



Geography Progression in Skills
Key Stage One

<i>Skills</i>	<i>Children needing support to achieve key skills</i>	<i>Children surpassing key skills</i>
<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none">• To understand that the world extends outside their locality.• To locate and name major features of the UK on a map- e.g. <i>London, River Tyne, Brecon Beacons.</i>• To recognise who places are linked to other places in the world- e.g. <i>through food or travel.</i>• To begin to identify and describe where places are through use of simple maps, atlases and globes.		
<p><u>Place Knowledge</u></p> <ul style="list-style-type: none">• To begin to ask geographical questions about places in their immediate locality.• To make simple comparisons between individual features of different places and recognise how places are linked to other places in the world (contrasts and relationships).• Begin to use geographical vocabulary to describe features of the locality.		
<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none">• To begin to ask geographical questions about people, places, climates and environments.		
<p><u>Skills and Fieldwork</u></p> <ul style="list-style-type: none">• To use secondary sources- CD ROMs, photos, stories, DVDs.• To begin to use geographical terms and directions such as North, South, East and West.		

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• To map their classroom and recognise where places are within the school.• To make maps and plans- i.e. <i>pictorial maps of stories</i>.• To describe their local area and know and be able to draw their route to school.• To understand that they have an address and postcode, and why.• To use simple letter and number coordinates.• To draw and use simple field sketches.• To utilise digital media and label images.• To begin to use audio media.• To begin to use simple keys on maps. | | |
|--|--|--|



Geography Progression in Skills
Lower Key Stage Two

<i>Skills</i>	<i>Children needing support to achieve key skills</i>	<i>Children surpassing key skills</i>
<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • To identify where places are (<i>e.g. countries, towns, villages and more specific locations</i>) through use of maps, atlases and globes. • To know the specific location and environments of places they study. 		
<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • To use secondary sources to further understand and compare contrasting localities. • To describe where these places are- <i>e.g. region, country, proximity to rivers or hills etc.</i> • To recognise how places are linked to other places in the world. 		
<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • To identify and explain different views of people, including themselves. • To identify and describe what places are like, and how things change, through understanding of, and reference to, human and physical features- <i>e.g. in terms of weather and jobs.</i> • To recognise and explain patterns made by individual physical and human features in the environment- <i>e.g. where front forms in the playground, distribution of hotels along the seafront.</i> • To respond to questions about patterns in the landscape around them and make appropriate observations about the location of features relative to others. 		
<p><u>Skills and Fieldwork</u></p> <ul style="list-style-type: none"> • To use appropriate geographical vocabulary, <i>e.g. to extend use of geographical terms such as the eight compass points. Begin to use</i> 		

terms such as temperature, transport, industry.

- Ask geographical questions during research to further their understanding- e.g. *what is this landscape like? What do I think about it?*
- To communicate in ways appropriate to the task and issue, e.g. *writing to a newspaper about a local issue, using email to communicate and share information, using appropriate geographical terms.*
- To understand how asking geographical questions can support their enquiries.
- To analyse evidence and draw conclusions, e.g. *make comparisons between locations using temp/populations.*
- To use a key accurately.
- To recognise some common OS symbols.
- To use large scale OS maps.
- To begin to approximate distances using a scale.
- To use a key accurately.
- To draw maps and plans (from above) at a range of scales during geographical enquiries
- To use more complex letter and number coordinates to locate features on a map confidently, and to use aerial photos and satellite images.
- To describe route and direction, linking N/S/E/W with degrees on the compass.
- To begin to use 8 compass points.
- Begin to use charts, graphs and tables to record information.
- Analyse evidence and begin to draw conclusions.
- To use appropriate fieldwork skills and instruments to measure and record- e.g. *weather instruments.*
- To draw annotated sketches.



Geography Progression in Skills
Upper Key Stage Two

<i>Skills</i>	<i>Children needing support to achieve key skills</i>	<i>Children surpassing key skills</i>
<p><u>Locational knowledge</u></p> <ul style="list-style-type: none">• To know the locations and environments of significant places both globally and locally- e.g. Continents, Oceans, longest rivers, deserts etc.• To confidently locate places on a world map.• Develop knowledge of the locations and environments of significant places- e.g. <i>Continents, Oceans, longest rivers, deserts etc.</i>		
<p><u>Place Knowledge</u></p> <ul style="list-style-type: none">• To identify, describe and explain several reasons for how and why places are similar to and different from the other places in the same country and elsewhere in the world.• To know the location and scale of a range of places around the world in relation to each other.• To recognise how places fit within a wider geographical context and are interdependent.• To use atlases to find out about other features of places, e.g. <i>mountain regions and weather patterns.</i>		
<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none">• To identify the different views that people, including themselves, hold about topical geographical issues- e.g. <i>building projects, deforestation.</i>• To explain why places are like they are- e.g. <i>in terms of weather conditions, local resources and historical development.</i>• To recognise how people can improve the environment or damage it, and how decisions about place and environment affect the future quality of people's life.		

<ul style="list-style-type: none"> • To identify how and why places change, e.g. <i>through the closure of shops, buildings of new houses, conservation projects</i>) and how they change in the future (e.g. <i>through an increase in traffic, or influx of tourists</i>). • Recognise how and why people may seek to manage environments sustainability, and to identify opportunities for their own development. • To have awareness of current global issues and the affect on the populations- e.g. <i>factory closures in Redcar, hurricane in Haiti, tsunami in Japan etc</i>. • To recognise some physical and human processes (e.g. <i>river erosion, a factory closure</i>) and how they cause changes in places and environments. 		
<p><u>Skills and Fieldwork</u></p> <ul style="list-style-type: none"> • Suggest relevant questions and make decisions based on knowledge, understanding and facts. • Use precise geographical words, e.g. <i>erosion, deposition, urban and rural</i>, and describe processes. • Use ICT to enhance learning and present own findings. • To work out scales on maps. • Use and recognise OS and atlas symbols. • To follow a route on an OS map in the field. • Use atlases to find places using the index. • Draw their own detailed sketch maps to scale. • Draw and annotate sketches to describe and explain geographical processes and patterns. • Use 4-figure grid references and OS maps at different scales. • To begin to use 6-figure grid references. • To describe route and direction, linking N/S/E/W with degrees on the compass, linking the eight compass points. • To describe route and direction, linking N/S/E/W with degrees on the compass, linking the sixteen compass points. • To use decision making skills- e.g. <i>deciding what measures are needed to improve safety in the local street</i>. • To carry out a field work survey and draw graphs. • Design and use questionnaires to obtain views of the community on a 		

subject where appropriate.

- To select from appropriate visual media to record evidence- e.g. *photography*.
- To use ICT to create data files to analyse fieldwork data.
- Analyse evidence and draw their own conclusions, selecting and using graphs, charts and tables as appropriate to the data.
- To record fieldwork in an appropriate manner, e.g. *width, depth and velocity of a river*.
- Select and use a range of measuring instruments in investigations.
- Use latitude and longitude on atlas maps.

