



St Andrew's C. Of E (V.C.) Primary School – Progression in Geography

Progression in Geography Skills

KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
<p>Children should be able to locate the seven continents and five seas on maps and globes. Maps and globes must be available to the children to use throughout their programs of study to help give them a sense of their location in the world.</p> <ul style="list-style-type: none"> • Uses maps, atlases and globes with increasing independence. • Use locational and directional language when describing position. • Ask geographical questions. • Express own views about a place, people or environment. • Identify how places are different and similar. • Recognise how the four seasons are different. • Use simple fieldwork and observational skills to research a well-known area. • Create a map of a well-known area e.g. School grounds. 	<p>Children should build on prior knowledge of UK regions by using maps to locate countries of Europe. Key landmarks of countries studied should be identified by the children as well as physical and human features. Children should be able to use maps to locate the Equator, the tropics and consider countries and their climates. Comparisons should be made by critically studying pictures, drawing conclusions, posing questions and using prior knowledge for map reading.</p> <ul style="list-style-type: none"> • Use map keys to make assumptions about what a place is like. • Identify geographical features of an area e.g. hills, rivers, weather. • Use an 8-point compass. • Analyses physical and human features of two locations and draws conclusions • Understand the cause and process of a key physical feature i.e. volcanoes • Discuss how physical features effect human life. • Ask, research and explain early settlements in the local area • Use locational language to describe/ identify points on a map. 	<p>Comparisons are made between the America's, Europe and the local area, including how these have changed as time has past. A variety of new geographical language is introduced, including latitude and longitude, trade vocabulary and field work skills are developed further.</p> <ul style="list-style-type: none"> • Uses maps, globes and Google Earth confidently to locate locations. • Locates places using 6 figure grid references. • Creates maps that include geographical features and a key. • Understands the difference between physical and human features and locates these on maps • Identifies and locates the counties within the UK • Relates geographical features to trade links. • visits, locates and presents evidence based on a local study, including key geographical features. • Explains and records differences in the local area as time has past.

Children should understand what a capital city is and identify the four capital cities of the United Kingdom. Children should be able to identify the four countries that make up the United Kingdom. Using maps and atlases, children should locate the equator and locate countries located on the Equator.

- Locate places of personal interest on maps, atlases and globes.
- Ask geographical questions relating to comparisons and change.
- Identify changes to localities over periods of time.
- Express views about a place, people and environment and justify them.
- Make predictions about a place based on evidence.
- Identify key human and physical features of a well-known area.
- Use simple compass directions to describe the position of features on a map.
- Use locational and positional language when identifying routes on a map.

Children should identify countries in both hemispheres and locate these on a map. They should be able to use and explain the terms 'climate zone' and 'biome'. Google Earth/ maps, atlases and globes must be used by the children to research answers to questions. Children should be given the chance to develop personal responses to environmental issue such as global warming.

- Use an 8 point compass to direct and locate
- Ask questions and deduce information from maps.
- Begin to offer informed solutions for big questions such as global warming
- Understands what a biome is and can raise questions about climate.
- Compares land use and economies in the immediate area in the present and past.
- Reads maps of the local area and can locate using grid references.
- Undertakes surveys, presents data and draws conclusions.
- Classifies buildings and recognises symbols on maps relating to buildings

Building on prior knowledge of grid references, children should be able to select the most appropriate resources for different purposes e.g. atlases to find a country, Google Earth to find a village. Children should take part on a variety of local studies to find out opinions and beliefs, including selecting methods for collecting, presenting and analysing data.

- Locates major cities of the world and compare.
- Uses maps to identify longitude and latitude and relates to modern technology.
- Compares environmental regions and understands the differences in features.
- Relates key physical and human features to locality e.g. trade, transport and population changes.
- Relates tourist trade to physical and manmade features.
- Describes, explains and draws conclusions about causes and impacts of natural disasters.
- Recognises maps on different scales and calculates scales on own maps
- Develops environmental responsibility in the world.