

## Progression in Geography – Skills and knowledge

<p><b>N.C. Purpose of Study:</b> A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.</p>		
<p><b>N.C. Aims:</b> The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</li> <li>• understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>• are competent in the geographical skills needed to: <ul style="list-style-type: none"> <li>• collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>• interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>• communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul> </li> </ul>		
	<b>KS1 - Outcomes / End points</b>	<b>KS2 - Outcomes / End points</b>
<b>N.C.: Subject Content</b>	<ul style="list-style-type: none"> <li>• Pupils should develop knowledge about the world, the United Kingdom and their locality.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</li> <li>• This will include the location and characteristics of a range of the world’s most significant human and physical features.</li> <li>• They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> </ul>
<b>N.C.: Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Name and locate the world’s seven continents and five oceans.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</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>
<b>N.C.: Place Knowledge</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>N.C.: Human and Physical Knowledge</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>• Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of: <ul style="list-style-type: none"> <li>• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>• 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.</li> </ul> </li> </ul>
<b>N.C.: Geographical skills and Fieldwork</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• 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> <li>• 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.</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 key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• Use field work 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.</li> </ul>

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geographical Enquiry skills</b>	<ul style="list-style-type: none"> <li>Teacher led enquiries; to ask and respond to simple closed questions</li> <li>Use information books / pictures as sources of information</li> <li>Investigate their surroundings</li> <li>Make observations about where things are, e.g. within school or the local area</li> </ul>	<ul style="list-style-type: none"> <li>Children encouraged to ask simple geographical questions: <i>Where is it? What's it like?</i></li> <li>Use books, stories, atlases, maps, pictures/photos and the internet as sources of information</li> <li>Investigate their surroundings</li> <li>Make appropriate observations about why things happen</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</li> <li>Use books, stories, atlases, maps, pictures/photos and the internet as sources of information</li> <li>Investigate places and themes at more than one scale</li> <li>Begin to collect and record evidence</li> <li>Analyse evidence and begin to draw conclusions, e.g. make comparisons between two locations using photos/pictures, e.g. temperatures in different locations</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions and offer their own ideas.</li> <li>Extend to satellite images, aerial photographs</li> <li>Investigate places and themes at more than one scale</li> <li>Collect and record evidence with some aid</li> <li>Analyse evidence and draw conclusions, e.g. make comparisons between locations using photos / pictures / maps, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to suggest questions for investigating</li> <li>Begin to use primary and secondary sources of evidence in their investigations</li> <li>Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>Collect and record evidence unaided</li> <li>Analyse evidence and draw conclusions, e.g. compare historical maps of varying scales, e.g. temperature at various locations and the influence on people / everyday life</li> </ul>	<ul style="list-style-type: none"> <li>Suggest questions for investigating</li> <li>Use primary and secondary sources of evidence in their investigations</li> <li>Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>Collect and record evidence unaided</li> <li>Analyse evidence and draw conclusions, e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</li> </ul>
<b>Direction / location Skills</b>	<ul style="list-style-type: none"> <li>Follow directions (up/down, left/right, forwards/backwards)</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions (as Year 1 and include NSEW)</li> </ul>	<ul style="list-style-type: none"> <li>Use 4 compass points to follow/give directions</li> <li>Use letter/number co-ordinates to locate features on a map</li> </ul>	<ul style="list-style-type: none"> <li>Use 4 compass points securely</li> <li>Begin to use 8 compass points</li> <li>Use letter/number co-ordinates to locate features on a map confidently</li> </ul>	<ul style="list-style-type: none"> <li>Use 8 compass points</li> <li>Begin to use 4-figure co-ordinates to locate features on a map</li> </ul>	<ul style="list-style-type: none"> <li>Use 8 compass points confidently and accurately</li> <li>Use 4 figure co-ordinates confidently to locate features on a map</li> <li>Begin to use 6 figure grid references; use latitude and longitude on atlas maps</li> </ul>
<b>Drawing Maps Skills</b>	<ul style="list-style-type: none"> <li>Draw picture maps of imaginary places and places from stories</li> </ul>	<ul style="list-style-type: none"> <li>Draw a map of a real or imaginary place (e.g. add detail to a sketch map from an aerial photograph)</li> </ul>	<ul style="list-style-type: none"> <li>Try to make a map of a short route experienced with features in the correct order</li> <li>Try to make a simple scale drawing</li> </ul>	<ul style="list-style-type: none"> <li>Make a map of a short route experienced with features in the correct order</li> <li>Make a simple scale drawing</li> </ul>	<ul style="list-style-type: none"> <li>Begin to draw a variety of thematic maps based on their own data</li> </ul>	<ul style="list-style-type: none"> <li>Draw a variety of thematic maps based on their own data</li> <li>Begin to draw plans of increasing complexity</li> </ul>
<b>Representation Skills</b>	<ul style="list-style-type: none"> <li>Use their own symbols on imaginary maps</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the need for a key</li> <li>Use class agreed symbols to make a simple key</li> </ul>	<ul style="list-style-type: none"> <li>Know why a key is needed</li> <li>Use standard symbols</li> </ul>	<ul style="list-style-type: none"> <li>Know why a key is needed</li> <li>Begin to recognise symbols on an OS map</li> </ul>	<ul style="list-style-type: none"> <li>Draw a sketch map using symbols and a key</li> <li>Use/recognise OS maps symbols</li> </ul>	<ul style="list-style-type: none"> <li>Use/recognise OS map symbols</li> <li>Use atlas symbols</li> </ul>
<b>Using Map Skills</b>	<ul style="list-style-type: none"> <li>Use a simple picture map to move around the school</li> <li>Recognise that it is about a place</li> </ul>	<ul style="list-style-type: none"> <li>Follow a route on a map</li> <li>Use a plan view</li> <li>Use an infant atlas to locate places</li> </ul>	<ul style="list-style-type: none"> <li>Locate places on larger scale maps, e.g. a map of Europe.</li> <li>Follow a route on a map with some accuracy (e.g. whilst orienteering)</li> </ul>	<ul style="list-style-type: none"> <li>Locate places on large scale maps, e.g. find the U.K. or India on a globe)</li> <li>Follow a route on a large-scale map</li> </ul>	<ul style="list-style-type: none"> <li>Compare maps with aerial photographs</li> <li>Select a map for a specific purpose (e.g. Atlas to find Taiwan / OS map to find a local village)</li> <li>Begin to use atlases to find out about other features of places (e.g. find the wettest part of the world)</li> </ul>	<ul style="list-style-type: none"> <li>Follow a short route on an OS map. Describe features shown on an OS map.</li> <li>Locate places on a world map.</li> <li>Use atlases to find out about other features of places (e.g. mountain regions, weather patterns)</li> </ul>
<b>Scale / Distance Skills</b>	<ul style="list-style-type: none"> <li>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to match boundaries (e.g. finding the same boundary of a country on different scale maps)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to match boundaries (e.g. finding the same boundary of a county on different scale maps)</li> </ul>	<ul style="list-style-type: none"> <li>Measure straight line distances on a plan</li> <li>Find / recognise places on maps of different scales (e.g. River Nile).</li> </ul>	<ul style="list-style-type: none"> <li>Use a scale to measure distance</li> <li>Draw/use maps and plans at a range of scales.</li> </ul>

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### Suggested Areas of coverage:

Key Stage 1:	<ul style="list-style-type: none"><li>Continents and Oceans</li><li>The United Kingdom</li><li>Our School</li><li>Where we live</li><li>Weather and Seasons</li><li>Learning about a non-European country</li><li>Hot and Cold places</li><li>Mountains, rivers and coasts</li><li>Villages, town and cities</li><li>Routes and journeys</li></ul>
Lower Key Stage 2:	<ul style="list-style-type: none"><li>Using and making maps</li><li>UK cities and counties</li><li>UK regions</li><li>Lake District</li><li>Europe</li><li>The shape of the land</li><li>Volcanoes</li><li>Earthquakes and tsunamis</li><li>Water and the water cycle</li><li>Celebrating our world</li></ul>
Upper Key Stage 2:	<ul style="list-style-type: none"><li>Mapping the world</li><li>The Earth in space</li><li>Biomes and vegetation belts</li><li>World countries and capitals</li><li>Settlement and migration</li><li>North America</li><li>South America</li><li>Natural resources</li><li>Trade and economic activity</li><li>Sustainable living</li></ul>