



Kingswood Primary School – Geography skills progression

By the end of Key Stage 2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:

	EYFS & Key Stage 1	Key Stage 2
Locational knowledge	EYFS *Talk about where they live – England, Surrey, Kingswood KS1 - 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	- 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. - 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. - 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	EYFS *Talk about their homes and families UtW ELG: *They talk about the features of their own immediate environment and how environments might vary from one another. * Find their way around school – showing and awareness of where things belong and the people within the school	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

	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	
Human and Physical Geography	EYFS *Begin naming features of the local environment – school, home, house, road, park * Make observations of the local environment and explain why some things occur and talk about change *Identify the weather – raining, snowing, cloudy, windy, thundery, sunny etc The World DM: * 40-60+ Looks closely at similarities, differences, patterns & change. The World Exceeding: *Children to know that the environment & living things are influenced by human activity. 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 • use basic geographical vocabulary to refer to: - key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather - key human features, including: city, town, village, factory, farm, house, office, and shop	• describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies

Geographical skill and field work	EYFS *Make basic observations of the local environment *Use everyday language to talk about distance and relative positions (behind, next to) in the local environment *Make attempts to draw simple features in their familiar environment and imaginary places *Identify a map *Make attempts at drawing a map of a familiar or imaginary place The World Exceeding: *Exceeding: Describe some actions which people in their own community do that help maintain the area they live in. 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 • 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 • 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.	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 • 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.
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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics studied	Marvellous Me! Colour My World Amazing Animals To Infinity and Beyond! The Potting Shed Journeys	Cycle 1 Discovery(Island life Lighthouses) Our Country Around the world- India Our world Great Fire of London Our School (1) Magical mapping (2) Down in the woods Our Local Area When I grow up! Wonderful weather Cycle 2 People who help us (Florence and Mary Seacole) Our School (1) Magical mapping (2) Where in the world- Kenya Our world At the seaside Our Country Transport Wonderful weather In our garden Our Local Area		Cycle 1 Scots and Anglo Saxons/ Vikings Somewhere to settle School and its Environment Land use Russia Exploring Eastern Europe Natural Disasters Extreme Earth Cycle 2 Romans and Iron Age Britain The UK South America Rainforests Arctic and Antarctica All around the world Tudors What is it like in Reigate?		Cycle 1 Ancient Greeks Enough for everyone Victorians Local Area Trade and economics Mayan Civilisations – Amazing Americas Marvellous maps Cycle 2 World War 2 Ancient Egyptians - Biomes and climate zones European and UK Rivers, Mountains and Coasts.	

Vocabulary		<u>Location</u> United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. <u>Place</u> South America, London, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, India, Delhi river, desert, volcano. <u>Human and physical</u> cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop <u>Skills and field work</u> compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.			<u>Location</u> county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. <u>Place</u> Amazon rainforest, Kingswood, village, Reigate, Surrey, Russia, Moscow, Europe, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. <u>Human and physical</u> mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food. <u>Skills and field work</u> sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	<u>Location</u> atlas, index, co-ordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, Europe, Africa, Greece, Egypt, border, key. <u>Place</u> latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources. <u>Human and physical</u> environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental. <u>Skills and field work</u> atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, compass, borders, fieldwork, measure, observe, record, map, sketch, graph.	
Geographical enquiry	*Make basic observations of the local environment *Use everyday language to talk about distance and	Ask and answer simple geographical questions. Describe some similarities and differences when studying places and	Ask and answer simple geographical questions when investigating different places and environments.	Ask and answer more searching geographical questions when investigating	Ask and respond to more searching geographical questions including 'how?' and 'why?'	Ask and respond to questions that are more causal e.g. Why is that happening in that	Ask and respond to questions that are more causal e.g. What

	relative positions (behind, next to) in the local environment *Make attempts to draw simple features in their familiar environment and imaginary places *Identify a map *Make attempts at drawing a map of a familiar or imaginary place The World Exceeding: *Exceeding: Describe some actions which people in their own community do that help maintain the area they live in.	features e.g. hot and cold places of the world. Use information books/pictures as sources of information.	Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. Use NF books, stories, maps, pictures/photos and internet as sources of information.	different places and environments. Identify similarities, differences and patterns when comparing places and features. Use NF books, stories, atlases, pictures/ photos and internet as sources of information	Identify and describe similarities, differences and patterns when investigating different places, environments and people.	place? Could it happen here? Begin to use primary and secondary sources of evidence in their investigations. Recognise geographical issues affecting people in different places and environments.	happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues
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Locational Knowledge	*Talk about where they live – England, Surrey, Kingswood	Name some places within and around the UK eg home town, cities, countries Name the four countries of the United Kingdom Begin to name and locate some of the world's seven continents and five oceans. Follow directions (Up, down, left/right, forwards/backwards)	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans.	Name & locate the counties and cities of the UK using maps of different scales. Name and locate geographical regions of the UK & their identifying physical and human characteristics. Name and locate the world's countries, using maps to focus on Europe (including Russia) Identify their environmental regions, key physical and human characteristics, countries, and major cities. 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	Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages. Identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Identify UK rivers
Place Knowledge	*Talk about their homes and families UtW ELG: *They talk about the features of their own immediate environment and how environments might vary from one another. * Find their way around school – showing and awareness of where things belong and the people within the school	Name and locate small geographical regions of the UK and compare with a small area in a non-European country. Compare the UK with a contrasting country in the world		Explore similarities and differences, comparing the human and physical geography of a region of the UK and a region of South America or Europe Understand geographical similarities and differences of human & physical geography of a region of the UK	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N. or S. America.

Human and physical geography	*Begin naming features of the local environment – school, home, house, road, park * Make observations of the local environment and explain why some things occur and talk about change *Identify the weather – raining, snowing, cloudy, windy, thundery, sunny etc The World DM: * 40-60+ Looks closely at similarities, differences, patterns & change. The World Exceeding: *Children to know that the environment & living things are influenced by human activity.	Begin to identify physical and human characteristics, such as beach, cliff, coast, forest, hill mountain, city, town, factory, farm. Identify seasonal/daily weather patterns in the UK Use basic vocabulary to describe their school and its surrounding environment.	Identifying physical and human characteristics, such as beach, cliff, coast, forest, hill mountain, city, town, factory, farm. 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	Identify topographical features including hills, mountains, coasts and rivers. Describe and understand key aspects of a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle. Name environmental regions and key physical characteristics such as types of settlement and land use. Name key aspects of human geography such as economic activity, language, culture, religion, government, art, music, and the distribution of some natural resources. Understand how some aspects have changed over time.		Understand key aspects of: physical geography e.g. climate zones, biomes and vegetation belts. Describe in detail types of settlement, land use, economic activity including trade links. Describe processes that give rise to key physical & human geographical features of the world and how these are interdependent. Give reasons for the impact of geographical influences/ effects on people place or themes studied. Describe the distribution of natural resources including energy, food, minerals & water in the continents & countries studied.	
Geographical skills and fieldwork	*Make basic observations of the local environment *Use everyday language to talk	Using maps Use a simple picture map to move around the school; Recognise that it is about a place.	Using maps Use world maps, atlases and globes to identify the countries, continents	Using maps Use maps, atlases, globes and digital/computer mapping to locate countries and	Using maps Use maps, atlases, globes and digital/computer mapping to locate countries and	Using maps Use maps, atlases, globes and digital/computer mapping to locate	Using maps Use maps, atlases, globes and digital/computer mapping

	about distance and relative positions (behind, next to) in the local environment *Make attempts to draw simple features in their familiar environment and imaginary places *Identify a map *Make attempts at drawing a map of a familiar or imaginary place The World Exceeding: *Exceeding: Describe some actions which people in their own community do that help maintain the area they live in.	Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage Drawing maps Draw picture maps of imaginary places and from stories. Representation Use own symbols on imaginary map. Scale and distance Use relative vocabulary eg bigger/smaller	and oceans studied at this key stage Use simple compass directions (NSEW) and locational and directional to describe the location of features and routes on a map. Use a plan view. Drawing maps Devise a simple map of a real or imaginary place. Representation Use and construct basic symbols in a key Scale and distance	describe features. Begin to use 8 figure compass points and four figure grid references to identify features on a map. Drawing maps Make a map of a short route experienced, with features in correct order. Create a simple scale drawing. Representation Use standard symbols, and understand the importance of a key. Scale and distance	describe features. Use 8 figure compass points and four figure grid references to identify features on a map. Identify features on an aerial photograph, digital or computer map. Drawing maps Draw a sketch map from a high viewpoint. Representation Recognise and use OS map symbols, complete a key and understanding why it is important. Scale and distance Begin to match boundaries on different scale maps.	countries and describe features. Use 8 figure compass points, use 4 figure and begin to use 6 figure grid references. Select a map for a specific purpose. Begin to use atlases to find out other information (e.g. temperature). Find and recognise places on maps of different scales. Drawing maps Draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key. Representation Use and recognise OS map symbols. Recognise contour lines on an OS map Scale and distance Measure straight line distances on a plan.	to locate countries and describe features. Use 8 figure compass points and 6 figure grid references accurately. Follow a short route on a OS map. Describe the features shown on an OS map. Use atlases to find out data about other places. Drawing maps Draw plans of increasing complexity Representation Begin to use and
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		Fieldwork Make simple observations about the school and local area.	Begin to specifically match places eg recognise the UK on a small scale and larger scale map. Fieldwork Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods	Begin to match boundaries on different scale maps. Fieldwork Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.	Fieldwork Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.	Find/recognise places on maps of different scales Fieldwork Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.	recognise atlas symbols. Use/recognise OS map symbols Recognise contour lines on an OS map Scale and distance Use a scale to measure distances. Draw maps and plans at a range of scales. Fieldwork Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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