



## **Geography – Progression of Skills**

### **Purpose of study**

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.

### **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.

### **Key stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. 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. Pupils should be taught to:

#### Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

#### Place knowledge

- 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



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### Human and Physical Geography

- 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
- 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. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Geographical Skills and Fieldwork

- 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
- 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 Geography – key stages 1 and 2 3
- 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
- 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.

| PROGRESSION OF SKILLS       | Nursery   | Reception   | Year 1  | Year 2   | End of Key Stage 1 Expectations   |
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| <b>Locational knowledge</b> | <ul style="list-style-type: none"> <li>• Begin to make sense of their own life story and family's history.</li> </ul> | <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community and describe people who are familiar to them.</li> <li>• Recognise some similarities and differences</li> </ul> | <ul style="list-style-type: none"> <li>• To name and locate the 4 countries of the United Kingdom and their capital cities</li> <li>• To identify the features of a country (Scotland) and a capital city in the</li> </ul> | <ul style="list-style-type: none"> <li>• To name and locate the countries capital cities and surrounding seas of the UK</li> <li>• To identify characteristics of the countries and</li> </ul> | <ul style="list-style-type: none"> <li>• To name and locate the countries and capital cities and surrounding seas of the UK</li> <li>• To name and locate the worlds 7</li> </ul> |



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|                               | <p>Same, different, place, Hampton</p>  | <p>between life in this country and life in other countries.</p> <p>Same, different, place, family, country, home, teacher, doctor, police officer, fire fighter, dentist</p> | <p>United Kingdom (London)</p> <ul style="list-style-type: none"> <li>• To name and locate the 7 continents of the world</li> <li>• To name and locate the 5 oceans of the world</li> </ul> <p>Map, atlas England, Scotland, Wales, Northern Ireland, capital, Belfast, Cardiff, London, Edinburgh, continent and oceans.</p> | <p>capital cities of the UK</p> <ul style="list-style-type: none"> <li>• To recall and plot the 7 continents</li> <li>• To recall and plot the 5 oceans of the world</li> </ul> <p>Map, atlas England, Scotland, Wales, Northern Ireland, capital, Belfast, Cardiff, London, Edinburgh, continent and oceans.</p> | <p>continents and 5 oceans</p>  |
| <p><b>Place Knowledge</b></p> | <p>Understanding of the world:</p> <ul style="list-style-type: none"> <li>• Know that there are different places in the world and talk about their experiences</li> </ul> | <ul style="list-style-type: none"> <li>• Draw information from a simple map. E.g. Look at aerial views of the school setting, encouraging children to</li> </ul>              | <ul style="list-style-type: none"> <li>• To identify landmarks, human and physical features of our local area</li> <li>• To identify key features of a location and establish whether it is urban or rural</li> </ul>   | <ul style="list-style-type: none"> <li>• To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small</li> </ul>   | <ul style="list-style-type: none"> <li>• To understand and describe the physical and human features of my local area</li> <li>• To understand the geographical</li> </ul> |



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|  | <p>or photographs they have seen</p> <ul style="list-style-type: none"> <li>• To talk about some of the things I have observed such as plants, animals, natural and found objects</li> </ul> <p>Place, hot, cold, wet, dry, near, far,</p> | <p>comment on what they notice.</p> <ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live</li> </ul> <p>Place, environment, compare, different, similar, same</p> | <ul style="list-style-type: none"> <li>• To compare our local area with a contrasting locality</li> </ul> <p>Urban, rural, city map, village, classroom, local, bungalow, home, semidetached, house, human, physical, flats, settlement, ordnance survey, scale, symbol</p> | <p>area in a contrasting non-European country</p> <p>similarities, differences, map, population, climate, compare, river,</p>   | <p>similarities and differences of my local area to a non-European contrasting locality</p>   |
| <p><b>Human and Physical Geography</b></p> | <ul style="list-style-type: none"> <li>• Show interest in different occupations</li> </ul>   | <ul style="list-style-type: none"> <li>• To make observations of the environment and explain why some things occur and talk about changes</li> <li>• Explore the natural world around them</li> </ul>                             | <ul style="list-style-type: none"> <li>• To identify what happens in different seasons and how weather changes on a daily basis</li> <li>• To identify human and physical features within our local area (how land is used) and</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Identify the location of hot and cold places of the world in relation to the equator and the North and South poles</li> <li>• To use geographical vocabulary to refer to key physical</li> </ul> | <ul style="list-style-type: none"> <li>• To identify seasonal and daily weather patterns in the UK.</li> <li>• To Identify hot and cold areas of the world</li> <li>• To use geographical vocabulary to refer to key</li> </ul> |



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|   | <p>Teacher, doctor, dentist, police officer, fire fighter</p>  | <ul style="list-style-type: none"> <li>Describe what they see, hear and feel whilst outside</li> <li>Understanding the effect of changing seasons on the natural world around them</li> </ul> <p>Observe, change, world, summer, winter, autumn, spring, hot, cold, windy, wet</p> | <p>explain features we do not have in our local area and give reasons for this</p> <ul style="list-style-type: none"> <li>To use basic geographical vocabulary to refer to key human and physical features</li> </ul> <p>weather, seasons, landmarks, human, physical, map, symbols, chart,</p>                               | <p>and human features</p> <p>Location, equator, polar regions, human and physical features, tropic of Capricorn and tropic of Cancer.</p>   | <p>physical features</p> <ul style="list-style-type: none"> <li>To use geographical vocabulary to refer to key human features</li> </ul>  |
| <p><b>Geographical Skills and Fieldwork</b></p> | <p>Understanding of the world:</p> <ul style="list-style-type: none"> <li>To use positional language</li> <li>Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.</li> <li>model observational</li> </ul> | <ul style="list-style-type: none"> <li>To use every day language to talk about positions and distance</li> <li>To describe my relative position such as behind or next to</li> </ul>   | <ul style="list-style-type: none"> <li>To use maps, atlas', globes to locate countries and cities</li> <li>To use maps and ordnance surveys to identify features of our local area.</li> <li>To use simple fieldwork and observational skills to study the geography of our school, its grounds and our local area</li> </ul> | <ul style="list-style-type: none"> <li>To use maps, atlas', globes and digital/computer mapping and aerial photographs to locate countries and localities and describe their features</li> <li>To use simple compass directions to describe the location of features and routes on a map</li> </ul> | <ul style="list-style-type: none"> <li>To use maps a to identify the UK and its countries</li> <li>To use world maps atlas' and globes to identify the worlds continents and oceans as well as individual countries studied</li> <li>To use simple compass</li> </ul> |



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|  | <p>and investigational skills. ask out loud “I wonder if...?”</p> <p>forwards, backward, behind, next to, under, above</p> | <p>Forwards, backwards, behind, next to, under, above, describe</p> | <ul style="list-style-type: none"> <li>• To devise a simple map of our local area</li> <li>• To use aerial photographs to recognize landmarks and basic physical features</li> </ul> <p>Maps, locate, countries, cities, local area, observe, aerial view, landmarks</p> | <ul style="list-style-type: none"> <li>• To devise a simple map and use and construct basic symbols in a key.</li> <li>• To use locational and directional language to describe features and routes on a map</li> </ul> <p>birds eye view, route, direction, North, South, East, West, human geography, physical geography, locality, compass, key, symbols</p> | <p>directions to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> <li>• To use locational and directional language of features and routes on a map</li> </ul> |
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Highlighted sections indicate skills needed to be at the expected standard.

Highlighted sections indicate key vocabulary