

Geographical Skills – Progression across all year groups

		Geography Key Stage 1		
Category of knowledge	NC Statements	EYFS	Year 1	Year 2
Locational knowledge	<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>	<ul style="list-style-type: none"> that there are seasons that repeat and go in order. Eg Autumn/ Winter focus. how to explore collections of materials, identifying similar and different properties. that signs and symbols can tell us about a place. that the signs and symbols usually represent an object that doesn't move 	<p>As a geographer:</p> <p>name and locate the four countries making up the British Isles, with their capital cities</p> <p>name the bodies of water that surround the United Kingdom</p> <p>identify some of the main physical and human characteristics of each of the four countries that make up the United Kingdom?</p> <p>Know features of hot and cold places in the world. Understand location in relation to the Equator, South and North Pole.</p>	<p>As a geographer:</p> <p>know the names of and locate the 7 continents on a World Map</p> <p>know the names of and locate on a world map the five oceans of the world.</p> <p>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</p> <p>Describe some of the human and physical characteristics of the four countries of the UK</p> <p>London, Cardiff, Edinburgh and Belfast.</p> <p>Know the main differences between a home town and that of a small place in a non-European country (linked to the topic – Brazil)</p>
Vocabulary		<p>Tier one Autumn, summer, spring, winter,</p> <p>Teir two , season</p> <p>Tier three sign , symbol</p>	<p>Tier one: England, Northern Ireland, Scotland, Wales, United Kingdom, town, village , city</p>	<p>Tier one: Earth, globe, continent, country, ocean,</p>

			<p>Tier two: <i>Capital, London, Belfast, Cardiff, Edinburgh</i></p> <p>Tier Three: <i>Europe, Atlantic Ocean, English Channel, River Thames, North Sea, Irish Sea</i></p>	<p>Tier Two: <i>Asia, Africa, Europe, North America, South America, Australia, Antarctica, Arctic, Atlantic, Pacific, Indian, Southern (ocean)</i></p> <p>Tier Three: <i>Northern hemisphere, Southern hemisphere,</i></p>
Place knowledge	<p>Understand geographical similarities and differences through studying the human and physical geography of a:</p> <ul style="list-style-type: none"> • small area of the United Kingdom, and of a small area in a contrasting non-European country. 	<ul style="list-style-type: none"> • that there are different countries in the world. • that 4 countries make up the uk. • the name of the 4 countries of the UK and at least 2 other countries. 	<p>As a geographer:</p> <p>recognise similarities and differences of geographical features in my own immediate environment?</p> <p>talk about people and places within my local environment?</p> <p>compare Trench with a contrasting place in the UK?</p> <p>talk about people and places beyond my local environment?</p> <p>Can I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area?</p> <p><i>Comparing Trench and Aberdoverly/ Barmouth</i></p>	<p>As a geographer:</p> <p>compare a local City/town in England with a contrasting city in a different non- European country</p> <p>Can I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area?</p> <p><i>Comparing Telford and India</i></p>
Vocabulary		<p>Tier one : <i>countries, world, England, Northern Ireland, Scotland and wales,</i></p> <p>Tier two: <i>capital</i></p> <p>Tier three: <i>Port, Coastal,</i></p>	<p>Tier One : <i>Similar, different, North America, South America, equator,</i></p> <p>Tier Two: <i>Land use, environment, climate</i></p> <p>Tier Three: <i>Northern hemisphere, Southern hemisphere,</i></p>	<p>Tier One: <i>Compare, Population, India, New Delhi</i></p> <p>Tier Two: <i>Pacific Ocean, island, climate</i></p> <p>Tier Three: <i>Inhabitants,</i></p>

<p>Human and physical geography</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: key physical and human features</p>	<ul style="list-style-type: none"> the difference between human and physical features on a map- (using a map of a holiday place Eg Wales/ a holiday destination abroad). 	<p>As a geographer: compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality?</p> <p>Comparing and Contrasting : Trench with the seaside location</p> <p>talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis?</p> <p>identify land use around the school?</p>	<p>As a geographer: ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles?</p> <p>compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences? (contrasting Telford with India)</p>
<p>Vocabulary</p>		<p>Tier One : Hot, cold, weather, home, town, city Tier Two: Coastal, inland, Tier three : abroad,</p>	<p>Tier one: Hot, cold, weather, seasons, , autumn, winter, summer, spring, Sand, ocean, weather, sea, water, seaside, town, map, shop Tier Two: Port, harbour, island, shore, coast, city, town, village Tier Three: Hemisphere, temperate, drought, equator,</p>	<p>Tier one : beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Tier Two: Climate, similarity, difference, changeable, blizzard, hurricane, mountain, soil, office, factory, North Pole, South Pole Tier Three: vegetation</p>
<p>Geographical skills / mapping</p>	<p>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</p>	<ul style="list-style-type: none"> name where I live. identify features on a simple map. draw and create own map using real objects and/or pictures. Eg Ketley. 	<p>As a geographer: use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities?</p>	<p>As a geographer: use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied?</p>

	<p>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</p> <p>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</p>	<ul style="list-style-type: none"> follow a simple map of a familiar place (Eg Telford). use maps to locate objects in 'real life'. draw and create own maps using real objects, and/or pictures and symbols. name the 4 countries of the UK and at least 2 other countries. use pictures to compare and contrast environments around the world. talk about a range of real maps. briefly explain the difference between human and physical features on a map. use basic geographical vocab to refer to physical and human features. draw and create own maps using pictures and symbols. 	<p>use aerial images to recognise landmarks and basic physical features?</p> <p>use a simple key to recognise physical or human features on a map? And identify where I live.</p> <p>create a simple map of my local environment?</p> <p><i>Local maps, sketch maps, ariel photographs of school area and seaside location, ariel photographs of a city, town and village, ariel photographs of mountain, lake and river.</i></p>	<p>learn and use the four points of a compass to describe the location of features on a map?</p> <p>use locational and directional language such as: near, far, left, right to describe the location of features on a map?</p> <p>use aerial images and plan perspectives to recognise landmarks and basic physical features?</p> <p>devise a simple map, and use and construct basic symbols in a key</p> <p>explain symbols on a key and why they are used</p> <p>use one number and one letter grid references? (A1, B1)</p> <p>Maps with locational knowledge, Local maps with basic grid references on, urban map of Telford and town in India , map with compass points for direction</p>
Vocabulary		<p>Tier one: Map, near, far, close, home, school, shop</p> <p>Tier Two: direction,</p> <p>Tier three: landmark, symbol.</p>	<p>Tier one: Map, key, near, far, distance, school, village, town, city</p> <p>Tier Two: Direction, compass, address, countryside, travel, fieldwork, observe, route</p>	<p>Tier one: Map, atlas, key, globe, farm, symbol</p> <p>Tier Two: Compass, location, north, east, south, west</p> <p>Tier Three: Aerial view, landmark</p>

			Tier Three: Aerial view, landmark	
Field work	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.	<ul style="list-style-type: none"> that a map is about a place. what a map is used for. features on a simple map. 	<p>use simple fieldwork to observe, measure and record the human and physical features in the local area?</p> <p><i>rainfall gauge, outdoor temperature gauge</i></p>	<p>use fieldwork to observe, measure and record the human and physical features in the local area?</p> <p><i>use local map with 2 figure grid references</i></p> <p><i>use local map with compass bearings on</i></p> <p><i>use local map with symbols to identify different land use</i></p>

Geography in Key Stage 2

Category of knowledge	NC Statements	Year 3	Year 4	Year 5	Year 6
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	<p>As a geographer I can ..</p> <p>Locate and name the continents on a World Map.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p>	<p>As a geographer I can ..</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate the main countries of Europe inc. Russia.</p>	<p>As a geographer I can ..</p> <p>Locate the main countries of North America</p> <p>Locate significant cities in North America</p>	<p>As a geographer I can</p> <p>Locate the main countries of Central and South America</p> <p>Locate significant cities in South America</p> <p>Locate similar environmental regions across South America</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>	<p>Locate and name the main counties and cities in/around Shropshire</p> <p>Locate and name the main counties and cities in England</p> <p>Develop relative locational knowledge for the main counties and cities in England</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere,</p>	<p>Identify capital cities of Europe</p> <p>Build relative locational knowledge of the major European countries – France, Spain Germany, Italy</p> <p>Describe human and physical geographical features of area of European Country – Land use, physical terrain, changes over time</p> <p>identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p>	<p>Locate key US states and similar environmental regions across North America</p> <p>Develop relative locational knowledge of European countries and also that of North American countries and major US states.</p> <p>Describe human and physical geographical features of area of an area of North America – Land use, physical terrain, states, changes over time.</p>	<p>(including arid, semi, arid, temperate and tropical)</p> <p>Develop relative locational knowledge of European countries and also that of South American countries</p> <p>Describe human and physical geographical features of area of an area of South America – Land use, physical terrain, states, changes over time.</p> <p>-identify the position and significance of , the Prime/Greenwich Meridian and time zones (including day and night)</p>
Vocabulary		<p>Tier one: Asia, Africa, North America, South America, Australia, Antarctica, continent, map, river, desert, mountain, capital, city</p> <p>Tier Two: British Isles, equator, Northern Hemisphere, Southern Hemisphere,</p> <p>Tier Three: Tropic of Cancer, Tropic of Capricorn</p>	<p>Tier one: Europe, desert, rainforest, map, location, hills, mountains, coasts, rivers</p> <p>Tier Two: Region, county, human, physical</p> <p>Tier Three: environmental, temperate</p>	<p>Tier one: Europe, North America, South America, cities, region, land use, county, Africa</p> <p>Tier Two: Rural, urban, time zones</p> <p>Tier Three: Latitude, longitude, Greenwich meridian</p>	<p>Tier one: Africa, Asia, Australasia, Oceania, South America, environmental, human, physical, hills, mountains, rivers</p> <p>Tier Two: Russia, Atlas</p> <p>Tier Three: Erosion</p>
Place knowledge	understand geographical similarities and differences through the study of human and	Compare similarities and differences between Telford and other areas of England	Compare similarities and differences between Telford other areas of England and European area studied	Compare similarities and differences between Telford and other areas of England.	Compare similarities and differences between Telford and other areas of England.

	physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	<i>Population, climate, physical landscape, transport and employment, housing</i>	<i>Population, climate, physical landscape, transport and employment, housing, relief</i>	<i>European area studied and North America</i> <i>Population, climate, physical landscape, transport and employment, housing, relief, historical significance, biomes, climate zone</i>	<i>European area studied, North America and South America</i> <i>Population, climate, physical landscape, transport and employment, housing, relief, historical significance, biomes, climate zone, stance on sustainability and global warming.</i>
Vocabulary		Tier one: UK, Europe, Local, hilly, flat, Shropshire, London, Greater London, Tier Two: Sea level, climate, tropical, temperate, Urban, rural, Tier Three: Terrain, vegetation	Tier one: Europe, Eastern , Western, Poland, Warsaw Tier Two: Plains, mountains, highlands, fresh water lakes Tier Three: Permafrost, boreal forest	Tier one: Native America, tribes, Amazon, River Amazon, Brazil, North America, USA, Canada, Washington Tier Two: Canoe, hide, kachina, kiva, roach, tepee, totem pole, wigwam. Tier Three: Algonquian tribe, Iroquoian tribe	Tier one: Region, United Kingdom, North America, South America, Americas, continent, climate Tier Two: Human, physical, residential, industrial Tier Three: global warming, greenhouse effect,
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	Physical geography: <i>explain, summarise and identify to show their understanding of tectonic plates, earthquakes, fault lines, ring of fire, magma, mantle, crust</i> Human geography <i>Explain different types of settlement in the UK – why did settlements start in a location and grow</i> <i>Settlements : New towns, ports, river crossing, trading centres,</i>	Physical geography: <i>explain, summarise and demonstrate their understanding of river source, tributary, meander, delta, estuary, mouth, the water cycle</i> Human geography Explaining differing land use in different locations, comparing local and UK to different area in Europe.	Physical geography: <i>justify, apply and evaluate to show their understanding of rain forest, tundra, temperate, tropical, grassland, forest floor emergent, canopy, swamplands,</i> <i>explain, summarise and demonstrate their understanding of river source, tributary, meander, delta, estuary, mouth, the water cycle.</i>	Physical geography: <i>justify, apply and evaluate to show their understanding of Biomes, vegetation belts, effect of climate change</i> Human Geography to critique and hypothesis about matters such as debt, famine, poverty, affluent, industry, economy

			Land use :	<p>explain, summarise and demonstrate an understanding of mountain ranges, formation of mountains, relief, contour mapping, altitude,</p> <p>Human Geography</p> <p>explain, summarise and demonstrate distribution of natural resources including energy, food, minerals and water in the US and Canada</p>	<p>explain, summarise and demonstrate the distribution of natural resources including energy, food, minerals and water in the South America – compare with US – 1st and 2nd world country comparison of energy use</p>
Vocabulary		<p>Tier one: Volcano, eruption, magma, crust, mantle, outer core, inner core, climate zones</p> <p>Tier Two: Active, dormant, topsoil, subsoil, bedrock, tornado, biome</p> <p>Tier Three: Tectonic plate, tsunami, vegetation belt</p>	<p>Tier one: Solid, liquid, vapour, melt, freezing, boiling, water cycle</p> <p>Tier Two: Evaporation, condensation, ground water, runoff, flood plain, pollution, closed cycle</p> <p>Tier Three: Precipitation, infiltration</p>	<p>Tier one: Coal, nuclear, import, export, wind power, solar power, renewable, non-renewable</p> <p>Tier Two: Settlement, generation, gigawatt, carbon footprint, food miles, origin</p> <p>Tier Three: Biomass, conservation,</p>	<p>Tier one:, wind power, solar power, renewable, non-renewable, import, export</p> <p>Tier Two: Global supply chain, British Empire, sustainability</p> <p>Tier Three: Globalisation, biomes,</p>
Geographical skills / mapping Field work	<p>Use maps, atlases, globes, digital mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> • 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 	<p>Using a range of maps and atlases, locate a variety of countries and capitals, identify lines of longitude and latitude</p> <ul style="list-style-type: none"> • Using an Ordnance Survey map 1:50,000; • Explain a range of OS symbols and key • Four figure grid references 	<p>Using a range of maps and atlases (digital online mapping and data retrieval (google earth): locate the equator, the Tropics of Cancer and Capricorn</p> <ul style="list-style-type: none"> • Know how to plan a journey within the UK, using a road map • Using an Ordnance Survey map 1:50,000; • Explain and use an increased range of OS symbols and key 	<p>Using a range of maps, atlases, digital online mapping and data retrieval (e.g. google earth) to locate countries and capitals from around the world including the northern and southern hemisphere.</p> <ul style="list-style-type: none"> • Using an Ordnance Survey map 1:25,000; • Classify a range of OS symbols and key 	<p>Using a range of maps, atlases, digital online mapping and data retrieval (e.g. google earth) to locate countries and places of interest (e.g. journey of a river, fault lines, ring of fire, forest cover)</p> <ul style="list-style-type: none"> • Using an Ordnance Survey map 1:25,000; • Classify a range of OS symbols and key

	<ul style="list-style-type: none"> • use fieldwork to observe, measure and record the human and physical features in the local area (including sketch maps, plans and graphs) 	<ul style="list-style-type: none"> • Begin to demonstrate an understanding of the eight points of a compass • Compare and contrast human and physical features using terrestrial, aerial and satellite photographs • observe and measure (e.g. rain-fall, temperature) • Demonstrate an understanding of recording, presenting and interpreting data (bar charts, tables, line graphs) <p><i>Weather maps, climate maps, physical, human, OS Maps</i></p>	<ul style="list-style-type: none"> • Four figure grid references • Spot heights • Estimate area • Demonstrate an understanding of the eight points of a compass • Estimate straight line distances using a scale line • Compare and contrast human and physical features using terrestrial, aerial and satellite photographs • observe and measure (e.g. rain-fall, temperature) • Demonstrate an understanding of recording, presenting and interpreting data (bar charts, tables, line graphs, flow line) <p><i>Weather maps, climate maps, thematic maps, spot heights, north-west etc, scale line, digital online mapping and data retrieval (google earth), OS maps</i></p>	<ul style="list-style-type: none"> • Six figure grid references • Estimate height using contour lines • Understand the eight points of a compass • Calculate straight line distance using a scale line • Use terrestrial, aerial and satellite photographs to identify geographical features • observe and measure (e.g. rain-fall, temperature) • Demonstrate an understanding of recording, presenting, interpreting and evaluating data (pie charts, climate graphs) <p><i>Weather maps, climate maps, thematic maps, spot heights, pie charts, climate graphs, north-west etc, scale line, digital online mapping and data retrieval (google earth), OS maps</i></p>	<ul style="list-style-type: none"> • Six figure grid references • Estimate height and slope using contour lines • Apply the eight points of a compass • Calculate straight line and actual distance using a scale line • Make informed statements using terrestrial, aerial and satellite photographs (de-forestation, decline of Great Barrier Reef, Ice caps melting) • observe and measure (e.g. rain-fall, temperature) • Demonstrate an understanding of recording, presenting, interpreting and evaluating data (scatter graphs, pie charts, climate graphs) <p><i>Weather maps, climate maps, thematic maps, spot heights, pie charts, climate graphs, north-west etc, scale line, scatter graphs, digital online mapping and data retrieval (google earth), OS maps</i></p>
Vocabulary		<p>Tier one: Map, atlas, globe, continent, country, north, east, south, west, compass</p> <p>Tier Two: Locate, mapping, Human, physical, plans, features, key</p> <p>Tier Three: Ordnance survey, 4 figure grid reference</p>	<p>Tier one: Map, atlas, globe, continent, country, north, east, south, west, compass</p> <p>Tier Two: Locate, mapping, Human, physical, plans, features, key</p>	<p>Tier one: Map, atlas, globe, continent, country, north, east, south, west, compass</p> <p>Tier Two: Locate, mapping, Human, physical, plans, features, key</p>	<p>Tier one: Map, atlas, globe, continent, country, north, east, south, west, compass,</p> <p>Tier Two: Locate, mapping, Human, physical, plans, features, key</p>

			Tier Three: Ordnance survey, 4 figure grid reference	Tier Three: Ordnance survey, 6 figure grid reference	Tier Three: Ordnance survey, 6 figure grid reference
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