

## Progression of Skills at Whittlefield Primary School



Subject: Geography	By the end of KS1	By the end of LKS2	By the end of UKS2
<p>Location and Places</p>	<ul style="list-style-type: none"> <li>• To name and locate the seven continents and five oceans</li> <li>• To name and identify characteristics of the four countries and capital cities of the UK and its surrounding areas</li> <li>• To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country. (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>• To locate the worlds countries, focussing on Europe, concentrating on environmental regions, key physical and human characteristics, and major cities.</li> <li>• To name and locate counties and cities in UK, geographical regions and some topographical features (hills, mountains, coasts, rivers) (Y4)</li> <li>• To identify position of Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn (Y3)</li> <li>• To understand geographical similarities and differences through a study of a region of UK with a region of a European Country</li> </ul>	<ul style="list-style-type: none"> <li>• To locate the worlds countries including Russia, North and South America concentrating on environmental regions, key physical and human characteristics, and major cities.</li> <li>• To name and locate counties and cities in UK, geographical regions and some topographical features (hills, mountains, coasts, rivers) as well as land use patterns and understand how these have changed over time. (Y5)</li> <li>• To identify position and significance of latitude, longitude, Artic and Antarctic Circle, The Prime/Greenwich Meridian and time zones (Y6)</li> <li>• To understand geographical similarities and differences through a study of a region of UK with a region of a European Country and a</li> </ul>

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			region within North or South America.
Physical and Human processes	<ul style="list-style-type: none"> <li>To understand seasonal and daily weather patterns in UK</li> <li>To understand location of hot and cold areas of the world in relation to the Equator and North and South poles</li> <li>To use basic geographical vocabulary</li> <li>referring to key physical and human features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human: city, town, village, factory, farm, house, office, port, harbour and shop (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>To describe and understand key aspects of physical geography: climate zones, rivers, mountains</li> <li>To describe and understand key aspects of human geography: types of settlement and land use.</li> </ul>	<ul style="list-style-type: none"> <li>To describe and understand key aspects of physical geography: biomes and vegetation belts, volcanoes and earthquakes, the water cycle</li> <li>To describe and understand key aspects of human geography: trade links, distribution of natural resources (energy, food, minerals, water)</li> </ul>
Interpreting geographical information	<ul style="list-style-type: none"> <li>To use world maps, atlases and globes to identify UK and its countries as well as any other countries studied.</li> <li>To use simple compass directions (NESW) and simple directional language</li> </ul>	<ul style="list-style-type: none"> <li>To use maps, atlases, globes, digital mapping to locate countries studied</li> <li>To use 8 points of a compass and 4 figure grid references</li> <li>To use simple symbols and key on OS maps</li> </ul>	<ul style="list-style-type: none"> <li>To use maps, atlases, globes, digital mapping to locate countries studied</li> <li>To use 8 points of a compass and 8 figure grid references</li> </ul>



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	<ul style="list-style-type: none"> <li>To 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</li> </ul>		<ul style="list-style-type: none"> <li>To use symbols and key on OS maps to build knowledge of UK and wider world</li> </ul>
<b>Fieldwork</b>	<ul style="list-style-type: none"> <li>To use simple fieldwork and observational skills to study the geography of the school and its grounds</li> <li>To study the key features of the schools surrounding environment</li> </ul>	<ul style="list-style-type: none"> <li>To use fieldwork to observe measure and record human and physical features in the local area</li> </ul>	<ul style="list-style-type: none"> <li>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> </ul>
<b>Communicate geographically</b>	<ul style="list-style-type: none"> <li>To devise a simple map using basic symbols and a key</li> <li>To describe routes on a map</li> </ul>	<ul style="list-style-type: none"> <li>To create maps using symbols and keys of the local area</li> </ul>	<ul style="list-style-type: none"> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>

### **Key stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

#### **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



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### **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
- 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**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:

#### **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)



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### **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.