

Geography Curriculum and Skills Progression



| | KS1 | | KS2 | | | |
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| | Year 1 | Year 2 | Year3 | Year 4 | Year 5 | Year 6 |
| Locational Knowledge | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | Name and locate the world's seven continents and five oceans. | Name and locate counties and cities of the United Kingdom Compare 2 different regions in UK rural/urban. (tourist Ilkley) Look at types of settlement and land use. | On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Locate the main countries in Europe and North or South America. Locate and name principal cities. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Linking with History, compare land use maps of UK from past with the present, focusing on land use. | Locate the main countries of Europe inc. Russia. Identify capital cities of Europe Identify longest rivers in the world, largest deserts, or highest mountains. Compare with UK. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day Locate the main countries in North America. Locate and name principal cities. Name and locate the key topographical features including of rivers, hills and mountains. | On a world map locate the main countries in Africa. Identify their main environmental regions, key physical and human characteristics, and major cities. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. |
| Place Knowledge | Understand geographical similarities and differences through studying the human and physical geography of two areas within the UK (Wales/London). | 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 | Understand geographical similarities and differences through studying the human and physical geography of two areas of the United Kingdom with reference to settlements. | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. | Compare a region in UK with a region in North America with significant differences and similarities. (Link to mountains – compare Rockies to three Peaks). | Compare a region in UK with a region in Africa with significant differences and similarities. (Link to Mattuga) |

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| | | (Isle of Coll – Scotland/Australia) | | | | |
| Human & Physical Geography | <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to: - Key physical features, including: forest, hill, mountain, soil, valley, vegetation - key human features, including: city, town, village, factory, farm, house, office.</p> | <p>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</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> | <p>Describe and understand key aspects of: Physical geography including Volcanoes (linking to Science: rock types/Romans)</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p> <p>Look at differences between villages, towns, cities.</p> | <p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p> | <p>Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle - including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and North America</p> | <p>Describe and understand key aspects of Human and Physical geography in relation to Africa.</p> <p>Fair/unfair distribution of resources/food (Fairtrade).</p> |
| Geographical Skills & Field work | <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>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.</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> <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</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and keys (including the use of a simplified Ordnance Survey map) to build their knowledge of the</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range</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 keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Use fieldwork to</p> |



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| | | features and routes on a map. | United Kingdom and the wider world Use fieldwork to observe 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. | of methods, including sketch maps, plans and graphs, and digital technologies. | 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. | 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. |
| Geographical enquiry | Ask geographical questions Where is this place? What is it like? How has it changed? What is it like to live in this place? | | Ask geographical questions Where is this location? What do you think about it? What is this landscape like? What will it be like in the future? | | Ask geographical questions What is this landscape like? How has it changed? What made it changed? How is it changing? What patterns can you see? How has the pattern changed? | |
| | Express own views about a place, people and environment. Give reasons to support own likes, dislikes and preferences. Observe and record. Communicate in different ways including through writing, numerical and quantitative skills, maps and pictures. Use geographical vocabulary | | Express own views about a place, people and environment. Observe and record Communicate in different ways including through writing, numerical and quantitative skills, maps and pictures. Analyse evidence and draw conclusions Make comparisons between different locations using photos, pictures and maps. | | Express own views about a place, people and environment. Collect and record evidence. Communicate in ways appropriate to the task and audience, including through writing, numerical and quantitative skills. Analyse evidence and draw conclusions E.g Compare historical maps of varying scales, temperature of various locations, influence on people/everyday life. E.g from fieldwork data on land use/temperature. Look at patterns and explain reasons behind it. | |