

## A progression of Geographical skills (New N.C. compatible).

	Locational knowledge and Place knowledge	Fieldwork	Use of basic geographical vocabulary	Using globes, maps & plans.	Map work skills	Human and physical geography: enquiry skills and communication
<b>Emerging knowledge, skills and concepts</b>	I can ask questions. I can respond to questions – like what and where?	I can use some of my senses to observe places I can identify simple types of buildings & places around me and know their own special features.	I know & can use simple geographical vocabulary e.g. near/far up/down, wet, dry. I can describe a place in simple terms e.g. weather, season, beach, farm, hill, town, shop, house.	I can play games with globes & maps. I can draw my own simple picture maps and plans with labels of places I know, or imaginary places or stories. I may use my own symbols.	I can follow directions – up, down, left and right I may be able to identify local features on aerial photograph. I can draw round objects 1:1 to get plan view	I can use secondary sources – pictures, photos, stories, films to find out about a place I can tell you what a place is like in simple terms
<b>Expected by the end of KS1 Year 2</b>	I can name & locate world's 7 continents and 5 oceans I can name, locate & identify characteristics of the 4 countries & capital cities of the UK & surrounding seas I understand geog. similarities and differences through studying the human & physical geography of a small area of the UK & contrasting non-European country.	I can use simple fieldwork and observational skills to study the geography of my school and its grounds. I can complete a chart to express opinions during Fieldwork. I use first hand observation to investigate places - the school grounds, the streets around and the local area. I can recognise and record different types of land use, buildings and environments.	I use and understand basic geographical specific vocabulary relating to human and physical geography <b>key physical features</b> (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) <b>key human features</b> (city, town, village, factory, farm, house, office, port, harbour, shop, address)	I use world maps, atlases and globes to identify UK & its countries I can identify the countries, continents and oceans studied. I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	I can follow a route on prepared maps (left/right) & find information. I can use simple compass directions (NSEW) I can use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. I can make a simple map (e.g. from a story). I can use & construct basic symbols in a key	I can use observational skills and ask and respond to questions. I can identify seasonal/daily weather patterns in the UK I can study the key human and physical features of the surrounding environment of my school I begin to explain how/ why.... I can find information from aerial photographs.
<b>Expected by the end of lower KS2 Year 4</b>	I can locate the world's countries, using maps to focus on Europe (including Russia): environmental regions, key physical or human characteristics, countries, and major cities. I can name and locate geographical regions of the UK & their identifying physical and human characteristics, including <b>some</b> cities and <b>some</b> key topographical features including hills, mountains, coasts and rivers. I understand how some aspects have changed over time. I can understand geographical similarities and differences of human & physical geography of a	I use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs I can conduct surveys. I can carry out a simple questionnaire. I am able to use simple equipment to measure and record. I can investigate the local area, looking at types of shops, services and houses.	I continue to develop a wider geographical vocabulary, using terms such as routes, community, clouds, rainfall, key, urban, rural, human, physical to describe places or geographical features in different ways.	I can locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical or human characteristics, countries, and major cities. I can use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including. cities, rivers, mountains, hills, key topographical features, land-use patterns;  I can use atlases to find places using index/ contents. I can understand the need for a key. I understand the purpose of maps.	I can use the 8 points of a compass. I can use simple grids with letters and numbers and 4-figure coordinates to locate features. I can use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world. I can map evidence from fieldwork e.g. sketch annotated views. I can use plans. I can use aerial photos and satellite images. I can begin to use smaller scale aerial views. I can use oblique aerial views.	I can describe & understand key aspects of: physical geography, including rivers and mountains. I can explain volcanoes and earthquakes in simple terms. I can describe the water cycle using a diagram. I can describe and understand key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied. I can identify differences between places. I can communicate geog. information in a variety of

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	region of the UK and in a European country					ways, including through maps and writing at length
<b>Expected by the end of KS2 Year 6</b>	<p>I know some of the world's countries, focusing on North and South America concentrating on environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>I can name/ locate cities &amp; counties of the UK</p> <p>I know more about the geographical regions of the UK &amp; their identifying physical and human characteristics, including <b>more</b> cities and detail of the key topographical features including naming some UK hills, mountains &amp; rivers or types of coasts</p> <p>I can explain how aspects have changed over time.</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N. or S. America. (I also draw on the case study of Europe in lower KS2).</p> <p>I can identify the position/ significance of latitude, longitude, equator, N &amp; S Hemisphere, Tropics of Cancer &amp; Capricorn, Arctic &amp; Antarctic Circle &amp; time zones (incl. day &amp; night).</p>	<p>I use fieldwork to observe, measure &amp; record human &amp; physical features in the local area using a range of methods, including sketch maps, plans, graphs&amp; digital technologies.</p> <p>I can collect, analyse &amp; communicate with range of data gathered in experiences of fieldwork to show I under-stand some geographical processes.</p> <p>I can carry out a focused in depth study, looking at issues/changes in the area.</p> <p>I can imagine how &amp; why area may change in future.</p>	<p>I introduce precise geographical words when describing geographical places features &amp; processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region raw material, energy, fuel, power natural resource labour.</p>	<p>I can use 1:10.000 and 1:25.000 Ordnance Survey maps.</p> <p>I can use a globe &amp; maps &amp; some OS symbols on maps to name and locate counties &amp; cities of the UK,</p> <p>I can locate the world's countries, using maps to focus on North &amp; South America.</p> <p>I can use scale bar on maps.</p> <p>I realise purpose, scale, symbols and style are related.</p> <p>I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries&amp; describe features studied.</p> <p>I can show the position and significance of latitude, longitude, Equator, N &amp; S Hemisphere, Tropics of Cancer &amp; Capricorn, Arctic &amp; Antarctic Circle, and time zones (including day &amp; night) using a globe.</p>	<p>I can use Ordnance Survey maps at different scales.</p> <p>I can, draw a detailed sketch map using symbols and a key.</p> <p>I know directions in neighbourhood.</p> <p>I can align a map with route.</p> <p>I can use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world.</p> <p>I can understand and use 6 figure grid references to Interpret OS maps.</p>	<p>I can understand processes that give rise to key physical &amp; human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time</p> <p>I can provide greater detail of the geographical regions of the UK &amp; their identifying physical and human characteristics.</p> <p>I can describe &amp; understand key aspects of: physical and human geography including climate zones, biomes and vegetation belts.</p> <p>I can describe in detail types of settlement, land use, economic activity including trade links.</p> <p>I can describe the distribution of natural resources including energy, food, minerals &amp; water in the continents &amp; countries I have studied.</p> <p>I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied.</p> <p>I know location of places of global significance, their defining physical &amp; human characteristics and how they relate to one another</p>

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<p><b>Exceeding the expected knowledge, skills and concepts by the end of KS2</b></p>	<p>I know more of the world's countries of all the continents and their cities and key topographical features. I describe and make links between places &amp; features. I give reasons for differences.</p>	<p>I am able to complete a small Fieldwork project with detailed method, and analysis of results. I can explain most of the results and show links between them. I can understand height / slope in field work and relate to maps and photographs (contours).</p>	<p>I can describe and start to explain geographical processes using the correct terminology.</p>	<p>I can select appropriate maps resources to find and show detailed information. I can describe features seen and how they relate to each other. I can interpret relief. I can use latitude and longitude. I appreciate different map projections. I can interpret distribution &amp; thematic maps for information.</p>	<p>I can follow route on 1:50.000 OS map. I can read/compare scales. I can draw measured plans e.g. from field data.</p>	<p>I draw upon my knowledge &amp; understanding beyond the local area, UK, Europe, N &amp; S America to suggest suitable questions and make decisions based on knowledge, understanding and facts. I use ICT to enhance learning &amp; present findings.</p>
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