vocabulary</p> | <p>-I know & can use simple geographical vocabulary e.g. near/far up/down, wet, dry.</p> <p>-I can describe a place in simple terms e.g. weather, season, beach, farm, hill, town, shop, house.</p> | <p>-I use and understand basic geographical specific vocabulary relating to human and physical geography</p> <p>key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)</p> <p>key human features (city, town, village, factory, farm, house, office, port, harbour, shop, address)</p> <p>-I can use mathematical vocabulary to describe position and location</p> | <p>-I continue to develop a wider geographical vocabulary, using terms such as routes, community, clouds, rainfall, key, urban , rural, human, physical to describe places or geographical features in different ways.</p> <p>-I am beginning to apply the vocabulary of other subjects such as maths and science when describing geographical features and processes.</p> | <p>-I introduce precise geographical words when describing geographical places features & processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region raw material, energy, fuel, power natural resource labour.</p> <p>-I confidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes.</p> | <p>-I can describe and start to explain geographical processes using the correct terminology.</p> |
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| <p>Using globes, maps & plans.</p> | <p>-I can play games with globes & maps.</p> <p>-I can draw my own simple picture maps and plans with labels of places I know, or imaginary places or stories.</p> <p>-I may use my own symbols.</p> | <p>-I use world maps, atlases and globes to identify UK & its countries.</p> <p>-I can identify the countries, continents and oceans studied.</p> <p>-I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>-I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> | <p>-I can locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>-I can use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features, land-use patterns;</p> <p>-I can use atlases to find places using index/ contents.</p> <p>-I can understand the need for a key.</p> <p>-I understand the purpose of maps.</p> <p>-I am beginning to understand scale and distance on a map, using and applying mathematical skills.</p> | <p>-I can use 1:10.000 and 1:25.000 Ordnance Survey maps.</p> <p>-I can use a globe & maps & some OS symbols on maps to name and locate counties & cities of the UK.</p> <p>-I can locate the world's countries, using maps to focus on North & South America.</p> <p>-I can use scale bar on maps.</p> <p>-I realise purpose, scale, symbols and style are related.</p> <p>-I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>-I can use maps, atlases, globes and digital/computer mapping to locate countries & describe features studied.</p> <p>-I can show the position and significance of latitude, longitude, Equator, N & S Hemisphere, Tropics of</p> | <p>-I can select appropriate maps resources to find and show detailed information.</p> <p>-I can describe features seen and how they relate to each other.</p> <p>-I can interpret relief.</p> <p>-I can use latitude and longitude.</p> <p>-I appreciate different map projections.</p> <p>-I can interpret distribution & thematic maps for information.</p> |
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| | | | | <p>Cancer & Capricorn, Arctic & Antarctic Circle, and time zones (including day & night) using a globe.</p> <p>I can understand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps</p> | |
| <p>Map work skills</p> | <p>-I can follow directions – up, down, left and right.</p> <p>-I may be able to identify local features on aerial photograph.</p> <p>-I can draw round objects 1:1</p> | <p>-I can follow a route on prepared maps (left/right) & find information.</p> <p>-I can use simple compass directions (NSEW)</p> <p>-I can use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</p> <p>-I can make a simple map (e.g. from a story).</p> <p>-I can use & construct basic symbols in a key</p> | <p>-I can use the 8 points of a compass.</p> <p>-I can use simple grids with letters and numbers and 4figure coordinates to locate features.</p> <p>-I can use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world.</p> <p>-I can map evidence from fieldwork e.g. sketch annotated views.</p> <p>-I can use plans.</p> <p>-I can use aerial photos and satellite images.</p> <p>-I can begin to use smaller scale aerial views.</p> <p>-I can use oblique aerial views.</p> | <p>-I can use Ordnance Survey maps at different scales.</p> <p>-I can, draw a detailed sketch map using symbols and a key.</p> <p>-I know directions in neighbourhood.</p> <p>-I can align a map with route.</p> <p>-I can use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world.</p> <p>-I can understand and use 6 figure grid references to</p> <p>-Interpret OS maps.</p> | <p>-I can follow route on 1:50.000 OS map.</p> <p>-I can read/compare scales.</p> <p>-I can draw measured plans e.g. from field data.</p> |

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| <p>Human and physical geography: enquiry skills and communication</p> | <p>-I can use secondary sources – pictures, photos, stories, films to find out about a place.</p> | <p>-I can use observational skills and ask and respond to questions.</p> <p>-I can identify seasonal/daily</p> | <p>-I can describe & understand key aspects of: physical geography, including rivers and</p> | <p>- I can describe processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about</p> | <p>-I draw upon my knowledge & understanding beyond the local area, UK, Europe, N & S America to suggest</p> |
| | <p>-I can tell you what a place is like in simple terms.</p> | <p>weather patterns in the UK.</p> <p>-I can study the key human and physical features of the surrounding environment of my school</p> <p>-I begin to explain how/why</p> <p>-I can find information from aerial photographs.</p> <p>-I use and apply Maths to help me to show learning.</p> | <p>mountains.</p> <p>-I can explain volcanoes/ earthquakes in simple terms.</p> <p>-I can describe the water cycle using a diagram.</p> <p>-I can describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.</p> <p>-I can identify differences between places.</p> <p>-I can communicate geog. information in a variety of ways, including through maps and writing at length</p> <p>-I apply mathematical skills when using geographical data etc.</p> | <p>spatial variation/change over time.</p> <p>-I can provide greater detail of geographical regions of the UK & their identifying physical and human characteristics.</p> <p>-I can understand key aspects of physical geography e.g. climate zones, biomes and vegetation belts.</p> <p>-I can describe in detail types of settlement, land use, economic activity including trade links.</p> <p>-I can describe the distribution of natural resources including energy, food, minerals & water in the continents & countries I have studied.</p> <p>-I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied.</p> <p>-I know location of places of global significance, their defining physical & human characteristics and how they relate to one another.</p> <p>-I regularly use/ apply maths skills in my work.</p> | <p>suitable questions and make decisions based on knowledge, understanding and facts.</p> <p>-I use IT to enhance learning & present findings.</p> |