



Geography Skills Progression Map Key Stage 1 and 2



Year Group	Location knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
1 Knowledge	<p>Name and locate local town. (Our school and Epsom)</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Observe and describe the human and physical geography of a small area of the United Kingdom.</p>	<p>Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p> <p>Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country.</p>	<p>Use maps, atlases and globes to identify the continents and oceans studied at this key stage.</p> <p>Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.</p> <p>Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>
Skills	<p>-Use maps and globes to identify the continents and oceans</p> <p>-Understand that maps and globes show the same thing</p> <p>-Use simple compass directions to describe the location of features on a map</p>	<p>Be able to verbalise and write about similarities and differences between the features two localities.</p> <p>-Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</p>	<p>-Use geographical vocabulary to describe.....</p>	<p>-Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.</p> <p>-Create memory maps to show the journey. (On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to explain journey) Identify things they know and have seen from a simple map of the local area.</p> <p>Observe and record the features around the school</p>

2 Knowledge	Name, locate and identify the capital cities of the United Kingdom and a small area of a non-European country. (Kenya).	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (London), and of a small area in a non-European country. (Kenya)	Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.
Skills	<ul style="list-style-type: none"> -Use maps and globes to locate the UK. -Explain the purpose of a capital city -Draw pictures to show how places are different and write comparatively to show the difference. 	<ul style="list-style-type: none"> -Ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? -Express own views about a place, people and environment. -Give detailed reasons to support own likes, dislikes and preferences. 	<ul style="list-style-type: none"> -Ask questions about the weather and seasons. -Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. -Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts. 	<ul style="list-style-type: none"> -use simple compass directions (North, South, East and West) -use locational and directional language to describe the location of features and routes on a map.

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3				
Knowledge	Locate the worlds countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.		Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Skills	<ul style="list-style-type: none"> -Build on prior knowledge of UK regions by using maps to locate countries of Europe. -Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. -Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) -Use the language of 'north', 'south', 'east', 'west' to relate countries to each other -Use maps to locate features of the UK e.g. rivers, mountains, large cities. -Explain physical and which human features are. 		-Use geographical vocabulary to describe.....	

4	<p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country and a region within South America.</p>	<p>Describe and understand key aspects of:</p> <p>Types of settlements in modern Britain: villages, towns, cities. Economic activity including trade links, and the distribution of natural resources including energy, food minerals and water.</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p>
	<p>Use maps and atlas to locate Study photographs and maps of different locations in the UK. Ask and answer geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?</p>	<p>-Use maps, pictures and other sources to identify similarities and differences between the different places. -Compare physical and human features -Draw conclusions and pose questions and use prior knowledge of map reading.</p> <p>Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn? Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.</p>	<p>-Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. -Discover where food comes from. -Discuss and debate fair trade. -Investigate the facts and join in a reasoned discussion. -Generate solutions and promote ethically sound trade.</p> <p>-Locate places in the world where volcanoes occur. -Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts -Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption -Ask and answer questions about the effects of volcanoes. -Discuss how volcanoes affect human life e.g. settlements and spatial variation.</p>	

5	<p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Linking with History, compare land use maps of Antarctica from past with the present.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with time zones, night and day.</p>			<p>Use maps, atlases globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
	<p>-Use maps and atlas to locate the Equator, the Tropics of Cancer and Capricorn, including blank maps</p> <p>-Discuss the countries and climates that surround these lines and discuss the relationships between these and the countries.</p> <p>-Critically study photographs – do they think these were taken close to the Equator or further away.</p> <p>Antarctica</p> <p>-use photographic evidence to raise questions about the climate and living conditions there.</p> <p>-Make assumptions based on images/videos/Google Earth searches about life there and the animals which may survive in those conditions</p> <p>-Linked to Science, study photographs of Antarctic animals and reflect on how the animals are adapted to the conditions.</p> <p>-Compare life in Antarctica with life in the UK. Chn present their views in a variety of ways (diary, report etc) on what they think life in Antarctica is like. Read real accounts and compare.</p>			<p>-Use locational language to describe the location of points on a map of the school/local area.</p> <p>-Identify the main features of a location (Epsom)</p> <p>-Plot the main features of a location using coordinates</p> <p>-Use recognised symbols to mark out local areas of interest on own maps.</p> <p>-Undertake environmental surveys</p> <p>-Make an aerial plan/map of a location (Epsom)</p> <p>-Design questions and studies to conduct in the local area.</p> <p>-Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features.</p> <p>-Classify buildings.</p>

6	Describe and understand key aspects of: Linking with local History, map how land use has changed in local area over time.		Physical geography, including: climate zones, biomes and vegetation belts.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.
			<p>-Use and explain the term 'climate zone'.</p> <p>-Identify the different and describe climate zones.</p> <p>-Ask questions and find out what affects the climate.</p> <p>-Use maps to identify different climate zones.</p> <p>-Ask questions about global warming.</p> <p>-Discover the cause of global warming and research the implications.</p> <p>-Reach reasoned and informed solutions and discuss the consequences for the future.</p> <p>-Identify changes to be made in own lives in response to this.</p> <p>Focus on Amazon rainforest</p> <p>-identify the climate, the habitats, the plant and animal types and how people live in the rainforest.</p> <p>-Study life in the Amazon rainforest through primary sources – recounts/photographs</p> <p>-Discuss how the rainforest may be linked to us e.g. trade.</p> <p>-Locate other rainforests using Google earth and maps, identifying patterns in their location.</p>	