

Progression of skills and knowledge in Geography at Anns Grove Primary School



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Locational knowledge</p> <p>NC Coverage KS1: Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>NC Coverage KS2: 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.</p> <p>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.</p> <p>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).</p>	<p>Be able to name the four countries making up the British Isles with their capital cities.</p> <p>Be able to name the surrounding seas of the United Kingdom.</p> <p>Be able to name the 7 continents of the World.</p> <p>Be able to name the 5 oceans of the World.</p>	<p>Be able to name the four countries making up the British Isles with their capital cities and locate them on a map.</p> <p>Be able to name and locate the surrounding seas of the United Kingdom.</p> <p>Be able to name and locate the 7 continents on a World map.</p> <p>Be able to name and locate the 5 oceans on a World map.</p>	<p>Be able to name and locate counties and cities of the United Kingdom and state their geographical region.</p> <p>Be able to name and locate world countries including those in Europe and The Americas using maps.</p> <p>Be able to identify the position of the Equator, the Northern hemisphere, the Southern hemisphere, the Arctic and Antarctic Circle.</p>	<p>Be able to name and locate counties and cities of the United Kingdom, state their geographical region and identify key human and physical features.</p> <p>Be able to name and locate world countries including Russia, those in The Americas and Europe including their capital cities using maps.</p> <p>Be able to identify the position and significance of the Equator, the Northern hemisphere, the Southern hemisphere, the Arctic and Antarctic Circle.</p>	<p>Be able to name and locate counties and cities of the United Kingdom, state their geographical region and identify key human and physical features. Identify key topographical features of a number of cities.</p> <p>Be able to name and locate world countries including Russia, those in The Americas and Europe using maps. Be able to name major cities and key human and physical features of these counties</p> <p>Be able to identify the position of the Tropics of Cancer and Capricorn, latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Be able to name and locate counties and cities of the United Kingdom, state their geographical region and identify key human and physical features. Identify key topographical features of a number of cities including how these have changed over time.</p> <p>Confidently name and locate world countries including Russia, those in The Americas and Europe using maps. Be able to name major cities and key human and physical features of these counties concentrating on their environmental regions.</p> <p>Be able to identify the position and significance of the Tropics of Cancer and Capricorn, latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night).</p>
<p>Place knowledge</p> <p>NC Coverage KS1: 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.</p> <p>NC Coverage KS2: Understand geographical</p>	<p>Begin to identify human and physical differences of a small area of the United Kingdom.</p>	<p>Be able to compare the human and physical differences of a small area of the United Kingdom and of a small area in a contrasting non-European country.</p>	<p>Begin to compare the human and physical differences of a region of the United Kingdom.</p>	<p>Be able to compare the human and physical differences of a region of the United Kingdom and of a region in a European country.</p>	<p>Begin to compare the human and physical differences of regions of the United Kingdom, a European country and a region within North or South America.</p>	<p>Confidently compare the geographical features of regions around the world including the United Kingdom, a European country and a region within North or South America.</p>

<p>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.</p>						
<p>Human and Physical geography</p> <p>NC Coverage KS1: 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.</p> <p>NC Coverage KS2: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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</p>	<p>Begin to identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Begin to use basic geographical vocabulary to refer to 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, harbour and shop.</p>	<p>Be able to identify seasonal and daily weather patterns of a location in hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Confidently use basic geographical vocabulary to refer to 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, harbour and shop.</p>	<p>Begin to describe key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p> <p>Begin to describe key human geographical features, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Confidently describe and show an understanding of key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p> <p>Confidently describe and show an understanding of key human geographical features, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Begin 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.</p> <p>Begin to describe and understand key human geographical features, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Confidently describe and explain key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Confidently describe and explain key human geographical features, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
<p>Fieldwork and Geographical skills</p> <p>NC Coverage KS1: 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.</p> <p>NC Coverage KS2: 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.</p>	<p>Pupils should have opportunities to plan and conduct geographical investigations that include fieldwork, and to develop skills in using a range of simple techniques for collecting, analysing and presenting what they learn through fieldwork, including:</p> <p>Using small world play, model making, or the classroom role-play area to represent a visited place (e.g. a shop, the library or Health Centre)</p> <p>Adding details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house)</p> <p>Making annotated drawings to show variations (e.g. in a row of houses in a local street)</p> <p>Drawing a freehand map (e.g. of the school grounds, local street or park)</p> <p>Relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features</p> <p>Marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations</p>	<p>Pupils should have opportunities to plan and conduct geographical investigations that necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork, including:</p> <p>Making models, annotated drawings and field sketches to record observations</p> <p>Drawing freehand maps of routes (e.g. of a walk to a site in the local area)</p> <p>Relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry</p> <p>Recording selected geographical information on a map or large-scale plan, using colour or symbols and a key</p> <p>Taking digital photos and annotating them with labels or captions</p> <p>Making digital audio recordings for a specific purpose (e.g. traffic noise)</p>	<p>Pupils should have opportunities to plan and conduct geographical investigations that necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork, including:</p> <p>Making models, annotated drawings and field sketches to record observations</p> <p>Drawing freehand maps (e.g. of a site they have visited)</p> <p>Relating large-scale plans to the fieldwork site, identifying relevant features</p> <p>Recording selected geographical data on a map or large-scale plan, using colour or symbols and a key</p> <p>Taking digital photos and annotating them with labels or captions</p> <p>Making digital audio recordings (e.g. to create soundscapes)</p> <p>Collecting, analysing and presenting quantitative data in charts and graphs.</p>			

	<p>Using a simple compass and cardinal compass directions (north, south, west, east)</p> <p>Taking digital photos (e.g. of buildings in the locality, things seen on a bus journey)</p> <p>Making digital audio recordings when interviewing someone (e.g. shop worker, librarian, nurse) about their job</p> <p>Collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school)</p> <p>Using a questionnaire (e.g. to find out the most popular options for improving playtimes)</p> <p>Collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties</p> <p>Using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features</p>	<p>Collecting, analysing and presenting quantitative data in charts and graphs</p> <p>Designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop)</p> <p>Designing and conducting interviews (e.g. to investigate which spaces/places local people value)</p> <p>Using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey)</p> <p>Using a simplified Likert Scale to record their judgements of environmental quality (e.g. in streets near the school)</p> <p>Developing a simple method of recording their feelings about a place or site</p>	<p>Designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste)</p> <p>Designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development)</p> <p>Using standard field sampling techniques appropriately (e.g. taking water samples from a stream)</p> <p>Designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance</p> <p>Conducting a transect to observe changes in buildings and land use</p>
<p>Map work skills</p> <p>NC Coverage KS1: 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>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.</p> <p>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.</p> <p>NC Coverage KS2: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p>	<p>Using and interpreting</p> <p>Find information on aerial photographs.</p> <p>Know that maps give information about the world (where and what).</p> <p>Be able to follow a route on a prepared map.</p> <p>Recognise simple features on maps such as buildings, roads and fields.</p> <p>Recognise that maps need a title.</p> <p>Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.</p> <p>Explain why places are where they are.</p> <p>Position and orientation</p> <p>Use directional vocabulary.</p> <p>Say which direction N, S, E,W is using a compass in the playground.</p> <p>Know which direction N is on an Ordnance Survey map.</p> <p>Drawing</p> <p>Draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories.</p> <p>Symbols</p> <p>Use symbols on maps (own and class agreed symbols).</p> <p>Know that symbols mean something on maps.</p> <p>Find a given Ordnance Survey symbol on a map with support.</p> <p>Begin to realise why maps need a key.</p> <p>Perspective and scale</p> <p>Look down on objects and make a plan for example, on a desk, high window to playground.</p>	<p>Using and interpreting</p> <p>Use atlases, maps and globes.</p> <p>Use large scale maps outside.</p> <p>Use maps at more than one scale.</p> <p>Make and use simple route maps.</p> <p>Locate photos of features on maps.</p> <p>Use oblique and aerial views.</p> <p>Recognise some patterns on maps and begin to explain what they show.</p> <p>Give maps a title to show their purpose.</p> <p>Use thematic maps.</p> <p>Explain what places are like using maps at a local scale.</p> <p>Recognise that contours show height and slope.</p> <p>Position and orientation</p> <p>Use simple grids.</p> <p>Give direction instructions up to 8 cardinal points.</p> <p>Use 4-figure coordinates to locate features.</p> <p>Know that 6-figure Grid References can help you find a place more accurately than 4- figure coordinates.</p> <p>Drawing</p> <p>Make a map of a short route with features in correct order.</p> <p>Make a map of small area with features in correct places</p> <p>Symbols</p> <p>Use plan views regularly.</p> <p>Give maps a key with standard symbols.</p> <p>Use some Ordnance Survey style symbols.</p>	<p>Using and interpreting</p> <p>Relate maps to each other and to vertical aerial photographs.</p> <p>Follow routes on maps saying what is seen.</p> <p>Use the index and contents page of atlas.</p> <p>Use thematic maps for specific purposes.</p> <p>Know that purpose, scale, symbols and style are related.</p> <p>Appreciate different map projections.</p> <p>Interpret distribution maps and use thematic maps for information.</p> <p>Follow a route on 1:50 000 Ordnance Survey map.</p> <p>Describe and interpret relief features.</p> <p>Position and orientation</p> <p>Use 4 and 6-figure coordinates to locate features.</p> <p>Give directions and instructions to 8 cardinal points.</p> <p>Align a map with a route.</p> <p>Use latitude and longitude in an atlas or globe.</p> <p>Drawing</p> <p>Make sketch maps of an area using symbols and key.</p> <p>Make a plan (for example, garden, play park) with a scale.</p> <p>Design maps from descriptions.</p> <p>Draw thematic maps for example, local open spaces.</p> <p>Draw scale plans.</p> <p>Symbols</p> <p>Use agreed and Ordnance Survey symbols.</p> <p>Appreciate maps cannot show everything.</p> <p>Use standard symbols.</p>

	<p>Draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on).</p> <p>Use large scale, vertical aerial photographs.</p> <p>Know that when you 'zoom in' you see a smaller area in more detail.</p> <p>Digital map making</p> <p>Find places using a postcode or simple name search.</p> <p>Add simple information to maps for example, labels and markers.</p> <p>Draw around simple shapes and explain what they are on the map for example, houses.</p> <p>Use the measuring tool with support to show distance for example, my house to school, to the shops.</p> <p>Zoom in and out of a map.</p> <p>Draw a simple route.</p> <p>Find and highlight areas on a map.</p> <p>Add an image to a map.</p>	<p>Perspective and scale</p> <p>Use maps and aerial views to help me talk about for example, views from high places</p> <p>Make a simple scale plan of room with whole numbers for example, 1 sq.cm = 1 square tile on the floor moving onto 1cm² = 1m².</p> <p>Use the scale bar to estimate distance.</p> <p>Use the scale bar to calculate some distances.</p> <p>Relate measurement on maps to outdoors (using paces or tape).</p> <p>Digital map making</p> <p>Use the zoom function to locate places.</p> <p>Use the zoom function to explore places at different scales.</p> <p>Add a range of annotation labels and text to help me explain features and places.</p> <p>Highlight an area on a map and measure it using the Area Measurement Tool.</p> <p>Use grid references in the search function</p> <p>Use the grid reference tool to record a location.</p> <p>Highlight areas within a given radius. I can add photographs to specific locations.</p>	<p>Know 1:50.000 symbols and atlas symbols.</p> <p>Perspective and scale</p> <p>Use a range of viewpoints up to satellite.</p> <p>Use models and maps to talk about contours and slope.</p> <p>Use a scale bar on all maps.</p> <p>Use a linear scale to measure rivers.</p> <p>Describe height and slope using maps, fieldwork and photographs.</p> <p>Read and compare map scales.</p> <p>Draw measured plans for example, from field data.</p> <p>Digital map making</p> <p>Find 6-figure grid references and check using the Grid Reference Tool.</p> <p>Combine area and point markers to illustrate a theme.</p> <p>Use maps at different scales to illustrate a story or issue.</p> <p>Use maps to research factual information about locations and features.</p> <p>Use linear and area measuring tools accurately.</p>
<p>Vocabulary</p> <p>NC Coverage KS1: 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.</p> <p>Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>NC Coverage KS2: N/A</p>	<p>All topic-specific vocabulary and concepts will be detailed in MTPs.</p>	<p>All topic-specific vocabulary and concepts will be detailed in MTPs.</p>	<p>All topic-specific vocabulary and concepts will be detailed in MTPs.</p>