

## Geography progression of skills

	KS1		KS2			
NATIONAL CURRICULUM REQUIREMENTS	<ul style="list-style-type: none"> <li>* name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>* name and locate the world's seven continents and five oceans</li> </ul>		<ul style="list-style-type: none"> <li>* 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</li> <li>* 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</li> <li>* 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)</li> </ul>			
STRAND	Y1	Y2	Y3	Y4	Y5	Y6

## Geography progression of skills

<p style="text-align: center;"><b>LOCATIONAL KNOWLEDGE</b></p>	<p>* Name and locate the four countries and the capital cities of the UK and the surrounding seas</p> <p>* Identify a number of characteristics (rivers, mountains, climate, landmarks) of the UK</p>	<p>* Recognise, name and locate the seven continents and five oceans on a globe, atlas and the internet</p> <p>* Describe the location of the continents and oceans in relation to the North and South Poles and the Equator</p>	<p><b>MY LOCAL AREA</b></p> <p>* Use atlas and maps to locate the world's countries.</p> <p>* Locate and name the four countries and the capital cities of the UK and the surrounding seas (revisit KS1) on a range of maps</p> <p>* Know the names of and locate at least eight countries and at least six cities in England.</p> <p><b>RAINFORESTS</b></p> <p>* Build up a knowledge of countries and major cities of the world, including South America</p> <p>* Identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Understand that they are imaginary lines that circle the Earth</p> <p>* Know the names of and locate a number of South American countries</p> <p>* Know where the Equator, Tropic of Cancer and Tropic of Capricorn are on a world map</p> <p>* Know what is meant by the term 'tropics' (Rainforests)</p> <p><b>CONTRASTING LOCALITY (EAST ANGLIA)</b></p> <p>* Begin to recognise geographical regions.</p> <p>* Know the difference between rural and urban areas</p> <p>* Name and locate some counties and nearby cities (NW and East Anglia)</p> <p>Children working at a secure level will be able to locate different countries in South America using a globe or atlas.</p>	<p><b>MOUNTAINS &amp; EARTHQUAKES</b></p> <p>* Recognise, name and locate at least 8 countries of the world and their major cities.</p> <p>* Name the main mountain ranges in the UK and wider world</p> <p><b>FAIRTRADE/SUSTAINABILITY</b></p> <p>* Identify and locate countries in relation to the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (Fairtrade)</p> <p><b>CATALONIA</b></p> <p>* Recognise, name and locate at least 8 countries of the world and their major cities.</p> <p>Children working at a secure level can locate different countries in Europe and North America using a globe or atlas and compare these with a region in South America.</p>	<p><b>ISS</b></p> <p>* Identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Understand that they are imaginary lines that circle the Earth.</p> <p><b>COASTS</b></p> <p>* Name and locate geographical regions of the UK, identifying key topographical features and land-use patterns.</p> <p><b>RIO DE JANEIRO</b></p> <p>* Identify and locate countries in relation to the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>Children working at a secure level can locate different countries in Europe and South America using a globe or atlas and contrast them with previous knowledge of the world. They can confidently search for a place using latitude and longitude.</p>	<p><b>RIVERS</b></p> <p>* Know, name and locate the main rivers of the UK.</p> <p>* Know the names of and can locate a number of the world's longest rivers.</p> <p><b>VOLCANOES</b></p> <p>* Locate the world's countries using maps to focus on Europe, identifying human and physical characteristics and key topographical features (Iceland)</p> <p>Children working at a secure level can locate at ease different countries in Europe, North and South America using a globe or atlas. They can confidently explain the significance of latitude, longitude etc</p>
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<p>CONSOLIDATION</p>			<ul style="list-style-type: none"> <li>* Name and locate the four countries and the capital cities of the UK and the surrounding seas</li> <li>* Identify a number of characteristics (rivers, mountains, climate, landmarks) of the UK</li> <li>* Recognise, name and locate the seven continents and five oceans on a globe, atlas and the internet</li> <li>* Describe the location of the continents and oceans in relation to the North and South Poles and the Equator.</li> </ul>	<ul style="list-style-type: none"> <li>* Recognise, name and locate the seven continents and five oceans on a globe, atlas and the internet</li> <li>* Describe the location of the continents and oceans in relation to the North and South Poles and the Equator</li> <li>* Use atlases and maps to locate the world's countries.</li> <li>* Build up a knowledge of countries and major cities of the world, including South America (rainforests)</li> </ul>	<ul style="list-style-type: none"> <li>* Identify and locate countries in relation to the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> <li>* Understand that they are imaginary lines that circle the Earth</li> <li>* Build up a knowledge of countries and major cities of the world, including Europe (Spain), North America (California) and South America (Brazil)</li> </ul>	<ul style="list-style-type: none"> <li>* Locate and name the four countries and the capital cities of the UK and the surrounding seas on a range of maps</li> <li>* Begin to recognise regions (coastal, mountainous)</li> <li>* Name the world's main mountain ranges, as well as those in the UK</li> <li>* Recognise, name and locate the continents, some countries and major cities, including those in Europe (Spain), North America (California) and South America (Brazil)</li> </ul>
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## Geography progression of skills

### PROGRESSION OF KNOWLEDGE AND SKILLS 2023/24 - GEOGRAPHY

NATIONAL CURRICULUM REQUIREMENTS	KS1		KS2			
	* 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 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.			
STRAND	Y1	Y2	Y3	Y4	Y5	Y6
PLACE KNOWLEDGE	<p>* Recognise the differences between physical and human aspects (landscape, climate, buildings) of a small area in the UK</p>	<p>* Demonstrate what may be similar and different in terms of physical and human geographical features in a contrasting non-European country (Kenya)</p>	<p><u>UK STUDY</u> * Name some similarities and differences between NW England and East Anglia in terms of their physical and human features.</p> <p><u>S AMERICAN STUDY</u> * Name some similarities and differences between NW England and the Amazon Basin in terms of their physical and human features (Rainforests)</p> <p>Children working at a secure level will be able to explain why some regions are different to others.</p>	<p><u>EUROPEAN STUDY</u> * Recognise and understand there are differences between physical and human aspects of regions and each is distinctive (Catalonia)</p> <p>Children working at a secure level can start to use appropriate technical language to describe the similarities and differences.</p>	<p><u>ISS</u> * Know the names of at least eight European countries. * Know the names of several European capitals. * Know all about different time zones and can work out differences.</p> <p><u>SOUTH AMERICAN STUDY</u> * Identify and describe why aspects are similar and different in terms of physical and human geographical features (Rio de Janeiro)</p> <p>Children working at a secure level can confidently use technical language to describe similarities and differences.</p>	<p><u>UK STUDY</u> * Name some similarities and differences between NW England and East Anglia in terms of their physical and human features (2023/24 ONLY). * Explain why aspects are similar and different in terms of physical and human geographical features (River Axe)</p> <p><u>EUROPEAN STUDY</u> * Explain why aspects of countries are similar and different in physical and human geographical features (Iceland - Volcanoes)</p> <p>Children working at a secure level can confidently explain the importance of a region.</p>

## Geography progression of skills

CONSOLIDATION			* Recognise the differences between physical and human aspects (landscape, climate, buildings) of a small area in the UK	* Demonstrate what may be similar and different in terms of physical and human geographical features in a contrasting non - European country (Kenya – Y2)	* Name some similarities and differences between NW England and East Anglia in terms of their physical and human features * Name some similarities and differences between NW England and the Amazon Basin.	* Understand there are differences between physical and human aspects of regions – East Anglia (UK), Catalonia (Europe), California (North America) and Amazon Basin (South America) – and each is distinctive
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## Geography progression of skills

NATIONAL CURRICULUM REQUIREMENTS	KS1		KS2			
	<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: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop</p>			<p>* describe and understand key aspects of physical geography, including: - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.</p> <p>* describe and understand key aspects of 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</p>		
STRAND	Y1	Y2	Y3	Y4	Y5	Y6

## Geography progression of skills

<p style="text-align: center;">HUMAN AND PHYSICAL GEOGRAPHY</p>	<ul style="list-style-type: none"> <li>* know which is the hottest and coldest season in the UK</li> <li>* know and recognise main weather symbols</li> <li>* Know the main differences between city, town and village</li> </ul>	<ul style="list-style-type: none"> <li>* identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</li> <li>* explain some of the advantages and disadvantages of living in a city or a village</li> </ul>	<p><u>RAINFORESTS</u></p> <ul style="list-style-type: none"> <li>* Label the layers of the rainforest.</li> <li>* Know there are distinct biomes and 'tropics' and know what the features of a specific biome are</li> <li>* Know the names of and begin to locate some of the world's largest deserts</li> <li>* Describe and understand key aspects of human geography including settlement and land-use (deforestation)</li> </ul> <p><u>CONTRASTING LOCALITY</u></p> <ul style="list-style-type: none"> <li>* Describe types of settlement, how land is used and economic activity in NW England and East Anglia</li> </ul>	<p><u>FAIRTRADE AND SUSTAINABILITY</u></p> <ul style="list-style-type: none"> <li>* Identify trade links and the distribution of natural resources, including food miles (Fairtrade)</li> <li>* Identify types of settlement and land-use, including the distribution of natural resources and energy (Sustainability)</li> </ul> <p><u>MOUNTAINS &amp; EARTHQUAKES</u></p> <ul style="list-style-type: none"> <li>* Understand some of the physical processes in the formation of earthquakes</li> <li>* Understand some of the physical processes in the formation of mountains</li> </ul>	<p><u>COASTS</u></p> <ul style="list-style-type: none"> <li>* Understand some of the physical processes in coastal erosion.</li> <li>* To recognise that coastal areas change over time.</li> <li>* To understand that the change has both negative and positive effects on human activities.</li> <li>* To identify how activities in coastal areas may improve or damage the environment.</li> </ul> <p><u>ISS</u></p> <ul style="list-style-type: none"> <li>* Describe and understand key aspects of physical geography, including climate zones around the world</li> </ul> <p><u>RIO DE JANEIRO</u></p> <ul style="list-style-type: none"> <li>* Describe and identify different climate zones around the world</li> </ul>	<p><u>RIVERS</u></p> <ul style="list-style-type: none"> <li>* Describe and understand key aspects of physical geography, including rivers and the water cycle</li> <li>* Understand some of the physical processes in the formation of rivers</li> <li>* Explain how the landscape of SW England has been shaped by rivers (River Axe)</li> </ul> <p><u>VOLCANOES</u></p> <ul style="list-style-type: none"> <li>* Demonstrate an understanding of the key physical processes that occur around the world</li> <li>* Understand some of the physical processes in the formation of rivers and volcanoes</li> <li>* Explain the landscape of Iceland in terms of how it has been shaped by volcanoes</li> </ul>
	<p>Children working at a secure level can locate and start to describe different human and physical aspects of an area studied.</p>	<p>Children working at a secure level are able to explain with greater precision the impact of earthquakes on the areas studied.</p>	<p>Children working at a secure level are able to locate and describe different human and physical aspects of land-use of an area studied.</p>	<p>Children working at a secure level are able to explain the impact of economic activity on an area and start to understand the impact of trade links.</p>		

## Geography progression of skills

<p>CONSOLIDATION</p>			<ul style="list-style-type: none"> <li>* Know which is the hottest and coldest season in the UK</li> <li>* Know and recognise main weather symbols</li> <li>* Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</li> <li>* Know the main differences between city, town and village</li> <li>* Explain some of the advantages and disadvantages of living in a city or a village</li> </ul>	<ul style="list-style-type: none"> <li>* Describe types of settlement, how land is used, jobs and work, in East Anglia (UK)</li> <li>* Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</li> </ul>	<ul style="list-style-type: none"> <li>* Describe types of settlement, how land is used, jobs and work, in East Anglia (UK) and in Silicone Valley, California (N America)</li> <li>* Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</li> <li>* Describe how climate and climate zones affect growth and vegetation</li> <li>* Know there are distinct biomes and 'tropics'</li> <li>* Explain some of the advantages and disadvantages of living in a city or a village</li> <li>* Identify different types of energy and natural resources (sustainability)</li> </ul>	<ul style="list-style-type: none"> <li>* Understand some of the physical processes in the formation of mountains</li> <li>* Understand some of the physical processes in the formation of earthquakes</li> <li>* Explain the landscape of California in terms of how it has been shaped by earthquakes</li> <li>* Describe and identify climate zones around the world</li> <li>* Identify trade links, exporting and importing of food and resources (Fairtrade)</li> </ul>
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# Geography progression of skills

## PROGRESSION OF SKILLS IN GEOGRAPHICAL SKILLS AND FIELDWORK

STRAND	KS1		KS2			
NATIONAL CURRICULUM REQUIREMENTS	<ul style="list-style-type: none"> <li>* use world maps, atlases and globes</li> <li>* use simple compass directions</li> <li>* use aerial photos</li> <li>* construct simple maps</li> <li>* undertake simple fieldwork within school locality</li> </ul>		<ul style="list-style-type: none"> <li>* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>* use the eight points of a compass, four- and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the UK and wider world</li> </ul>			
	Y1	Y2	Y3	Y4	Y5	Y6
GEOGRAPHICAL ENQUIRY	<ul style="list-style-type: none"> <li>* Teacher-led enquiries to ask and respond to simple closed questions</li> <li>* Make observations about where things are, eg. within school or local area.</li> </ul>	<ul style="list-style-type: none"> <li>* Encourage children to ask simple geographical questions, such as; Where is it? What is it like?</li> <li>* Make simple comparisons between features of different places.</li> </ul>	<ul style="list-style-type: none"> <li>* Begin to ask/initiate geographical questions C</li> </ul>	<ul style="list-style-type: none"> <li>* Ask and respond to questions and offer their own ideas. FT/EQ</li> <li>* Analyse evidence and draw conclusions, eg. make comparisons between locations, pictures and maps. EQ/CT/LS</li> </ul>	<ul style="list-style-type: none"> <li>* Begin to suggest questions for investigating. LS</li> <li>* Analyse evidence and draw conclusions, eg. compare historical maps of varying scales or compare temperatures at different locations and how these influence people's everyday lives. LS</li> </ul>	<ul style="list-style-type: none"> <li>* Use primary and secondary sources of evidence in their investigations R</li> <li>* Collect and record evidence independently. R</li> </ul>
DIRECTION AND LOCATION	<ul style="list-style-type: none"> <li>* Use and follow simple directions (up, down, left, right, forwards, backwards)</li> <li>* Introduce 4 compass points (NESW)</li> </ul>	<ul style="list-style-type: none"> <li>* Use simple compass points (NESW) and directional language (near, far) to describe the location of features and routes on a map</li> </ul>	<ul style="list-style-type: none"> <li>* Use 4 compass points to follow and give directions LS</li> <li>* Begin to use co-ordinates (numbers and letters) to locate features on a map LS</li> </ul>	<ul style="list-style-type: none"> <li>* Use 4 compass points to follow/give directions with confidence and begin to use 8 compass points LS</li> <li>* Begin to use 4-figure co-ordinates FT</li> </ul>	<ul style="list-style-type: none"> <li>* Use 8 compass points confidently LS/ISS</li> <li>* Use 4-figure grid references with confidence and accuracy LS/ISS</li> <li>* Begin to use 6-figure grid references to locate features on a map LS/ISS</li> </ul>	<ul style="list-style-type: none"> <li>* Use 8 compass points confidently and accurately LS</li> <li>* Use 6-figure grid references with increasing confidence LS</li> </ul>

## Geography progression of skills

DRAWING MAPS	<ul style="list-style-type: none"> <li>* Draw picture maps with labels of places they know, imaginary places or places from stories</li> </ul>	<ul style="list-style-type: none"> <li>* Draw a map of a real or imaginary place</li> </ul>	<ul style="list-style-type: none"> <li>* Draw a map of a short route <span style="color: red;">LS</span></li> </ul>	<ul style="list-style-type: none"> <li>* Try to make a simple scaled drawing <span style="color: red;">LS</span></li> </ul>	<ul style="list-style-type: none"> <li>* Make sketch maps using scale, symbols and a key <span style="color: red;">LS</span></li> <li>* Know how to plan a journey within the UK, using a road map <span style="color: red;">LS</span></li> </ul>	<ul style="list-style-type: none"> <li>* Begin to draw plans of increasing complexity <span style="color: red;">R</span></li> </ul>
SYMBOLS AND REPRESENTATION	<ul style="list-style-type: none"> <li>* Use own symbols on imaginary maps</li> </ul>	<ul style="list-style-type: none"> <li>* Use symbols agreed by the class to make a simple key</li> </ul>	<ul style="list-style-type: none"> <li>* Begin to use standard symbols on a map and recognise some symbols on an OS map <span style="color: red;">LS</span></li> </ul>	<ul style="list-style-type: none"> <li>* Recognise standard symbols on an OS map. <span style="color: red;">LS</span></li> </ul>	<ul style="list-style-type: none"> <li>* Appreciate maps cannot show everything. <span style="color: red;">ISS</span></li> </ul>	<ul style="list-style-type: none"> <li>* Use atlas symbols <span style="color: red;">LS,V</span></li> </ul>
USING AND INTERPRETING MAPS	<ul style="list-style-type: none"> <li>* Use a simple picture map to move around the school</li> </ul>	<ul style="list-style-type: none"> <li>* Follow a route on a map</li> <li>* Use an infant atlas to locate places</li> </ul>	<ul style="list-style-type: none"> <li>* Follow a route outside on a large scale map</li> <li>* Locate places on a globe <span style="color: red;">R</span></li> </ul>	<ul style="list-style-type: none"> <li>* Follow a route outside on a large scale map with some accuracy <span style="color: red;">LS</span></li> </ul>	<ul style="list-style-type: none"> <li>* Select a map for a specific purpose (eg. atlas to locate coastal landforms; OS map to find features in Llandudno; simple GIS software to look at land-use in a locality) <span style="color: red;">C</span></li> </ul>	<ul style="list-style-type: none"> <li>* Follow a route on 1:50,000 OS map <span style="color: red;">R</span></li> </ul>
SCALE AND DISTANCE	<ul style="list-style-type: none"> <li>* Use relative vocabulary, such as bigger, smaller, like, dislike</li> </ul>	<ul style="list-style-type: none"> <li>* Draw objects on table or tray to scale using squared paper (1:1, 1:2 and so on)</li> </ul>	<ul style="list-style-type: none"> <li>* Recognise scale bar on atlas maps <span style="color: red;">UK</span></li> <li>* Know how to use graphs to record features such as temperature or rainfall across the world. <span style="color: red;">R</span></li> </ul>	<ul style="list-style-type: none"> <li>* Use a scale bar on atlas maps <span style="color: red;">LS</span></li> </ul>	<ul style="list-style-type: none"> <li>* Find and recognise places on maps of different scales <span style="color: red;">C</span></li> </ul>	<ul style="list-style-type: none"> <li>* Use scale bar on maps to measure distances. <span style="color: red;">V,R</span></li> </ul>
PLAN VIEW AND PERSPECTIVE	<ul style="list-style-type: none"> <li>* Draw around objects to make a plan</li> <li>* Recognise shapes in plan view</li> </ul>	<ul style="list-style-type: none"> <li>* Look down on objects to make a plan view map</li> <li>* Draw round objects 1:1 to get plan view</li> </ul>	<ul style="list-style-type: none"> <li>* Look at a view from a high place including the use of digital software. <span style="color: red;">UK</span></li> </ul>	<ul style="list-style-type: none"> <li>* Look at smaller scale aerial view on physical maps and digital software. <span style="color: red;">FT/EQ</span></li> <li>* Use Google earth to locate the world's mountain ranges. <span style="color: red;">M</span></li> </ul>	<ul style="list-style-type: none"> <li>* Begin to draw a plan view map with increasing accuracy by hand and using appropriate software <span style="color: red;">ISS</span></li> <li>* Develop using higher viewpoints up to satellite <span style="color: red;">C</span></li> </ul>	<ul style="list-style-type: none"> <li>* use mapping software with a 3D view to compare plan and oblique views of places <span style="color: red;">LS,V</span></li> </ul>

## Geography progression of skills

<p>MAP STYLE, PURPOSE AND USE</p>	<ul style="list-style-type: none"> <li>* Use picture maps and globes</li> <li>* Gather information from picture maps</li> <li>* begin to spatially match places</li> </ul>	<ul style="list-style-type: none"> <li>* Find land/sea on a globe</li> <li>* Use teacher-drawn base maps</li> <li>* Use large-scale OS maps</li> <li>* Use an infant atlas</li> </ul>	<ul style="list-style-type: none"> <li>* Begin to use atlas maps and globes UK/FT/EQ/CT</li> <li>* Use index and contents pages in atlases UK/FT/EQ/CT</li> <li>* Begin to identify features on aerial/oblique photographs and satellite imagery LS</li> <li>* Use large and medium scale OS maps (1:1250, 1:2500 and 1:10,000) LS</li> </ul>	<ul style="list-style-type: none"> <li>* Recognise the world map as a flattened globe ISS</li> <li>* Use medium scale maps (eg. OS: 1:10,000, 1:25,000 and 1:50,000 maps) LS,R,V</li> </ul>
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