

## Progression in Geography skills: Key Stage 1

Skill	Year 1 Expectations	Year 2 Expectations
1. To name and locate the world's seven continents and five oceans.	<b>Can locate Europe, The Arctic and Antarctic and Africa on the world map. Can name and locate the Atlantic Ocean and Arctic Ocean.</b>	<b>Revises knowledge from Year 1. Also able to locate Asia, Australasia, North America and South America. Can name and locate Indian Ocean, Pacific Ocean and Southern Ocean.</b>
2. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	<b>Can name and locate England, Scotland, Ireland and Wales. Can name the capital city of England. Can name and locate the Atlantic Ocean and knows that it is one of the waters which surround the UK.</b>	<b>Building on knowledge from Year 1, can name and locate the capital cities of Ireland, Scotland and Wales. Knows some of the characteristics of the countries of the UK. Can name and locate the English Channel, North Sea, Irish Sea and Celtic Sea.</b>
3. To 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.	<b>Understands how areas can be geographical similar or geographically different. Identifies examples of human and physical geography within a specific area of the UK they study and identifies examples of human and physical geography within a specific area of Kenya</b>	<b>Builds on knowledge of Year 1 and is able to explain how areas can be geographically similar or different. Can give examples of human geography and physical geography which is evident in the countryside and at the seaside in Britain. Can make comparisons, identifying similarities and differences.</b>
4. To 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.	<b>Is able to identify and explain expected seasonal weather patterns of the United Kingdom. Can identify the equator and knows that countries near to the equator are warmer. Can identify the North and South Poles on a globe and can explain that countries near to these areas are cold.</b>	<b>Is able to monitor and talk about daily weather patterns in an area of the United Kingdom and can compare this to the United Kingdom as a whole by looking at and monitoring weather maps. Can say whether the weather they are observing is expected, using their knowledge of seasonal weather patterns. Can identify the equator and knows that countries near to the equator are warmer. Compares this to countries near to the North and South Poles. Knows that the further you move from the equator, the colder you become and vice versa for the North and South Poles.</b>
5. To 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.	<b>Is able to use basic geographical vocabulary to refer to key physical features. May need some reminders of prompt. Knows that these are natural geographical features.</b>	<b>Is able to refer to the majority of key physical features independently. Can also link features, explaining which you'd expect to see together and the places you might expect to see them. E.g. You would expect to see forests and hills in the countryside.</b>

<p>6. To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p><b>Is able to use basic geographical vocabulary to refer to key human features. May need some reminders of prompt. Knows that these are human features.</b></p>	<p><b>Is able to refer to the majority of key human features independently. Can also link features, explaining which you'd expect to see together and the places you might expect to see them. E.g. You would expect to see factories and shops in the town or city.</b></p>
<p>7. To 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.</p>	<p><b>Can use age appropriate atlases and maps to identify the United Kingdom. With guidance, can identify Africa, Europe, the Arctic and Antarctic.</b></p>	<p><b>Can use age appropriate atlases and maps to identify the United Kingdom and its countries. Is able to independently locate the seven continents and locates the five oceans.</b></p>
<p>8. To use simple compass directions (North, South, East and West) and locational and directional language {near, far, left and right] to describe the location of features and routes on a map.</p>	<p><b>Introduced to basic compass directions and is able to say what direction specific points are from another on a map. With support, uses directional and locational language though sometimes distances are misjudged.</b></p>	<p><b>Uses basic compass directions with confidence to explain position/direction of specific points on a map. Beginning to experiment in using NW, SW, NE and SE to improve accuracy in explanations. Independently uses directional and locational vocabulary with greater accuracy.</b></p>
<p>9. To use aerial photographs and plan perspectives to recognise landmarks and basic human physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p><b>Can identify basic/most obvious land marks and human physical features on aerial photographs and plans. With support or guidance, can add to a provided map and complete a simple key.</b></p>	<p><b>Can identify basic/most obvious land marks and human physical features on aerial photographs and plans and is beginning to investigate other, less obvious features. With support or guidance, can create a simple map with key for a given area.</b></p>
<p>10. To use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><b>Uses basic observation skills to identify the most obvious features of the local area to make comparisons to the other areas studied.</b></p>	<p><b>Uses observational skills to carry out simple field work activities on the local geography of the school, its grounds and local area. Is able to explain the human and physical features of the area and make comparisons with other areas studied/visited.</b></p>

## Progression in Geography Key Stage 2

SKILL	YEAR 3 EXPECTATIONS	YEAR 4 EXPECTATIONS	YEAR 5 EXPECTATIONS	YEAR 6 EXPECTATIONS	Key Stage 3 EXPECTATIONS
<p><b>1. To extend knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America (to include location and place knowledge)</b></p>	<p>Can locate local area, UK, Europe and North and South America on a range of maps. Develops understanding of studied areas within UK, Europe and wider world. Knows some key features of areas studied.</p>	<p>Able to pin point areas studied on maps with accuracy. Provides some explanation on how key features impact lives of people/wildlife who live in regions studied. Can also draw comparisons between them and other places they have visited or know about through other studies and experiences.</p>	<p>As well as being able to discuss specific areas studied, can discuss geographical themes, referring to areas across the globe where these issues are likely/unlikely. For example, can discuss earthquakes and as part of this discussion, is able to refer to places where these are likely/unlikely, giving reasons.</p>	<p>Can discuss world as a whole, referring to areas specifically or generally showing knowledge of geographical themes throughout (where volcanoes occur, where earthquakes are more likely, weather patterns, population figures, and geographical make up of area). Knows which countries are close to each other and can explain what this means in terms of similar climate/terrain etc.</p>	<p>Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features.</p> <p>They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them</p> <p>They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>▪ extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>▪ understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.</li> </ul>
<p><b>2. To extend knowledge and understanding of the location and characteristics of a range of the world's most significant human and physical features.</b></p>	<p>Can locate specific areas of study on map. Can describe most significant human and physical features of areas studied. Areas to include UK and European/beyond European area.</p>	<p>Able to locate specific areas of study (two UK areas plus European AND beyond European area) and say where they are in relation to other areas studied/pupil has knowledge of. Able to describe most significant human and physical features.</p>	<p>Able to now explain location, physical and human characteristics of places studied within other contexts. For example, through study of volcanoes or earthquakes, refers to key features of areas effected rather than just those areas where in depth study has explicitly been carried out.</p>	<p>Builds on knowledge and understanding gained in Year 5 by being able to explain why certain places studied have these characteristics. For example, why earthquakes/volcanoes etc. happen in the areas studied and not in others.</p>	<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>▪ understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.</li> </ul>

<p><b>3. To 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</b></p>	<p>Able to locate countries in Europe, North and South America on maps. Able to explain some key physical and human characteristics for area of UK. Able to identify major cities of UK and some of Europe.</p>	<p>Can locate major countries of North or South America and the cities within them. Can refer to key physical and human characteristics of these countries and make some comparisons to those studied in UK and Europe. Has some knowledge of environmental regions (where mountains and rivers are present and why)</p>	<p>Can make comparisons between the environmental regions of countries based on their location. For example, knows which countries are likely/unlikely to experience earthquakes and can explain why.</p>	<p>Has knowledge of the coasts, seas and oceans which are located around the world and how they impact the settlements close to them. Can provide information on the similarities and differences between coastal areas/seas/oceans around the world.</p>	<p><b>Human and physical geography</b> understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:</p> <ul style="list-style-type: none"> <li>• physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts</li> <li>• human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</li> <li>• understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</li> <li>• interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</li> <li>• use Geographical Information Systems (GIS) to view, analyse and interpret places and data</li> <li>• use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</li> </ul>
<p><b>4. To increase knowledge of the environmental regions, key physical and human characteristics, countries and major cities of Europe and North and South America.</b></p>	<p>Increases knowledge of environmental regions of South America through study of Rainforests. Develops understanding of physical and human characteristics of countries of Europe, North and south America.</p>	<p>Is able to compare physical and human characteristics of rural and city life in a European country.</p>	<p>Is able to identify which regions in Europe and North and South America are at risk of earthquakes. Can explain what it is about the areas key physical features cause the earthquakes and increase the risk. Can identify the similarities and differences between a range of places studied in North America.</p>	<p>Can explain about the different coastal areas, seas and oceans of Europe, North and South America. Has knowledge of the key physical and human characteristics of these areas, can make comparisons and give reasons for differences.</p>	

<p><b>5. To 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).</b></p>	<p>Identifies the Equator and has knowledge of what this is and its relevance within geographical study (length of day dependent on position at different times in the year, climate etc.)</p>	<p>Knows where the Northern and Southern Hemispheres are and can explain what is different between the two in geographical terms (seasons/climate). Knows which hemisphere countries they have studied are situated. Knows where the Arctic and Antarctic Circle are.</p>	<p>Knows where the Tropics of Cancer and Capricorn are and has an understanding of these areas. Develops understanding of Prime/Greenwich Meridian and time zones. Can apply this to different areas.</p>	<p>Can identify the position and significance of latitude and longitude in areas studied. Can apply this knowledge to the knowledge they have learnt over previous years and apply it to the areas they study.</p>	
<p><b>6. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</b></p>	<p>Develops knowledge of Staffordshire (The Potteries) and can explain its physical and human geographical features. Can make comparisons to other UK places (through study and experience).</p>	<p>Understands geographical similarities and differences between mountainous regions of UK</p>	<p>Understands human and physical geographical similarities and differences of local area. Can make comparisons to areas in UK previously studied/experienced.</p>	<p>Develops knowledge of coastal regions of UK and can make comparisons with coastal regions of countries.</p>	
<p><b>7. To understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</b></p>		<p>Develops knowledge and understanding of human and physical geography of a rural area in a European country and a city area in a European country.</p>		<p>Develops knowledge of coastal regions of Europe and can make comparisons with coastal regions of countries.</p>	

<p><b>8. To understand geographical similarities and differences through the study of human and physical geography of a region in North or South America.</b></p>	<p>Develops knowledge of physical geography of South America through study of rainforests.</p>	<p>Develops knowledge and understanding of human and physical geography of mountain ranges in North America.</p>	<p>Develops knowledge of physical geography of earthquakes and volcanoes and can explain where these often take place.</p>	<p>Develops knowledge of coastal regions of North and South America and can make comparisons with coastal regions of countries.</p>	<p></p>
<p><b>9. To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</b></p>	<p>Describes and understands key aspects of climate zones, biomes and vegetation belts.</p>	<p>Describes and understands key aspects of mountains. Describes and understands key aspects of rivers and the water cycle.</p>	<p>Describes and understands key aspects of earthquakes and volcanoes.</p>	<p>Describes and understands key aspects of climate zones, biomes and vegetation belts.</p>	
<p><b>10. To describe and understand key aspects of 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</b></p>	<p>Is able to describe trade links and the distribution of natural resources of energy, food and minerals. Is able to describe settlements, land use and economic activity of Staffordshire. And a comparison U.K. area.</p>	<p>Is able to describe settlements, land use and economic activity in the locations studied. Comparisons can be made.</p>	<p>Is able to describe settlements, land use and economic activity in the locations studied. Comparisons can be made between U.K. and North/South America.</p>	<p>Can describe land use surrounding coastal areas, the distribution and pollution of water around the world and can compare settlements in coastal regions.</p>	

<p><b>11. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</b></p>	<p>Uses maps, atlases, globes and digital/computer mapping to locate countries and describe features. May need some support.</p>	<p>Uses maps, atlases, globes and digital/computer mapping to locate countries and describe features with increasing independence.</p>	<p>Uses maps, atlases, globes and digital/computer mapping to locate countries and describe features. Can refer from one map to another when investigating/locating countries.</p>	<p>Uses maps, atlases, globes and digital/computer mapping to locate countries and describe features. Can identify which source is most suitable for different situations/tasks/activities.</p>	
<p><b>12. To use the 8 points of a compass, 4- and 6-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.</b></p>	<p>Can use the 8 points of a compass and symbols of a key to build knowledge of the United Kingdom and the wider world. May require some support. Uses these skills to refer to areas of Staffordshire in ordinate survey maps.</p>	<p>Can use the 8 points of a compass and symbols of a key to build knowledge of the United Kingdom and the wider world with independence.</p>	<p>Uses ordinate survey maps and grid references to build knowledge of the local area. May require some prompt when using grid references. When reminded, applies previously learnt skills relating to keys and compass points.</p>	<p>Uses ordinate survey maps to locate coastal areas in the UK, Europe and wider world. Is able to locate areas/specific places of interest on maps accurately. Applies previously learnt skills relating to keys and compass points.</p>	
<p><b>13. To use fieldwork 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.</b></p>	<p>Can take digital photographs of the main features of the school. Can undertake environmental surveys.</p>	<p>Can undertake weather surveys, recording changes and observations. Design questions and studies to conduct in the local area. Undertake surveys. Classify buildings.</p>	<p>Can undertake surveys and choose effective recording and presentation methods. Make field notes / observational notes. Present data in an appropriate way to make data clear. Draw conclusions from data.</p>	<p>Can take photographs to support findings. Design and carry out surveys of views of people. Collate the data collected and record it using data handling software to produce graphs and charts. Select methods for collecting, presenting and analysing data. Analyse evidence and draw conclusions.</p>	

