



Geography Progression of Skills

Substantive Knowledge – Declarative Knowledge (Know what)				
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Place Knowledge	<ul style="list-style-type: none"> Know that we live in a town called Burnley that is in England Know similarities and differences between life in this country and other countries using pictures from stories and maps. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 	<ul style="list-style-type: none"> Know about a small area of the United Kingdom (Padiham). Know about a small area in a contrasting Non-European country (Port Douglas Australia) and are able to identify similarities and differences in human and physical geography. 	<ul style="list-style-type: none"> Know about a region of the United Kingdom (Lake District) Know about a region in a European country (Sicily) Begin to identify similarities and differences between them in physical geography. Study a region of the U.K, a region in a European country and are beginning to identify similarities and differences between them in human geography. 	<ul style="list-style-type: none"> Know about a region of the United Kingdom (Lake district) Know about a region within North and South America. (Rainforest and Kentucky) Be able to understand similarities and differences between the three in physical geography. Study a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography. (To further consolidate and deepen understanding from LKS2)
Locational Knowledge	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about holidays they have been on. Use relevant vocabulary to describe contrasting locations. Know that some children in different countries have similar/different lives to me. 	<ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans. Name and locate and identify characteristics of the four countries and their capital cities of the United Kingdom and their surrounding seas. To locate and name the equator. 	<ul style="list-style-type: none"> Locate the world’s countries using maps to focus on Europe including the location of Russia and North and South America. Name and locate counties and cities of the United Kingdom Identify the position and significance of latitude, longitude, equator, Northern hemisphere, Southern hemisphere, the tropics, Arctic and Antarctic circle and time zones. 	<ul style="list-style-type: none"> Locate the world’s countries using maps to focus on Europe including the location of Russia and North and South America. Name and locate counties and cities of the United Kingdom, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns; and understand how some of these have changed over time. Identify the position and significance of latitude, longitude, equator, Northern hemisphere, Southern hemisphere, the tropics, Arctic and Antarctic circle and time zones. (To further consolidate and deepen understanding from LKS2)



Geography Progression of Skills

Human and Physical Geography	<ul style="list-style-type: none"> To explore the natural and built environments in the local area. 	<p>Know the hottest and coldest seasons in the UK Know the differences between city, town, and village Know key physical and human features in hot and cold continents. <i>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.</i> <i>Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop.</i></p>	<p>Know the physical and human features related to the region we live. To name features of river and how they compare with rivers in different regions. Know what causes volcanoes, earthquakes and tsunamis. Recognise how our region compares to an alternative region within the UK. <i>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i> <i>Describe and understand key aspects of 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</i></p>	<p>Know what is meant by biomes and what are their features. Know the term fair trade and its implications Know why ports are important Know why tourism is important to local seaside towns Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <i>Describe and understand key aspects of 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.</i></p>
Substantive Knowledge – Procedural Knowledge (Know how)				
Geographical Skills and Fieldwork	<p>Identify the land and seas on globes/ maps I know my address Use simple locational/ directional language like near, far, left, right to describe features on a local map Begin to use observational skills to draw plans and routes around their classroom, school and local area. Take pictures of buildings and places in school and in their locality</p>	<p>Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied. <i>Use simple locational/ directional language to describe feature and routes eg left/right, forwards, backwards. and four main compass directions (North, East, South, West) to describe the location of features on a local map.</i> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise simple maps and use and construct basic symbols in a key. <i>Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical feature of its surrounding environment.</i> Use cameras and audio equipment to record geographical features, changes, differences eg weather, buildings etc</p>	<p>Use maps, atlases, globes etc to locate and describe European countries and their human and physical features, climate zones and major earthquake zones. Use 8 point compass, four figure grid references and a range of maps to locate human and physical features studied. Create tourist routes and detailed maps of an area. <i>Observe, measure and record the physical and human features in the local area using a range of methods including sketch maps, cameras and other digital devices.</i> <i>Make links between features observed and the environment to those on maps and aerial photographs.</i></p>	<p>Use physical maps to describe studied human and physical features including countries, land uses, settlements, mountains, coasts, seas, lakes and rivers as well as climate. Use 8 points of a compass, six figure references, maps, symbols and keys to identify and describe human and physical features of regions in the UK and around the world. Create detailed maps and label human features. Create tourist maps. Use aerial photographs and graphs to acquire and discuss geographical information. To observe, record, present and explain information about the changing locality using graphs and written media including interviews, population data and use of land, and comparisons with old maps and photographs. Interpret data collected and present the information in a variety of ways including charts and graphs.</p>
Disciplinary Knowledge (Think like)				



Geography Progression of Skills

Mapping	<p>Follow algorithms using the bee bot on simple floor maps.</p> <p>Follow simple directions.-positional language</p> <p>Draw a map of a real or imaginary place.</p> <p>Use a simple map with pictures to spot features in the school grounds or in the local community.</p>	<p><i>Use a range of maps and globes at different scales and understand they give information about places in the uk/world.</i></p> <p><i>Understand that maps need titles.</i></p> <p><i>Understand how to follow a route on a map starting with a picture map of the school</i></p> <p><i>Recognise simple features of a map.</i></p> <p><i>Use and construct basic symbols in a map key and symbols represent something on a map.</i></p> <p>Observe and collect information and data from fieldwork, photos, maps, google maps globes and area images. Understand the geographers learn about the world by observing and collecting data</p> <p>Analyse and communicate by constructing simple maps, labelled diagrams, graphs and through writing.</p>	<p>Observe and collect information and data from fieldwork, photos, maps, globes, atlases, GIS, age-appropriate charts/ graphs and area images, choosing an appropriate method to record evidence as needed</p> <p>Understand that geographers learn about the world by observing and collecting data. Begin to understand that some knowledge can be revised as we collect new data and information.</p> <p><i>Make and use simple maps.</i></p> <p><i>Recognise patterns on maps and begin to explain what they show.</i></p> <p><i>Use index/contents page of atlases.</i></p> <p><i>Recognise contours show height and slope. Understand how to use 4 figure coordinates to locate features on maps.</i></p>	<p>Observe and collect information and data from fieldwork, photos, maps, globes, atlases, GIS, age-appropriate charts/ graphs and area images, choosing an appropriate method to record evidence as needed and provide reasons for this.</p> <p>Understand that geographers learn about the world by observing and collecting data. Begin to understand that some knowledge can be revised as we collect new data and information.</p> <p>Create sketch maps using symbols and keys.</p> <p>Choose the most appropriate map/globe for a specific purpose.</p> <p>Interpret and use thematic maps.</p> <p>Create sketch maps using symbols and a key.</p> <p>Use models and maps to discuss land shape i.e slopes and contours.</p> <p>Read and compare map scales.</p>
Enquiry and investigation	<p>Ask questions about aspects of their familiar world</p> <p>Draw things they see around them</p> <p>Explore their natural environment at forest school</p>	<p><i>Ask and respond to geographic questions.- where, what and who questions about the world and their environment.-What is it like to live in this place?</i></p> <p><i>Investigate through observation and description.</i></p> <p><i>Recognise difference between their own and others lives.</i></p> <p>Understand the geographers learn about the world by observing and collecting data</p>	<p><i>Ask and respond to geographical questions such as how and why. Where and what investigating places and processes.</i></p> <p><i>Make comparisons with their own life and own situations</i></p> <p><i>Show increasing empathy and describe similarities and differences.</i></p> <p>Observe and collect information and data from fieldwork, photos, maps, globes, atlases, GIS, age-appropriate charts/ graphs and area</p>	<p><i>Ask and investigate geographical questions - such as Why is that happening in that place? Could it happen here? What happened in the past to cause this suggesting enquiries to test them</i></p> <p>Observe and collect information and data from fieldwork, photos, maps, globes, atlases, GIS, age-appropriate charts/ graphs and area images, choosing an appropriate method to record evidence as needed and provide reasons for this.</p> <p><i>Make predictions and test simple hypotheses.</i></p>



Geography Progression of Skills

			<p>images, choosing an appropriate method to record evidence as needed</p> <p>Understand that geographers learn about the world by observing and collecting data. Begin to understand that some knowledge can be revised as we collect new data and information.</p>	<p>Understand that geographers learn about the world by observing and collecting data. Begin to understand that some knowledge can be revised as we collect new data and information.</p>
Communication	<p>Ask questions about aspects of their familiar world</p> <p>Use geographical topic related vocabulary in their play.</p> <p>Describe their immediate environment and express their views about it, with support.</p>	<p>Analyse and communicate by constructing simple maps, labelled diagrams, graphs and through writing.</p> <p>Express their own views about the people, places and environments studied.</p> <p><i>Speak, write, draw, observe and describe simple geographical concepts such as what they can see where.</i></p> <p><i>Notice and describe patterns.</i></p> <p><i>Give and follow simple instructions to get from one place to another using positional and directional language.</i></p> <p><i>Use maps and other images to talk about everyday life.</i></p>	<p>Express their own views about the people, places and environments studied, giving reasons. Compare their views with others.</p> <p>Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world from given evidence.</p> <p>Ask and respond to geographical questions using evidence to support answers</p> <p>Analyse and communicate by constructing simple maps with keys, labelled diagrams, graphs and through writing at length.</p> <p><i>Identify and describe geographical features, processes and patterns.</i></p> <p><i>Communicate geographical information through a range of sketch maps, plans, graphs and presentations.</i></p>	<p>Analyse and communicate by constructing simple maps with keys, labelled diagrams, graphs and through writing at length. Choose an appropriate method to communicate information and give reasons for this.</p> <p>Ask and investigate geographical questions suggesting enquiries to test them</p> <p>Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some knowledge is open to debate, challenge and discussion.</p> <p>Reach geographical conclusions and give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world from given evidence.</p> <p>Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</p> <p>Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.</p> <p>Communicate geographical information in a variety of ways including through maps,</p>



Geography Progression of Skills

				<p>diagrams, numerical and quantitative skills and writing at increasing length.</p> <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.</p>
<p>Use of technology</p>	<p>Use ipads to evidence changes, differences they have observed.</p> <p>Use the bee bot to direct to a particular image/symbol on a simple map.</p>	<p>Use simple electronic globes/maps. Do simple searches within specific geographic software.</p> <p>Use programmable toys or sprites to move around a course/screen following simple directional instructions.</p> <p>Use cameras and audio equipment to record geographical features, changes, and differences e.g. weather/seasons, vegetation, buildings etc.</p> <p>Describe and label electronic images produced</p>	<p><i>Collect information from a range of maps. Use tables to record information</i></p> <p><i>Use the zoom facility on digital maps to locate places at different scales.</i></p> <p><i>Add a range of text and annotations to digital maps to explain features and places.</i></p> <p><i>View a range of satellite images Add photos to digital maps.</i></p> <p><i>Draw and follow routes on digital maps.</i></p> <p><i>Use presentation/multimedia software to record and explain geographical features and processes. .</i></p> <p><i>Make use of geography in the news – online reports & websites.</i></p>	<p>Observe and collect information and data from fieldwork, photos, maps, globes, atlases, GIS, age-appropriate charts/ graphs and area images, choosing an appropriate method to record evidence as needed and provide reasons for this.</p> <p>Use appropriate search facilities when locating places on digital/online maps and websites. Use wider range of labels and measuring tools on digital maps.</p> <p>Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc.</p> <p>Collect and present data electronically e.g. through the use of electronic questionnaires/surveys.</p> <p>Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. Investigate electronic links with schools/children in other places</p>