

Progression of Geographical Skills and Knowledge

What Pupils Need to Know and Do



| | Locational knowledge and place knowledge | Fieldwork | Use and understanding of geographical vocab/ concepts Scale, space, place, environment (physical & human processes), interconnections, environmental impact, sustainability, cultural awareness and diversity. | Using globes, maps & plans. | Map work skills | Human and physical geography:enquiry skills and communication |
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| Two's | Remember where objects/items belong I can match simple pictures to the place they would be found indoors or outdoors. I can name some buildings that are familiar to me. I can find objects by location. | I can explore natural materials indoors and outdoors. Explore and respond to the different natural phenomenon in their setting and on trips. Is curious and interested to explore new and familiar experiences in nature. | I am beginning to use positional language to communicate I am beginning to experience cause and effect relationships whilst exploring – Rains get wet, Clean and dirty. | I can find objects by location I engage in play with small world resources building on first hand experiences such as visiting the farm, going to the nature reserve or walking by the river. | I refer to my movement as up or down when exploring outside. | I can name simple structures in my home – bed, fence, bath, stairs. I know that different places have different purposes. |
| Nursery | Begin to understand the need to respect and care for the natural environment and all living things. Begin to understand the effect their behaviour can have on the environment. | Use all their senses in hands on exploration of natural materials. Shows care and concern for living things and the environment. | Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. | Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Begin to understand the need to respect and care for the natural environment and all living things. Look at a globe with support and Identify where they live. | Discuss my journey to school, talk about what I see. Record my journey to school by drawing a simple map. Observe and record three features I see on my way to school. | Talk about what they see using a wide vocabulary. |
| Reception Expected by the end of Reception / EYFS | Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to one another. Recognise some environments that are different from the one in which they live. I can ask and respond to questions – like what and where? | Explore the natural world around them. Describe what they see, hear and feel whilst outside. I can use some of my senses to observe or notice things where I am and react to them by commenting. I can identify simple types of buildings & places around me and know their own special features | Describe what they see, hear and feel whilst outside. I know & can use simple geographical vocabulary e.g. near/far up/down, wet, dry. I can describe a place in simple terms e.g. weather, season, beach, farm, hill, town, shop, house. | Recognise some environments that are different to one another. Recognise some similarities and differences between life in this country and life in other countries. I can play games with globes & maps. I can draw simple maps of places I know, or maps from story settings I may use my own symbols. | Draw information from a simple map. I can follow directions – up, down, left and right I can draw information from a simple map I may be able to identify local features on aerial photograph. | Understand the effect of changing seasons on the natural world around them. I can use secondary sources – pictures, photos, stories, films to find out about a place I can tell you what a place is like in simple terms. |
| Expected by the end of KS1 Year 2 | I can name & locate world's 7 continents and 5 oceans I can name, locate & identify characteristics of the 4 countries & capital cities of the UK & surrounding seas I understand geog. similarities and differences through studying the human & physical geography of a small area of the UK & | I can use simple fieldwork and observational skills to study the geography of my school and its grounds. I can complete a chart to express opinions during Fieldwork. I use first hand observation to investigate places - the school grounds, the streets around and the local area. | I use and understand basic geographical specific vocabulary relating to human and physical geography I can use these specific key vocabulary to describe physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) key human features (city, town, village, factory, farm, house, office, port, harbour, shop, address) | I use world maps, atlases and globes to identify UK & its countries I can identify the countries, continents and oceans studied. I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. I can use aerial photographs and plan perspectives to recognise landmarks | I can follow a route on prepared maps (left/right) & find information. I can use simple compass directions (NSEW) 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. I can make a simple map | I can use observational skills and ask and respond to questions. I can identify seasonal/ daily UK weather patterns. I can study the key human and physical features of the surrounding environment of my school. I begin to explain how/why |

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| | contrasting non-European country. | I can recognise and record different types of land use, buildings and environments. | I can use mathematical vocabulary to describe position and location. | and basic human and physical features. | (e.g. from a story). I can use & construct basic symbols in a key. | I can find information from aerial photographs. I use and apply Maths to help me to show learning. |
| Expected by the end of lower KS2 Year 4 | <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 and in a European country</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 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 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 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 the 8 points of a compass.</p> <p>I can use simple grids with letters and numbers and 4-figure 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 describe & understand key aspects of: physical geography, including rivers and mountains of UK/ Europe.</p> <p>I can describe/ locate volcanoes & earthquakes</p> <p>I can describe the water cycle using a diagram.</p> <p>I can describe key aspects of human geography of settlement types, land use, economic activity, distribution of natural resources of UK/Europe.</p> <p>I can identify similarities & differences of 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 geog.data etc.</p> |

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| <p>Expected by the end of KS2 Year 6</p> | <p>I know some of the world's countries, focusing on North and South America concentrating on all their environmental regions, key physical & human characteristics, countries, and major cities.</p> <p>I can name/ locate cities & counties of the UK I know more about the geographical regions of the UK & their identifying physical and human characteristics, including more detail of the key topographical features including naming more 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 a region within N. or S. America (compare to LKS2 case study of European region too).</p> <p>I can identify significance of position of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic Antarctic Circle time zones.</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 understand 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 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 provide greater detail of geographical regions of the UK & their identifying physical and human characteristics using specific geographical vocabulary.</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 UK counties & cities</p> <p>I can locate the world's countries, using maps to focus on North & South America.</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 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>I can use Ordnance Survey maps at different scales.</p> <p>I can, draw a detailed sketch map using symbols and a key. 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 Interpret OS maps.</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 spatial variation/change over time</p> <p>I can understand key aspects of: physical geography climate zones, biomes, vegetation belts.</p> <p>I can describe in detail types of settlement, land use, economic activity and trade links of the continent</p> <p>I can describe the distribution of natural resources including energy, food, minerals & water in the continent I have studied.</p> <p>I can give reasons for the impact of geographical influences/ effects on people and 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> |
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