

Progression of skills for Geography

	Key Stage 1	Key Stage 2 lower	Key Stage 2 upper
Locational knowledge	<ul style="list-style-type: none"> Name and locate the four countries and capital cities of the UK Identify characteristics of the four countries and capital cities Identify the UK's surrounding seas Name and locate the world's seven continents and five oceans <i>Locate the north west of England</i> <i>Name and locate Preston in the NW of England</i> <i>Name and locate some local areas such as Fulwood, Ingol, Cadley, Broughton</i> 	<ul style="list-style-type: none"> Locate the world's countries using maps to focus on <i>Europe</i>, including Russia, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Name and locate counties and cities of the UK, <i>specifically cities in Lancashire & cities in surrounding counties, e.g. Greater Manchester</i> <i>Name and locate geographical regions of the UK 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, e.g. Preston changes over time</i> <i>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 & night)</i> 	<ul style="list-style-type: none"> Locate the world's countries, <i>including Japan</i>, using maps to focus on <i>North and South America</i>, <i>concentrating</i> on their environmental regions, key physical and human characteristics, countries and major cities <i>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 & night)</i>
Place knowledge	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (<i>Preston & Blackpool</i>), and of a small area in a contrasting non-European country (<i>Gola Rainforest in Sierra Leone/Liberia</i>) 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of <i>the North West England</i> (a region of the UK) and <i>Hamburg</i> (a region in a European country) 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of <i>The West Coast Andean nations = Venezuela, Colombia, Ecuador, Peru, Bolivia</i> (a region within South America) and <i>Kanto (a region in Japan)</i>
Human & Physical Geography	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and their characteristics Use basic geographical vocab to refer to: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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

Geographical skills and fieldwork

<ul style="list-style-type: none"> ● use world maps, atlases and globes ● use simple compass directions (NSEW) to describe the location of features and routes on a map ● use 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 ● <i>use large scale maps and aerial photos of school & local area</i> ● <i>recognise simple features on maps (buildings, roads, fields)</i> ● <i>look down on objects and make a plan (e.g. of classroom or playground)</i> ● <i>know maps have symbols, find a given OS symbol on a map</i> ● <i>begin to realise why maps need a key</i> ● devise a simple map; and use and construct basic symbols in a key ● use simple fieldwork and observational skills (speak, write about, draw, observe & describe) to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. ● <i>ask simple geographical questions about the world and their environment (e.g. what is it like to live in this place?)</i> 	<ul style="list-style-type: none"> ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● <i>use the index and contents page of atlases</i> ● <i>use maps at more than 1 scale, recognising that larger scale maps cover less area</i> ● <i>relate measurement on large scale maps to measurements outside</i> ● <i>use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans</i> ● <i>recognise patterns on maps and begin to explain what they show</i> ● <i>recognise that contours show height and slope</i> ● <i>use a scale bar to calculate some distances</i> ● <i>make links between features observed through fieldwork to those on maps and aerial photos</i> ● <i>make a simple scaled drawing, e.g. of the classroom</i> ● <i>use the zoom facility on digital maps to locate places at different scales</i> ● <i>add photos, text to digital maps to explain features and places</i> ● <i>view a range of satellite images</i> ● 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 ● <i>recognise some standard OS symbols</i> ● 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. 	<ul style="list-style-type: none"> ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● <i>choose the most appropriate map/globe for a specific purpose</i> ● <i>relate different maps to each other and to aerial photos</i> ● <i>use appropriate search facilities when locating places on digital/online maps and websites</i> ● <i>use a wider range of labels and measuring tools on digital maps</i> ● <i>begin to understand the differences between maps, e.g. Google maps vs. Google Earth, and OS maps</i> ● <i>start to explain satellite imagery</i> ● <i>use and interpret live data e.g. weather patterns, location and timing of volcanoes/earthquakes etc</i> ● <i>follow routes on maps describing what can be seen</i> ● <i>interpret and use thematic maps</i> ● <i>understand that purpose, scale, symbols and style are related</i> ● <i>recognise different map projections</i> ● <i>use latitude/longitude in a globe or atlas</i> ● <i>identify, describe and interpret relief features on OS maps</i> ● <i>know that different scale OS maps use some different symbols</i> ● 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 wider world (<i>in relation to life experiences</i>) ● <i>use a wider range of OS symbols including 1:50K symbols</i>
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	<ul style="list-style-type: none"> • <i>make and use simple route maps of small areas with features in the correct place, labelling maps to show their title and purpose</i> • <i>observe (fieldwork, online reports), measure and record (collect data) the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. Use presentation, spreadsheets, tables and charts to collect, record, display and explain geographical data.</i> 	<ul style="list-style-type: none"> • <i>use eight cardinal points to give directions and instructions (through fieldwork)</i> • <i>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 (e.g. data logger to record weather).</i> • <i>create sketch maps using symbols and a key</i> • <i>use models and maps to discuss land shape i.e. contours and slopes</i> • <i>read and compare map scales (in fieldwork)</i> • <i>use the scale bar on maps (in fieldwork)</i> • <i>draw measured plans</i> • <i>communicate geographical information &/or data collected in a variety of ways, through maps, diagrams, numerical and quantitative skills, electronically and writing at increasing length.</i>
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Purple text = St A's specific curriculum (taken from overviews put forward by KS teams & Lancs Geog KILPs docmt)