



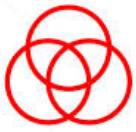
Holy Trinity Catholic Primary School

What have you done today to make you feel proud?



Geography Progression of Skills Key Stage 1

<p><u>Geographical enquiry and skills</u></p> <ul style="list-style-type: none"> ❖ Ask geographical questions [i.e. 'What is it like to live in this place?'] ❖ Observe and record [i.e. identify buildings in street and complete a chart] ❖ Express their own views about people, places and environments [i.e. about litter in the school] ❖ Communicate in different ways including through numerical and quantitative skills, maps and pictures. ❖ Communicate understanding through writing at length. ❖ Use geographical vocabulary [i.e. hill, motorway, near, far, north, south] ❖ Use fieldwork skills [i.e. recording info on a school plan or local area map] ❖ Use globes, maps, plans at a range of scales [i.e. following a route on a map] ❖ Use secondary sources of information [i.e. CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts] ❖ Make maps and plans [i.e. a pictorial map of a place in a story] 	<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ❖ 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 [i.e. 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.
<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> ❖ 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 	<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> ❖ 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: ❖ Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ❖ Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> ❖ 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 in Australia. } Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Sydney, Australia and Asian countries such as India and Nepal.



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Geography Progression of Skills Lower Key Stage 2

Geographical enquiry and skills

- ❖ Ask geographical questions [i.e. 'What is it like to live in this place?']
- ❖ Observe and record [i.e. identify buildings in street and complete a chart]
- ❖ Express their own views about people, places and environments [i.e. about litter in the school]
- ❖ Communicate in different ways including through numerical and quantitative skills, maps and pictures.
- ❖ Communicate understanding through writing at length.
- ❖ Use geographical vocabulary [i.e. hill, motorway, near, far, north, south]
- ❖ Use fieldwork skills [i.e. recording info on a school plan or local area map]
- ❖ Use globes, maps, plans at a range of scales [i.e. following a route on a map]
- ❖ Use secondary sources of information [i.e. CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts]
- ❖ Make maps and plans [i.e. a pictorial map of a place in a story]

Geographical skills and fieldwork

- ❖ 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 OS maps) to build their knowledge of the UK 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.

Locational knowledge

- ❖ 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)

Human and physical geography

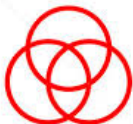
Pupils will describe and understand key aspects of:

- ❖ Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- ❖ Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe and India. 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

Place knowledge

- ❖ 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 study of India.
- ❖ Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Egypt, parts of Prehistoric Britain and the Lake District.



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Geography Progression of Skills Upper Key Stage 2	
<p><u>Geographical enquiry and skills</u></p> <ul style="list-style-type: none"> ❖ Ask geographical questions [i.e. 'What is this landscape like?', 'What do I think about it?'] ❖ Collect and record evidence [i.e. carrying out a survey of shop functions and showing on a graph] ❖ Analyse evidence and draw conclusions [i.e. by comparing population data for two localities] ❖ Identify and explain different views that people, including themselves, hold about topical geographical issues [i.e. views about plans to build an hotel in an overseas locality] ❖ Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, [i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school]. ❖ Use geographical vocabulary [i.e. temperature, transport, industry] ❖ Use fieldwork techniques [i.e. labelled field sketches] and instruments [i.e. rain gauge, camera] ❖ Use atlases and globes, and maps and plans at a range of scales [i.e. using contents, keys, grids] ❖ Use secondary sources of info, including aerial photos [i.e. stories, info texts, internet, images] ❖ Draw plans and maps at a range of scales [i.e. a sketch map of a locality] ❖ Use ICT to help in geography investigations [i.e. creating a data file to analyse fieldwork data] ❖ Develop decision-making skills [i.e. what measures needed to improve safety in a local street?] 	<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ❖ Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied ❖ Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. ❖ Extend to 6 figure grid references with teaching of latitude and longitude in depth. ❖ Expand map skills to include non-UK countries. ❖ Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> ❖ Locate main countries in Europe and North or South America. Locate and name principal cities. ❖ Compare 2 different regions in UK rural/urban. ❖ Locate and name the main counties and cities in England. ❖ Linking with History, compare land use maps of UK from past with the present. ❖ Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day 	<p><u>Human and physical geography</u></p> <p>Pupils will describe and understand key aspects of:</p> <ul style="list-style-type: none"> ❖ Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. ❖ Human geography including trade between UK, Europe and ROW ❖ Fair/unfair distribution of resources (Fairtrade). ❖ Physical geography including volcanoes and earthquakes. ❖ Distribution of natural resources
<p>Pupils will be taught to 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</p>	<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> ❖ 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/South America ❖ Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. African study and places relevant to Anglo-Saxon/Viking Britain.