



## Geography knowledge, skills and progression map

Core Strands	Reception	KS1	LKS2	UKS2
<b>Vocabulary</b>	Environment, place, world, city, map, weather, same, different.	<p>Locational Knowledge: Africa, Antarctica, Asia, Australia, Europe, North America &amp; South America, Pacific Ocean, Southern Ocean aka Antarctic Ocean &amp; Arctic Ocean.</p> <p>Key Physical Features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human Features: city, map, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Use world maps, atlases and globes to name and locate the world's seven continents and five oceans.</p>	<p>General Vocabulary: County, country, continent, map, location, city, town, distance, biome, time zone, landform, rural.</p> <p>Each topic unit will have specific vocabulary – can be found on knowledge organisers.</p>	

<p><b>Location and Place Knowledge</b></p>	<p>Name the school and the area they live in (Leeds, UK, England)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on</p>	<p>Name, locate and identify characteristics of the four countries with capital cities of the United Kingdom and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a non-European Country.</p> <p>Name and locate the world's 7 continents and 5 oceans</p>	<p>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>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 in North or South America</p>
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<p><b>Human and Physical Geography</b></p>	<p>knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>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>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Recognise how people affect the environment.</p>		<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>- 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</li> </ul>			
<p><b>Geographical Skills</b></p>		<p><u>Year 1</u> For example – <u>Using maps</u>  Use a simple picture map to move around the school  Use relative vocabulary such as bigger, smaller, like, dislike Use directional language such as near and far, up and down, left and right, forwards and backwards Map knowledge</p>	<p><u>Year 2</u> For example – <u>Using maps</u>  Follow a route on a map  Use simple compass directions (North, South, East, West)  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  <u>Map knowledge</u></p>	<p><u>Year 3</u> For example – <u>Using maps</u>  Follow a route on a map with some accuracy  Locate places using a range of maps including OS &amp; digital  Begin to match boundaries (e.g. find same boundary of a country on different scale maps)</p>	<p><u>Year 4</u> For example – <u>Using maps</u>  Follow a route on a large scale map  Locate places on a range of maps (variety of scales)  Identify features on an aerial photograph, digital or computer map  Begin to use 8 figure compass and four figure grid references to</p>	<p><u>Year 5</u> For example – <u>Using maps</u>  Compare maps with aerial photographs  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</p>	<p><u>Year 6</u> For example – <u>Using maps</u>  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  Use 8 figure compass and 6 figure grid reference accurately</p>

	<p>Use world maps to identify the UK in its position in the world</p> <p>Use maps to locate the four countries and capital cities of UK and its surrounding seas</p> <p><u>Making maps</u></p> <p>Draw basic maps, including appropriate symbols and pictures to represent places or features</p> <p>Use photographs and maps to identify features</p>	<p>Locate and name on a world map and globe the seven continents and five oceans.</p> <p>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</p> <p><u>Making maps</u></p> <p>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</p> <p>Use and construct basic symbols in a key</p>	<p>Use 4 figure compasses, and letter/number co-ordinates to identify features on a map</p> <p><u>Map knowledge</u></p> <p>Locate the UK on a variety of different scale maps</p> <p>Name &amp; locate the counties and cities of the UK</p> <p><u>Making maps</u></p> <p>Try to make a map of a short route experiences, with features in current order</p> <p>Create a simple scale drawing</p> <p>Use standard symbols, and understand the importance of a key</p>	<p>identify features on a map</p> <p><u>Map knowledge</u></p> <p>Locate Europe on a large scale map or globe</p> <p>Name and locate countries in Europe (including Russia) and their capitals cities</p> <p><u>Making maps</u></p> <p>Recognise and use OS map symbols, including completion of a key and understanding why it is important</p> <p>Draw a sketch map from a high viewpoint</p>	<p>Use 8 figure compasses, begin to use 6 figure grid references.</p> <p><u>Map knowledge</u></p> <p>Locate the world's countries, focus on North &amp; South America</p> <p>Identify the position and significance of lines of longitude &amp; latitude</p> <p><u>Making maps</u></p> <p>Draw a variety of thematic maps based on their own data</p> <p>Draw a sketch map using symbols and a key</p> <p>Use and recognise OS map symbols regularly</p>	<p>Use lines of longitude and latitude on maps</p> <p><u>Map knowledge</u></p> <p>Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages</p> <p><u>Making maps</u></p> <p>Draw plans of increasing complexity</p> <p>Begin to use and recognise atlas symbols</p>
Geographical Fieldwork	<p>Examples –</p> <p><u>Gather information</u></p> <p>Use basic observational skills</p> <p>Carry out a small survey of the local area/school</p>	<p>Examples –</p> <p><u>Gather information</u></p> <p>Ask geographical questions</p> <p>Use a simple database to present findings from fieldwork</p>	<p>Examples –</p> <p><u>Gather information</u></p> <p>Select appropriate methods for data collection such as interviews</p> <p>Use a database to interrogate/amend information collected</p>			

		<p>Draw simple features Ask and respond to basic geographical questions</p> <p>Ask a familiar person prepared questions</p> <p>Use pro-forma to collect data e.g. tally survey</p> <p><u>Sketching</u></p> <p>Create plans and raw simple features in their familiar environment</p> <p>Add labels onto a sketch map, map or photograph of features</p> <p>Audio/Visual</p> <p>Recognise a photo or a video as a record of what has been seen or heard</p> <p>Use a camera in the field to help to record what is seen</p>	<p>Record findings from fieldtrips Use a database to present findings</p> <p>Use appropriate terminology</p> <p><u>Sketching</u></p> <p>Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</p> <p><u>Audio/Visual</u></p> <p>Select views to photograph</p> <p>Add titles and labels giving date and location information</p> <p>Consider how photos provide useful evidence use a camera independently</p> <p>Locate position of a photo on a map</p>	<p>Use graphs to display data collected</p> <p>Evaluate the quality of evidence collected and suggest improvements</p> <p><u>Sketching</u></p> <p>Evaluate their sketch against set criteria and improve it</p> <p>Use sketches as evidence in an investigation</p> <p>Select field sketching from a variety of techniques</p> <p>Annotate sketches to describe and explain geographical processes and patterns</p> <p><u>Audio/Visual</u></p> <p>Make a judgement about the best angle or viewpoint when taking an image or completing a sketch</p> <p>Use photographic evidence in their investigations</p> <p>Evaluate the usefulness of the images</p>
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