College Road Primary School - Geography Curriculum skills progression

Foundation Stage – Knowledge and Understanding of the World

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

KS1 and KS2 Geography Aims

The national curriculum for geography aims to ensure that all pupils:

- 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
- 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
- are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Years 1-6 Geography Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	**LK1. Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.**	**LK1. Name and locate 7 continents and 5 oceans.** **LK2. Identify the location of hot and cold places in relation to the Equator and North and South Poles.**	**LK1. Begin to locate places visited or studied on a map, concentrating on their environmental regions, key physical and human characteristics, topographical features and major cities.** **LK2. Identify the position and significance of latitude, longitude, Equator (relating to climate zones)**	**LK1. Locate the world's countries using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.** **LK2. 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.** **LK3. Identify the position and significance of latitude, longitude, Equator, the Prime/Greenwich Meridian.**	**LK1. Locate the world's countries using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.** **LK2. 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).** ***Time zones, day and night are covered in Science.***	**LK1. Name and locate the world's countries using maps, concentrating on their environmental regions, key physical and human characteristics, countries and major cities, characteristics, topographical features, land use and changes over time.** **LK2. 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).**
Place Knowledge	PK1. Understand geographical similarities and differences through studying the human and physical geography of: Immediate local area (school grounds/surrounding area)	**PK1. 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** (local area in/near Plymouth and a coastal town in St. Lucia)	**PK1. Understand geographical similarities and differences through the study of human and physical geography of a range of local areas (*e.g. Keyham and other local areas within Plymouth, local areas linked to rivers)*.**	**PK1. Understand geographical similarities and differences through the study of human and physical geography of a region within the UK *(e.g. Devon - coasts)*** **PK2. Understand geographical similarities and differences through the study of human and physical geography of a region in a contrasting European country.**	**PK1. Understand geographical similarities and differences through the study of human and physical geography of a region in South America** (Amazon).	**PK1. Understand geographical similarities and differences through the study of human and physical geography** (North America)
Human and Physical Geography	**HP1. Identify seasonal and daily weather patterns in the United Kingdom.** **HP2. Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, seasons and weather.**	**HP1. Make simple comparisons between features of different places including hot and cold areas of the world in relation to the Equator and the North and South Poles.** **HP2. Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river,**	**HP1. Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts.** **HP2. Describe and understand key aspects of physical geography: rivers.** *How are rivers formed?* *What are the key features of a river?* *What causes rivers to flood?*	**HP1. Describe and understand key aspects of human geography including: types of settlement and land use, trade links, economic activity.** **HP2. Explain the key features of the UK's human landscape (settlements, farming and industrial regions).**	**HP1. Describe and understand key aspects of human geography including:** **- the distribution of natural resources including energy, food, minerals and water.** *Link to rainforests and extreme weather/drought.* **HP2. Describe and understand key aspects of physical geography including:**	**HP1. Describe and understand key aspects of human geography including:** **- the impact of changes in land use on people, animals and the environment.** **HP2: Describe and understand key aspects of physical geography including: the world's oceans and their features.**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	HP3. Use basic geographical vocabulary to refer to key human features including: city, town, village, farm, house, office, port, harbour and shop.	**soil, valley, vegetation, seasons and weather.** **HP3. Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.**	*How do floods impact humans (positive and negative)?* *How do rivers influence land use?* *How does the use of rivers change over time? E.g. River Nile – tourism, transport and Aswan dam.* **HP3. Describe and understand key aspects of physical geography: the water cycle.**		**mountains, volcanoes and earthquakes.** *What causes earthquakes, tsunamis and volcanoes?* *How do volcanoes change the way the earth looks over time?* *How do volcanoes have a positive and negative impact on humans? (Land use, economic benefits)*	
Geographical Enquiry	**GE1. Investigate surroundings using first-hand observations.** GE2. Use different sources of information including information books, pictures and stories with different settings.	GE1. Investigate places using different sources of information including observations, non-fiction books, stories, maps and photos.	GE1. Investigate places using different sources of information including observations, photos, non-fiction books, atlases, stories, digital maps. GE2. Express opinions about places with simple geographical justifications.	GE1. With some support, collect and record evidence from different sources including observations, non-fiction books, atlases, photos, digital maps, Internet, aerial photos, satellite images. GE2. Compare two locations based on their geographical features. GE3. Express and justify opinions, and understand that others might have different opinions.	GE1. Collect and record evidence from different sources. GE2. Investigate places, focusing on distant and contrasting places. GE3. Express opinions, justifying them with geographical evidence, and understand why others might have different opinions.	GE1. Collect and record evidence from a range of sources. GE2. Investigate places, including contrasting and distant places. GE3. Express opinions, justifying them with geographical evidence, and understand why others might have different opinions.
Fieldwork	**F1. Make observations in immediate local area (e.g. in the school grounds or on a local area walk).** F2. Record observations using different methods e.g. completing a simple survey or recording on a simple map.	F1. Record observations in a range of ways (e.g. sketching, photographs, tally chart, colour coding a simple map). F2. Begin to present data using simple charts or graphs. F3. Use observations to answer questions.	**F1. Record observations in a range of ways (e.g. photographs, annotated field sketches, adding symbols or colour coding to a map).** **F2. Present data with increasing independence using simple graphs or charts.** F3. Draw conclusions based on observations and/or evidence collected.	**F1. Collect data with increasing accuracy using appropriate equipment.** **F2. Record more detailed observations using a range of techniques.** **F3. Present data using a variety of appropriate techniques such as charts, graphs, sketch maps.** F4. Draw conclusions based on evidence collected.	**F1. Collect data accurately using appropriate equipment.** **F2. Record detailed observations using a range of techniques.** **F3. Present data using a variety of appropriate techniques. *E.g. charts, graphs, sketch maps, plans.*** F4. Draw conclusions based on a range of evidence collected.	**F1. Collect data accurately using appropriate equipment.** **F2. Record detailed observations using a range of techniques.** **F3. Present data with increasing accuracy using a variety of appropriate techniques. *E.g. sketch maps, plans charts, graphs, digital technologies.*** F4. Draw conclusions based on a range of evidence.
Direction and Location	**DL1. Use simple locational and directional language (left, right, up, down, forwards, backwards) to describe location of features and routes on a map.**	**DL1. Use simple locational and directional language (left, right, up, down, forwards and backwards) to describe location of features and routes on a map.**	**DL1. Begin to use 4 compass points on maps to follow/give directions.** **DL2. Use letter/number coordinates to locate features on a map.**	**DL1. Use 4 compass points on maps to follow/give directions.** **DL2. Begin to use 4 figure coordinates to locate features on a map.**	**DL1. Use 8 compass points to follow/give directions.** **DL2. Use 4 figure coordinates to locate features on a map.**	**DL1. Use 8 compass points to follow/give directions.** **DL2. Use 6 figure grid references to locate features on a map.**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		DL2. Use simple compass directions to describe the location of features and routes on a map.				
Using Maps	UM1. Know that maps give information about the world or a particular place (where and what). **UM2. Identify features from aerial photos.** **UM3. Recognise simple features on a map such as buildings, roads and fields.** **UM4. Match features on an aerial photo to real places/photos.** UM5. Use a simple picture map to move around the school. **UM6. Locate the United Kingdom and other places studied on maps.**	**UM1. Identify features from aerial photos.** **UM2. Recognise features on a map by interpreting a key.** **UM3. Recognise landmarks, physical and human features on a map of a real place.** **UM4. Locate places studied on maps and in an atlas.** **UM5. Locate hot and cold places on maps** *(e.g. globe, world map, infant atlas).*	**UM1. Locate countries, and describe features using a range of maps (*e.g. digital maps, atlas, aerial photo, large scale street maps, large scale OS maps).*** UM2. Follow a route on a map with some accuracy (e.g. orienteering).	**UM1. Locate countries, and describe features using a range of maps** *(e.g. digital maps, atlas, aerial photo, large scale street maps, large scale OS maps).* UM2. Follow a route on a larger scale map. *E.g. the journey of Viking invaders on a map of Europe.* **UM3. Begin to recognise symbols on an OS map.** UM4. Begin to match boundaries (e.g. find the same county on different scale maps). UM5. Recognise the shape, name and location of some counties within the UK.	**UM1. Locate countries, and describe features using an increasing range of maps** at different scales *(atlas, globe, digital maps, OS maps).* UM2. Use index and contents pages within atlases to find out about features of places e.g. find the wettest/hottest part of the world. **UM3. Recognise and use OS map symbols.** UM4. Measure straight line distance on a plan or OS map (to scale).	**UM1. Locate countries, and describe features using an increasing range of maps** at different scales *(atlas, globe, digital maps, OS maps).* UM2. Use atlases accurately to find out about other features of places (e.g. weather patterns). **UM3. Use OS maps with increasing accuracy (following routes, interpreting symbols and describing features).** UM4. Use a scale to measure distances.
Making Maps	MM1. Use concrete objects to make 3D maps. MM2. Draw around objects to make a plan. **MM3. Draw simple maps of familiar places** (real or from stories e.g. school/playground, plan view of classroom). **MM4. Devise symbols to add features to a map**.	**MM1. Draw simple maps of familiar places** (real or from stories). *This may include adding detail to a sketch map from an aerial photo.* **MM2. Begin to add features to a map using class-agreed symbols and a key.**	MM1. Make a map of a short route experienced, with features in correct order. MM2. Begin to draw sketch maps. MM3. Add features to a map using standard symbols and a key.		MM1. Draw a sketch map using symbols and a key. MM2. Draw a plan view map with some accuracy (paying attention to scale).	MM1. Add details to a thematic map *(e.g. language, temperature or population – something that isn't naturally visible).* MM2. Draw more complex sketch maps using symbols and a key. MM3. Draw plans of increasing accuracy (paying attention to scale).

Key Stage 2 Subject knowledge support: use Royal Geographical Society https://www.rgs.org/all/?categories=Keystage2