



St Bartholomew's CE Primary School Geography Progression of Skills

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Locational Knowledge	<ul style="list-style-type: none"> <li>Locating all the world's seven continents on a world map.</li> <li>Locating the world's five oceans on a world map.</li> <li>Showing on a map the oceans nearest the continent they live in.</li> <li>Showing on a map which continent they live in.</li> <li>Locating the four countries of the United Kingdom (UK) on a map of this area.</li> <li>Showing on a map which country they live in and locating its capital city.</li> <li>Locating the surrounding seas and oceans of the UK on a map of this area.</li> <li>Locating the capital cities of the four countries of the UK on a map of this area.</li> <li>Identifying characteristics (both human and physical) of the four capital cities of the UK.</li> <li>Showing on a map the city, town or village where they live in relation to their capital city</li> </ul>	<ul style="list-style-type: none"> <li>Locating some countries in Europe and North and South America using maps.</li> <li>Locating some major cities of the countries studied.</li> <li>Locating some key physical features in countries studied on a map including significant environmental regions.</li> <li>Locating some key human features in countries studied.</li> <li>Locating the world's most significant mountain ranges on a world map and identifying any patterns.</li> <li>Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.</li> <li>Locating some of the world's most significant rivers and identifying any patterns</li> <li>Locating some counties in the UK (local to your school).</li> <li>Locating some cities in the UK (local to your school).</li> <li>Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.</li> <li>Beginning to locate the twelve geographical regions of the UK.</li> <li>Identifying how topographical features studied have changed over time using examples.</li> <li>Describing how a locality has changed over time, giving examples of both physical and human features.</li> <li>Finding the position of the Equator and describing how this impacts our environmental regions.</li> <li>Finding lines of latitude and longitude on a globe and explaining why these are important.</li> <li>Identifying the position of the Tropics of Cancer and Capricorn and their significance.</li> <li>Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.</li> <li>Identifying the position and significance of both the Arctic and Antarctic Circle.</li> </ul>	<ul style="list-style-type: none"> <li>Locating more countries in Europe and North and South America using maps.</li> <li>Locating major cities of the countries studied.</li> <li>Locating key physical features in countries studied on a map.</li> <li>Locating key human features in countries studied.</li> <li>Identifying significant environmental regions on a map.</li> <li>Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.</li> <li>Locating many counties in the UK. Locating many cities in the UK.</li> <li>Confidently locating the twelve geographical regions of the UK.</li> <li>Identifying key physical and human characteristics of the geographical regions in the UK.</li> <li>Understanding how land-use has changed over time using examples.</li> <li>Explaining why a locality has changed over time, giving examples of both physical and human features.</li> <li>Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.</li> <li>Using longitude and latitude when referencing location in an atlas or on a globe.</li> </ul>
Place Knowledge	<ul style="list-style-type: none"> <li>Naming and beginning to describe some key similarities between their local area and a small area of a contrasting non-European country.</li> <li>Naming and beginning to describe some key differences between their local area and a small area of a contrasting non-European country.</li> <li>Describing what physical features may occur in a hot place in comparison to a cold place.</li> </ul>	<ul style="list-style-type: none"> <li>Describing and beginning to explain similarities between two regions studied.</li> <li>Describing and beginning to explain differences between two regions studied.</li> <li>Describing how and why humans have responded in different ways to their local environments.</li> <li>Discussing how climates have an impact on trade, land use and settlement.</li> <li>Explaining what measures humans have taken in order to adapt to survive in cold places.</li> <li>Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Describing and explaining similarities between two environmental regions studied.</li> <li>Describing and explaining differences between two environmental regions studied.</li> <li>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</li> <li>Understanding how climates impact on trade, land use and settlement.</li> <li>Explaining how humans have used desert environments.</li> <li>Using maps to explore wider global trading routes.</li> </ul>

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Human and Physical Geography	<ul style="list-style-type: none"> <li>• Describing how the weather changes with each season in the UK.</li> <li>• Describing the daily weather patterns in their locality.</li> <li>• Confidently using the vocabulary 'season' and 'weather'.</li> <li>• Locating some hot and cold areas of the world on a world map.</li> <li>• Locating the Equator and North and South Poles on a world map.</li> <li>• Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</li> <li>• Recognising and describing some physical features of a location using subject-specific vocabulary.</li> <li>• Recognising and describing some human features of a location using subject-specific vocabulary.</li> <li>• Describing and understanding the differences between a city, town and village.</li> </ul>	<ul style="list-style-type: none"> <li>• Mapping and labeling the seven biomes on a world map.</li> <li>• Understanding some of the causes of climate change.</li> <li>• Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</li> <li>• Describing where volcanoes, earthquakes and mountains are located globally.</li> <li>• Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</li> <li>• Describing how humans use water in a variety of ways</li> <li>• Describing and understanding types of settlement and land use.</li> <li>• Explaining why a settlement and community has grown in a particular location.</li> <li>• Explaining why different locations have different human features.</li> <li>• Explaining why people might prefer to live in an urban or rural place.</li> <li>• Describing how humans can impact the environment both positively and negatively, using examples</li> </ul>	<ul style="list-style-type: none"> <li>• Describing and understanding the key aspects of the six biomes.</li> <li>• Describing and understanding the key aspects of the six climate zones.</li> <li>• Understanding some of the impacts and causes of climate change.</li> <li>• Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.</li> <li>• Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.</li> <li>• Describing and understanding economic activity including trade links.</li> <li>• Suggesting reasons why the global population has grown significantly in the last 70 years.</li> <li>• Describing the 'push' and 'pull' factors that people may consider when migrating.</li> <li>• Understanding the distribution of natural resources both globally and within a specific region or country studied.</li> <li>• Recognising geographical issues affecting people in different places and environments.</li> <li>• Describing and explaining how humans can impact the environment both positively and negatively, using examples</li> </ul>
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Geographical Skills and Fieldwork	<ul style="list-style-type: none"> <li>• Using an atlas to locate the UK.</li> <li>• Using a map to locate the four countries of the UK.</li> <li>• Recognising why maps need a title.</li> <li>• Using an atlas to locate the four capital cities of the UK.</li> <li>• Using a world map, globe and atlas to locate all the world's seven continents.</li> <li>• Using a world map, globe and atlas to locate the world's five oceans.</li> <li>• Using directional language to describe the location of objects in the classroom and playground.</li> <li>• Using directional language to describe features on a map in relation to other features (real or imaginary).</li> <li>• Responding to instructions using directional language to follow routes.</li> <li>• Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>• Using locational language and the compass points (N, S, E, W) to describe the route on a map.</li> <li>• Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds.</li> <li>• Using a map to follow a prepared route.</li> <li>• Adding labels to sketch maps.</li> <li>• Using simple picture maps and plans to move around the school.</li> <li>• Recognising landmarks of a city studied on aerial photographs and plan perspectives.</li> <li>• Recognising human features on aerial photographs and plan perspectives.</li> <li>• Recognising physical features on aerial photographs and plan perspectives.</li> <li>• Drawing a map and using class agreed symbols to make a simple key.</li> <li>• Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</li> <li>• Finding a given OS symbol on a map with support.</li> <li>• Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).</li> <li>• Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use maps at more than one scale.</li> <li>• Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</li> <li>• Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied.</li> <li>• Using the scale bar on a map to estimate distances.</li> <li>• Finding countries and features of countries in an atlas using contents and index.</li> <li>• Zooming in and out of a digital map</li> <li>• Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.</li> <li>• Accurately using 4-figure grid references to locate features on a map in regions studied.</li> <li>• Beginning to locate features using the 8 points of a compass.</li> <li>• Using a simple key on their own map to show an example of both physical and human features.</li> <li>• Following a route on a map with some accuracy.</li> <li>• Saying which directions are N, S, E, W on an OS map.</li> <li>• Making and using a simple route on a map.</li> <li>• Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently using and understanding maps at more than one scale.</li> <li>• Using atlases, maps, globes and digital mapping to locate countries studied.</li> <li>• Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</li> <li>• Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).</li> <li>• Using the scale bar on a map to calculate distances.</li> <li>• Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.</li> <li>• Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</li> <li>• Beginning to use thematic maps to recognise and describe human and physical features studied.</li> <li>• Using models and maps to talk about contours and slopes.</li> <li>• Selecting a map for a specific purpose.</li> <li>• Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.</li> <li>• Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied.</li> <li>• Confidently locating features using the 8 points of a compass.</li> <li>• Following a short pre-prepared route on an OS map.</li> <li>• Identifying the 8 compass points on an OS map.</li> <li>• Planning a journey to another part of the world using six figure grid references and the eight points of a compass.</li> </ul>
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