

## Geography Progression of Skills and Coverage

### Key Stage 1 National Curriculum Objectives

#### **Locational knowledge:**

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

#### **Place knowledge:**

- 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 Human and physical geography.

#### **Human and physical geography:**

- 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.
- Use basic geographical vocabulary to refer to:
  - 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.

#### **Geographical skills and fieldwork:**

- 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 Geography – key stages 1 and 2 3.
- 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.

### Key Stage 2 National Curriculum Objectives

#### **Locational knowledge:**

- 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.
- 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.
- 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).

#### **Place knowledge:**

- 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.

#### **Human and physical geography:**

- Describe and understand key aspects of:
  - 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:**

- 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.

Geographical strand	Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	United Kingdom	Name and locate the countries of the United Kingdom and their capital cities on a map or globe.		Name and locate rivers of the United Kingdom and describe the impact on human and physical geography of the places they are found.	Name and locate vegetation belts across the United Kingdom, explaining how some of these have changed over time.	Name and locate counties and cities of the United Kingdom, identifying and describing their human and physical characteristics.	Describe in detail the human characteristics of some of the largest cities of the United Kingdom, taking into account population, economic activity and transport systems.
	The World	Name and locate the world's continents on a world map and globe.	Name and locate the world's continents and oceans on a world map and globe.	Locate the countries of Europe (including Russia), North and South America.	Locate the world's climate zones and biomes.	Describe and explain similarities and differences (human and physical) of a region or area within North or South America.	Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America.

<b>Place Knowledge</b>	<b>Places</b>	Identify the similarities and differences between the local environment and one other place.	Describe and compare the physical similarities/ differences between an area in the United Kingdom and one of a contrasting non-European country.	Identify how areas of the world have capitalised on their physical or human features (River Nile).	Compare and contrast areas of vegetation and biomes in two different locations.	Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places.	Describe how physical and human processes can lead to similarities/ differences in the environments of places and in the lives of people who live there.
<b>Human and Physical Geography</b>	<b>Human and physical</b>	Use the correct terms for simple geographical features in the local environment.	Describe and compare human and physical features seen in their local environment and other places in the world.	Describe how mountains and volcanoes are formed and how earthquakes occur, offering explanations for the locations of some of these features.	Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.	Describe how human activity has impacted upon and/or changed the physical and human characteristics of a place in the world.	Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.
	<b>Environmental</b>	Describe how pollution (e.g. litter) affects the local environment.	Suggest ways of improving the local environment.	Identify how people both damage and improve the environment (Aswan dam).	Explain how people try to sustain the environment.	Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it.	Evaluate the effectiveness and impact of environmental schemes in place to sustain or improve the environment. (Galapagos?)
	<b>Processes</b>	Describe in simple terms how wind or water has affected	Describe how a physical or human process has changed an aspect	Explain how the physical processes of erosion, transportation and	Describe how ecology and people are affected by cold,	Describe and explain how physical processes have changed the	Describe how physical and human processes give a continent its

		the geography of an area.	of an environment (e.g. the local environment).	deposition affect the environment.	and describe the freezing and thawing processes.	characteristics of a landscape, country or continent.	unique characteristics.
	<b>Patterns</b>	Answer simple questions regarding straight forward geographical patterns (e.g. what are the busiest times at the park).	Explain simple patterns and offer an explanation (e.g. count traffic and suggest reasons for why the flow changes at different times).	Provide a reasonable explanation for features in relation to location (e.g. towns have developed along the River Nile due to access to water).	Describe patterns in geography and offer clear explanations for why they appear (e.g. a number of hotels and restaurants are found at the seaside).	Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features, relative to others.	Identify geographical patterns on a range of scales.
	<b>Weather and climate</b>	Name the four seasons and describe typical weather conditions for each of them.	Locate hot and cold areas of the world in relation to the Equator and the North and South poles and explain how the weather affects these areas.	Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism.	Describe how human activity has impacted upon the world's climate.	Describe how weather and climate affects land use and food production.	Explain how extreme climates affect the lives of people living there and the human and physical geography.
	<b>Express views</b>	Ask and respond to questions about places/ environments.	Use given information and observations to ask and respond to questions about the environment, recognising how people affect this.	Provide reasons for their observations, views and judgements regarding places and environments.	Offer reasons for their own views and recognise that other people may hold different views.	Discuss and comment on a range of views people hold about environmental interaction and change.	Recognise that different values and attitudes, including their own, result in different approaches to environmental interaction and change.
	<b>Changes over time</b>		Explain how a place has changed over time.		Describe how changes in the features of a place can affect the lives	Explain how things change by referring to the physical and	Explain how physical and human processes lead to diversity

					and the activities of people living there.	human features of the landscape.	and change in places.
<b>Geographical Skills and Fieldwork</b>	<b>Mapping</b>	Draw a simple picture map (e.g. of an imaginary place from a story), labelling particular features.	Draw simple maps or plans using symbols for a key.	Draw sketch maps and plans using agreed symbols for a key.	Draw sketch maps and plans using standardised symbols and a key.	Produce own scaled map.	Produce accurate scaled maps.
	<b>Using maps</b>	Locate countries on a UK map.	Locate continents and oceans on a world map.	Locate geographical features on a map or atlas using symbols shown in a key.	Locate and name geographical features on an Ordnance Survey map.	Compare land use and geographical features on different types of maps.	Compare and contrast areas of the UK and wider world by analysing the geographical features on a range of maps, including digital/computer mapping.
	<b>Fieldwork</b>	Name, describe and group features of the home/school environment from first-hand observation, responding to simple questions.	Name, describe and compare human and physical features of their own locality and another named place, asking and responding to questions.	Observe, measure and record the human or physical features in the local area responding to a range of geographical questions. (Weather?)	Propose geographical questions, collecting and recording specific evidence to answer them.	Choose the best method of recording observations and measurements, including sketch maps, plans, graphs and digital technologies.	Describe and explain geographical processes observed including taking accurate measurements and representing these in text, graphs and spreadsheets.
	<b>Vocabulary</b>	Use basic geographical vocabulary to name physical and	Use geographical vocabulary to name features of	Use technical and geological vocabulary to describe	Express views on a geographical issue using appropriate vocabulary.	Ask and answer geographical questions using correct	Present findings both graphically and in writing

		human features of a familiar place.	familiar and unfamiliar places.	geographical processes.		geographical vocabulary.	using appropriate vocabulary.
	<b>Research</b>	Use maps, pictures and stories to find out about different places.	Use information texts and the Internet to gather information about a place.	Locate appropriate information, needed for a task, from a source material.	Suggest which source material to use for a specific task, locating the information needed.	Use search engines, index, contents and other research techniques to locate and interpret questions.	Use search engines, index, contents and other research techniques to locate and interpret information, identify gaps in information collated and suggest ways of finding it.
	<b>Direction</b>	Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in fieldwork.	Use compass directions (North, South, East and West) to describe the location of geographical features and routes on a map.	Use the eight points of a compass to describe the location of a country or geographical feature.	Plan a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed. (Shackleton expedition?)	Use four and six figure grid references to locate features on an Ordnance Survey or world map.	Plan a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.
	<b>Positioning</b>	Locate hot and cold areas of the world.	Locate the Equator and the North and South poles.	Locate and explain the significance of the Northern and Southern hemispheres and the Arctic and Antarctic circles.	Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a	Locate and explain the significance of latitude and longitude and then Prime Greenwich Meridian.	Explain how time zones (including day and night) of different countries around the world affect the human and physical geography of a place.

					range of countries of the world.		
	<b>Data</b>	Collect data during fieldwork such as the number of trees/houses.	Collect and organise simple data from first and second-hand sources including fieldwork.	Analyse data which they have collected from first-hand experiences, identifying any patterns. (Weather data?)	Collect and analyse data from first and second-hand sources, identifying and analysing patterns and suggesting reasons for them.	Suggest sources for finding data related to a task and analyse data collected to draw conclusions about a place or geographical issue.	Analyse and present more complex data, from different sources, suggesting reasons why it may vary.
	<b>Perspectives</b>	Recognise simple human and physical features of an aerial photograph or simple map, showing an awareness that objects look different from above.	Identify and describe geographical human and physical features using an aerial photograph.	Compare and contrast aerial photographs and plan perspectives, explaining their similarities and differences.	Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestions.	Explain what physical and human processes may have occurred in a place by studying an aerial image of it.	Use the web and satellite mapping tools to find out and present geographical information about a place.

<b>Key to learning theme colours</b>	
<b>Year 1</b>	Wombat Stew (Sp1) Land Ahoy (Su1) Get, Set, Grow (Su2)
<b>Year 2</b>	Awesome Africa (Au1) Blue Planet (Sp1) How to Train Your Dragon (Su2)
<b>Year 3</b>	The Firework Maker's Daughter (Au2) Viva Espana (Sp2) Tomb Raiders (Su2)
<b>Year 4</b>	The Variety of Life (Au1) The Big Freeze (Sp1)

<b>Year 5</b>	Traders and Raiders (Au1) The Explorer (Sp2)
<b>Year 6</b>	Animated Authors (Su 1&2) Darwin's Discoveries (Aut 1)