**Geography** 

**Skills Progression**

**Our Aims: At Tenterden Infant School, the teaching of Geography motivates children to find out about the world around them and enables them to recognise the importance of sustainable development. Through their work, children learn about their local area and compare this with other regions of the United Kingdom and the rest of the world.**

**At Tenterden Junior School, children will develop skills such as map reading including understanding the location of the equator, the Tropics of Cancer and Capricorn and time zones. They will also work on map reading and making, the points of the compass and field work skills. They will consider the impact of human and physical changes affecting places around the world and think about conservation as well as developing good place knowledge.**

| **Key Stage 1** | | **Year 1** | **Year 2** |
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| *National Curriculum statements* | |
| **Locational knowledge** | Name and locate the worlds’ seven continents and five oceans. | Recognise and name some continents and oceans on a globe or atlas. | Name and locate the seven continents and five oceans on a globe or atlas. |
| Name, locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas. | Use an atlas to name and locate the four countries and capital cities of the UK. | Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas on a range of maps. |
| **Place knowledge** | Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. | Know and make observations about the local area. Name and locate key physical and human landmarks.  Describe the physical geography of a small area in a contrasting non-European country.  Describe how their own locality is similar to and different from the small area in a contrasting non-European country studied. | Make observations about and describe the local area and its physical and human geography and suggest how these are connected.  Confidently describe the physical geography of a small area in a contrasting non-European country.  Describe how their own locality is similar to and different from the small area in a contrasting non-European country studied and suggest why this might be so. |
| **Human and physical geography** | Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. | Identify the seasonal and daily weather patterns in the UK.  Describe which continents have significant hot or cold areas. | Talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons in the UK.  Describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the 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. | Recognise a natural environment (eg the coast, a mountain) and name its features using key vocabulary. | Recognise different natural environments and describe them using a range of key vocabulary. |
| Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | Identify some human environments, such as the local area, or a UK city, naming some of the features using key vocabulary. | Identify different human environments, such as the local area and contrasting settlements such as a town and a city.  Describe their features and some of the activities that occur there using a range of key vocabulary. |
| **Geographical skills and fieldwork** | Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. | Use a world map, atlas or globe to recognise and name some continents and oceans.  Use a wall map or atlas to locate and identify the four countries and capital cities of the UK. | Use a world map, atlas or globe to name and locate the seven continents and five oceans.  Use a range of maps and satellite images to locate and identify the four countries and capital cities of the UK and its surrounding seas. |
| Use simple compass directions (North, South, East, West) and locational and directional language (for example, near, far, left, right), to describe the location of features and routes on a map. | Describe a journey on a map of the local area using locational and directional language. | Describe a journey on a map of the local area using simple compass directions and locational and directional language, locating the features and landmarks seen on the journey. |
| 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 aerial photos to identify features of the locality.  Draw a simple map with a basic key. | Use aerial photos to identify a range of physical and human features of a locality.  Draw a map with a key of places showing landmarks. |
| 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. | Keep a weekly weather chart based on first-hand observations using picture symbols, and present this data.  Locate features of the school grounds on a base map. | Keep a weekly weather chart based on first-hand observations using picture symbols.  Talk about this data and identify patterns.  Accurately locate features of the school grounds on a base map. |

| **Key Stage 2** | | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| *National curriculum statements* | |
| **Locational Knowledge** | 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. | Locate some countries in Europe and North and South America on a map or atlas.  Relate continent, country, state, city. | Locate most countries in Europe and North and South America on a map or atlas.  Explain and illustrate, with examples, continent, country, state, city. | Locate cities, countries and regions of Europe and North and South America on physical and political maps.  Describe key physical and human characteristics and environmental regions of Europe and North and South America. | Locate places and regions of the Europe and North and South America, and can identify the distinct characteristics of some regions.  Describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America. |
| 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. | Describe where the UK is located and name and locate some of the major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the name of nearby counties.  Locate and describe some humans and physical characteristics of the UK eg main rivers and cities. | Describe where the UK is located and name and locate a range of cities and counties; locate where they live in the UK using locational terminology (north, south, east, west).  Locate and describe several contrasting environments. | Locate and describe several physical environments in the UK eg coastal and mountain environments, and how they change.  Locate the UK’s major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.  Recognise broad land-use patterns in the UK. | Locate and describe a range of contrasting physical environments in the UK eg coastal, river, hill and mountain environments, and how they change.  Locate with accuracy, the UK’s major urban areas, knowing their distinct characteristics and how they have changed over time.  Identify broad land-use patterns for the UK. |
| 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). | Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. | Identify the position of the Equator, Northern Hemisphere and Southern Hemisphere and understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian including day and night. | Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude and relate this to their time zone, climate, seasons and vegetation. | Locate places studied in relation to the Equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. |
| **Place knowledge** | Understand 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. | Understand the physical and human geography of the UK and its contrasting human and physical environments.  Explain why some regions are different from others.  Describe and compare similarities and differences between some regions in North or South America and in Europe.  Understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special.  Understand how physical processes can cause hazards to people.  Describe some advantages of living in hazard prone areas. | Have a good understanding of the physical and human geography of the UK and its contrasting human and physical environments.  Explain why some regions are different from others and give reasons why some are similar.  Offer explanations for the similarities and differences between some regions in Europe and North or South America.  Understand how the human and physical characteristics are connected for more than one region in Europe and North or South America.  Offer reasons why physical processes can cause hazards to people.  Offer explanations for the advantages and disadvantages of living in hazard prone areas. | Understand how a region has changed and how it is different from another region of the UK.  Know information about a region of Europe and North or South America, its physical environment and climate, economic activity.  Explain some way biomes are valuable, why they are under threat and how they can be protected.  Understand how human activity is influenced by climate and weather.  Understand hazards from physical environments and their management, such as avalanches in mountain regions.  Explain several threats to wildlife/habitats. | Understand how and why their region and other regions have changed, and how the regions of the UK are distinctive.  Understand the importance of a region in Europe and in North or South America, its physical and human environment and how they are connected.  Explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future.  Understand how human activity is influenced by weather and climate.  Understand the causes of hazards from physical environments and their management, such as avalanches in mountain regions.  Understand that no one type of energy production will provide all our energy needs. |
| **Human and Physical Geography** | Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.  Use simple geographical vocabulary to describe significant physical features and talk about how they change.  Describe a river and a mountain environment in the UK, using appropriate geographical vocabulary.  Describe the water cycle in sequence and name some of the processes associate with rivers and mountains. | Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.  Understand the relationship between climate and vegetation.  Describe several physical features and how they change.  Describe and name the key landscape features of river and mountain environments in the UK.  Explain the water cycle in appropriate geographical vocabulary and describe some of the processes associated with rivers and mountains. | Understand how climate and vegetation are connected in biomes eg the tropical forest and the desert.  Describe what the climate of the region is like and how plants and animals are adapted to it.  Understand how food production is influenced by climate.  Describe and understand a range of key physical processes and the resulting landscape features.  Understand how a mountain range was formed. | Understand how climate and vegetation are connected in a range of biomes eg the tropical rainforest, hot deserts, the Arctic.  Explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it.  Relate climate to food production.  Describe and understand some key physical processes and the resulting landscape features.  Understand how fold mountain regions are formed. |
| Describe and understand key aspects ofhuman 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. | Identify and sequence a range of settlement sizes from a village to a city.  Describe the characteristics of settlements with different functions eg coastal towns.  Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. | Describe the distinctive characteristics of settlements with different functions and different sizes eg coastal towns.  Describe the main land uses within urban areas and the activities that take place there.  Describe the key characteristics of rural areas. | Know and understand what life is like in cities and villages in a range of settlement sizes.  Understand that the product we use are imported as well as locally produced.  Explain how types of industry in the area have changed over time.  Understand where our energy and natural resources come from. | Know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world.  Understand that our shopping choices have an effect on the lives of others.  Explain how, and offer reasons why, the types of industry in the area have changed over time.  Understand where our energy and natural resources come from, and the impacts of their use. |
| **Geographical skills and fieldwork** | Use maps atlases, globes and digital/computer mapping to locate countries and describe features studied. | Use a map or atlas to locate some countries and cities in Europe or North and South America.  Use a map to locate the UK and locate some major urban areas; locate where they live in the UK. | Use an atlas to locate many countries, cities and key features in Europe, North and South America.  Use an atlas to name and locate a range of cities and counties in the UK. | Use physical and political maps to describe key physical and human characteristics or regions of Europe or North and South America.  Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.  Use thematic maps for specific purposes. | Use atlases to identify the distinct characteristics of some regions of Europe or North and South America.  Use globes and atlases accurately locate places by their latitude and longitude. |
| Use the eight points of the compass, four and six-figure grid references, symbols and key (including use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. | Use four-figure grid references.  Give direction instructions using eight compass directions.  Adeptly use large-scale maps outside. | Know that six-figure grid references can help you find a place more accurately than a four-figure grid reference.  Use the scale bar or 1km grid to estimate distance.  Recognise patterns on maps and begin to explain what they show. | Use four- and six-figure grid references.  Describe height and slope from a map.  Read and compare map scales. | Use four- and six-figure grid references with ease and accuracy.  Describe the shape of the land from contour patterns.  Work confidently with a range of maps from large-scale street maps to 1:50 000 maps. |
| Use field work to observe, measure, record and present the humans and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | Make a map of a short route with features in the correct order and in the correct place.  Make a simple scale plan of a room.  Present information gathered in field work using simple graphs.  Use the zoom function of a digital map to locate places.  In a group, carry out fieldwork in the local area selecting appropriate techniques. | Plan a fieldwork investigation in the local area selecting appropriate techniques. | Make sketch maps of areas using symbols, a key and a scale.  Use digital maps to investigate features of an area.  Present information gathered in fieldwork using a range of graphs.  Plan and carry out a fieldwork investigation in an urban and or a rural area using appropriate techniques. | Use digital maps to research factual information about features.  Present information gathered in field work using a range of graphs and other data presentation techniques.  Design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques. |