Geography Skills Progression

	KS1	Lower KS2	Upper KS2
Locational Knowledge	**Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.** Children can: • 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; • use key vocabulary to demonstrate knowledge and understanding in this strand Key vocab: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.	**Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.** **Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.** **Children develop their understanding, recognising and identifying key physical and human geographical features.** Children can: • locate the world's countries, using maps looking at environmental regions, key physical and human characteristics, countries and major cities • name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and land use patterns including how a place has changed over time • use key vocabulary to demonstrate knowledge and understanding in this strand Key vocab: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, atlas, index, coordinates, contour, altitude, peaks, slopes, continent, country, city, border, key.	**Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.** **Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.** Children can: • 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; • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; • use key vocabulary to demonstrate knowledge and understanding in this strand Key vocab: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, atlas, index, coordinates, contour, altitude, peaks, slopes, continent, country, city, border, key.

Place Knowledge	**Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.** Children can: • compare the UK with a contrasting country in the world; • compare a local city/town in the UK with a contrasting city/town in a different country; • use key vocabulary to demonstrate knowledge and understanding in this strand Key vocab: compare, capital city, country, population, weather, similarities, differences, farming, culture.	**Children can 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 and a region within North or South America.** Children can: • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom; • explore similarities and differences, comparing the human and physical geography of a region of the UK and a region of Europe • explore similarities and differences comparing the human and physical geography of a region of the UK and a region of South America • use key vocabulary to demonstrate knowledge and understanding in this strand Key vocab: city, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.	**Children can 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 and a region within North or South America.** Children can: • explore similarities and differences, comparing the human geography of a region of the UK and a region of North America • explore similarities and differences comparing the physical geography of a region of the UK and a region of North America • use key vocabulary to demonstrate knowledge and understanding in this strand: Key vocab: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.
Physical Geography	**Children will understand key physical geographical features of the world. They identify seasonal and daily weather patterns.** Children can: • 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;	**Children locate a range of the world's most significant physical features. Explain how physical features have formed, why they are significant and how they can change.** Children can: describe and understand key aspects of: • physical geography: ▪ the water cycle ▪ earthquakes, volcanoes, tsunamis and tornadoes ▪ climate zones, biomes, vegetation belts (taught through place	**Children locate a range of the world's most significant physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.** Children can: describe and understand key aspects of:

	Key vocab: hot, cold, Equator, North Pole, South Pole, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season weather.	comparison – Place Knowledge) • use key vocabulary to demonstrate knowledge and understanding in this strand. Key vocab: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter.	• physical geography: ▪ mountains ▪ rivers and coasts ▪ climate zones, biomes, vegetation belts (taught through place comparison – Place Knowledge) • use key vocabulary to demonstrate knowledge and understanding in this strand. Key vocab: peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, upper course, middle course, lower course, valley, channel, waterfall, rapids, gorge, meander, tributary, confluence, flood plain, levee, delta, estuary, Coast, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit, erosion, deposition.
Human Geography	**Children will understand key human geographical features of the world. To develop a wide range of art and design techniques in using colour and texture.** Children can: • use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Key vocab: city, town, village, factory, farm, house, office, port, harbour, shop.	**Children locate a range of the world's most significant human features. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.** Children can: describe and understand key aspects of: • human geography ▪ types of settlement and land use • use key vocabulary to demonstrate knowledge and understanding in this strand. Key vocab: pollution, settlement, settler, site, need, shelter, food, import, export, trade, efficiency, conservation, carbon footprint.	**Children locate a range of the world's most significant human features. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.** Children can: describe and understand key aspects of: • human geography ▪ economic activity including trade links ▪ distribution of natural resources – food, minerals and water and energy • use key vocabulary to demonstrate knowledge and understanding in this strand. Key vocab: resources, services, goods, electricity, supply, generation, renewable, non-

			renewable, solar power, wind power, biomass,
Geographical Skills and Fieldwork	**Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.** Children can: • use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; • use simple compass directions and locational and directional to describe the location of features and routes on a map; • devise a simple map; and use and construct basic symbols in a key; • use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; • use key vocabulary to demonstrate knowledge and understanding in this strand: Key vocab: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.	**Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).** Children can: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; • use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; • begin to use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; • use key vocabulary to demonstrate knowledge and understanding in this strand. Key vocab: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	**Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.** Children can: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features; • 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 physical and human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; • use key vocabulary to demonstrate knowledge and understanding in this strand. Key vocab: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.