Kings Meadow Primary School
Geography Progression of Skills

	KS1	KS2 LKS2 – children develop the following skills UKS2 – children secure skills developed in LKS2
Locational knowledge	Locational Knowledge: • Can name and locate the world's seven continents and five oceans • Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Locational Knowledge • Can 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 • Can 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; and understand how some of these aspects have changed over time • Can 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	Place Knowledge: • Understands 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	Place Knowledge • Understands geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Human and physical geography	Human and Physical Geography: • Can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the	Human and Physical geography • Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Can describe and understands 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

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	world in relation to the Equator and the North and South Poles • Can 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 and; • key human features, including: city, town, village, factory, farm, house, office, port, harbor and shop	
Geographical skills and fieldwork	Children will be able to – • Use world maps, atlases and globes • Use simple compass directions • Use aerial photos and construct simple maps • Undertake simple fieldwork within school locality	Geographical Skills and Fieldwork: • Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Is able to use the eight points of a compass, four and six-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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Objectives through themes	Explore and discover the interesting features of the local environment	Ask and respond to geographical questions about people, places and environment	Ask and respond to questions to develop a sense of place	Ask and respond to geographical questions and offer their own ideas	Ask suitable geographical questions leading to investigation	Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human

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	Explore and discover where different foods come from Recognise and observe main human and physical features Recognise different types of weather and climate Communicate in different ways using simple geographical information and vocabulary Use globes, maps and plans Make simple plans	Investigate, measure and record changes in the weather Recognise, observe, describe and record physical and human features Identify links between their locality and other places in the UK and beyond Discuss how weather affects our lives Locate key features on globes, maps and plans Make simple comparisons between features of different places and say how these features influence life there Use simple compass directions Communicate in	Collect and record evidence and begin to offer explanations Investigate key aspects of human and physical geography Explore places with different climate zones Identify where significant places are located in the UK, Europe and the wider world Identify similarities and differences between places and environments and understand how they are linked Identify how the ways in which people live sometimes have consequences for the environment Use appropriate geographical vocabulary to communicate their	Explore places with different climate zones and compare and describe how climate affects living things Identify where significant places are located in the UK, Europe and the wider world Observe and appreciate the relationship between the physical, built and economic and social environments Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales Use appropriate geographical vocabulary in communicating findings Employ a wider range of field work techniques and instruments to collect and	Investigate ways in which environments can be improved Investigate using an increasing range of primary and secondary sources of information Analyse evidence and draw conclusions Identify a range of geographical processes that cause change in the physical and human world in different places Use appropriate geographical vocabulary to communicate in a variety of ways Use atlases, globes, maps and digital /computer mapping at a range of scales Draw plans and maps at a variety of scales Use the eight points of the	processes Collect and record evidence independently Investigate ways in which environments can be managed sustainably and why this is important now and, in the future, Identify and explain different views that people, including themselves, hold about topical geographical issues Observe and explain how human patterns are influenced by both human and physical features Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways Use atlases, globes, maps and digital /computer

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		different ways using appropriate geographical vocabulary e.g., locational and directional language Use aerial photographs and plan perspectives to identify landmarks and features Make simple maps and plans	findings Collect and analyse a range of data from simple fieldwork experiences Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans Use ICT to help in geographical investigation	analyse a range of data Describe, compare and offer reasons for their views Interpret information from different types of atlases, globes, maps and plans at a range of scales Use secondary sources of information and ICT as part of investigations	compass Use appropriate field work techniques and instruments to observe, measure and record human and physical features in the local area	mapping at a range of scales, including four and six-figure grid references Draw plans and maps at a variety of scales Use and select appropriate ICT to help in geographical investigations Use symbols and keys when sketching maps, plans and graphs