

Geography Skills Progression Map			
	KS1	Hazel LKS2	Hazel UKS2
Locational knowledge	<p>Locating all the world's seven continents on a world map.</p> <p>Locating the world's five oceans on a world map.</p> <p>Showing on a map the oceans nearest the continent they live in.</p> <p>Locating the surrounding seas and oceans of the UK on a map of this area.</p> <p>Locating the capital cities of the four countries of the UK on a map of this area.</p> <p>Identifying characteristics (both human and physical) of the four capital cities of the UK.</p> <p>Showing on a map the city, town or village where they live in relation to their capital city.</p>	<p>Locating some countries in Europe and North and South America using maps.</p> <p>Locating some major cities of the countries studied.</p> <p>Locating some key physical features in countries studied on a map including significant environmental regions.</p> <p>Locating some key human features in countries studied.</p> <p>Locating the world's most significant mountain ranges on a world map and identifying any patterns.</p> <p>Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.</p> <p>Locating some of the world's most significant rivers and identifying any patterns. Locating some counties in the UK (local to your school).</p> <p>Locating some cities in the UK (local to your school). Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.</p> <p>Beginning to locate the twelve geographical regions of the UK.</p> <p>Identifying how topographical features studied have changed over time using examples.</p> <p>Describing how a locality has changed over time, giving examples of both physical and human features.</p>	<p>Locating more countries in Europe and North and South America using maps.</p> <p>Locating major cities of the countries studied.</p> <p>Locating key physical features in countries studied on a map.</p> <p>Locating key human features in countries studied.</p> <p>Identifying significant environmental regions on a map.</p> <p>Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.</p> <p>Locating many counties in the UK.</p> <p>Locating many cities in the UK.</p> <p>Confidently locating the twelve geographical regions of the UK.</p> <p>Identifying key physical and human characteristics of the geographical regions in the UK.</p> <p>Understanding how land-use has changed over time using examples.</p> <p>Explaining why a locality has changed over time, giving examples of both physical and human features.</p> <p>Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining</p>

		<p>Finding the position of the Equator and describing how this impacts our environmental regions.</p> <p>Finding lines of latitude and longitude on a globe and explaining why these are important.</p> <p>Identifying the position of the Tropics of Cancer and Capricorn and their significance.</p> <p>Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle.</p>	<p>its significance.</p> <p>Using longitude and latitude when referencing location in an atlas or on a globe.</p>
Place knowledge	<p>Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.</p> <p>Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.</p> <p>Describing what physical features may occur in a hot place in comparison to a cold place.</p>	<p>Describing and beginning to explain similarities between two regions studied.</p> <p>Describing and beginning to explain differences between two regions studied.</p> <p>Describing how and why humans have responded in different ways to their local environments.</p> <p>Discussing how climates have an impact on trade, land use and settlement.</p> <p>Explaining what measures humans have taken in order to adapt to survive in cold places.</p> <p>Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</p>	<p>Describing and explaining similarities between two environmental regions studied.</p> <p>Describing and explaining differences between two environmental regions studied.</p> <p>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</p> <p>Understanding how climates impact on trade, land use and settlement.</p> <p>Explaining how humans have used desert environments.</p> <p>Using maps to explore wider global trading routes.</p>
Human and physical Geography	<p>Describing how the weather changes with each season in the UK.</p>	<p>Mapping and labelling the seven biomes on a world map.</p> <p>Understanding some of the causes of climate change.</p>	<p>Describing and understanding the key aspects of the six biomes.</p>

	<p>Describing the daily weather patterns in their locality.</p> <p>Confidently using the vocabulary 'season' and 'weather'. Locating some hot and cold areas of the world on a world map.</p> <p>Locating the Equator and North and South Poles on a world map.</p> <p>Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</p> <p>Recognising some physical features in their locality.</p> <p>Describing the key physical features of a coast using subject specific vocabulary.</p> <p>Recognising some human features in their locality.</p> <p>Describing and understanding the differences between a city, town and village.</p> <p>Describing the key human features of a coastal town using subject specific vocabulary.</p>	<p>Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</p> <p>Describing where volcanoes, earthquakes and mountains are located globally.</p> <p>Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</p> <p>Describing how humans use water in a variety of ways.</p> <p>Describing and understanding types of settlement and land use.</p> <p>Explaining why a settlement and community has grown in a particular location.</p> <p>Explaining why different locations have different human features.</p> <p>Explaining why people might prefer to live in an urban or rural place.</p> <p>Describing how humans can impact the environment both positively and negatively, using examples.</p>	<p>Describing and understanding the key aspects of the six climate zones.</p> <p>Understanding some of the impacts and causes of climate change.</p> <p>Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.</p> <p>Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.</p> <p>Describing and understanding economic activity including trade links.</p> <p>Suggesting reasons why the global population has grown significantly in the last 70 years.</p> <p>Describing the 'push' and 'pull' factors that people may consider when migrating.</p> <p>Understanding the distribution of natural resources both globally and within a specific region or country studied.</p> <p>Recognising geographical issues affecting people in different places and environments.</p> <p>Describing and explaining how humans can impact the environment both positively and negatively, using examples.</p>
Geographical skills and field work	<p>Recognising why maps need a title.</p> <p>Using an atlas to locate the four capital cities of the UK.</p>	<p>Beginning to use maps at more than one scale.</p> <p>Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries</p>	<p>Confidently using and understanding maps at more than one scale.</p> <p>Using atlases, maps, globes and digital mapping to locate</p>

	<p>Using a world map, globe and atlas to locate all the world's seven continents.</p> <p>Using a world map, globe and atlas to locate the world's five oceans.</p> <p>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</p> <p>Using locational language and the compass points (N, S, E, W) to describe the route on a map.</p> <p>Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds.</p> <p>Using a map to follow a prepared route.</p> <p>Recognising landmarks of a city studied on aerial photographs and plan perspectives.</p> <p>Recognising human features on aerial photographs and plan perspectives.</p> <p>Recognising physical features on aerial photographs and plan perspectives.</p> <p>Drawing a map and using class agreed symbols to make a simple key.</p> <p>Drawing a simple sketch map of the playground or school grounds using</p> <p>symbols to represent human and physical features. Finding a given OS symbol on a map with support.</p> <p>Beginning to draw objects to scale (e.g. show the</p>	<p>studied.</p> <p>Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied.</p> <p>Using the scale bar on a map to estimate distances.</p> <p>Finding countries and features of countries in an atlas using contents an index.</p> <p>Zooming in and out of a digital map.</p> <p>Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Accurately using 4-figure grid references to locate features on a map in regions studied.</p> <p>Beginning to locate features using the 8 points of a compass.</p> <p>Using a simple key on their own map to show an example of both physical and human features.</p> <p>Following a route on a map with some accuracy.</p> <p>Saying which directions are N, S, E, W on an OS map.</p> <p>Making and using a simple route on a map.</p> <p>Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.</p>	<p>countries studied.</p> <p>Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</p> <p>Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g. settlement distribution).</p> <p>Using the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.</p> <p>Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p> <p>Beginning to use thematic maps to recognise and describe human and physical features studied.</p> <p>Using models and maps to talk about contours and slopes.</p> <p>Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied.</p> <p>Confidently locating features using the 8 points of a compass.</p>
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	school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key.		Following a short pre-prepared route on an OS map. Identifying the 8 compass points on an OS map. Planning a journey to another part of the world using six figure grid references and the eight points of a compass.