

Baydon St Nicholas Skills Progression (Year groups) Geography - Kapow Scheme of Work

SKILLS	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork	Looking Ahead
EYFS RECEPTION	- Identifying land and water on a map or globe. - Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).	Discussing how environments in stories and images are different to the environment they live in.	- Observing weather across the seasons. - Observing and discussing the effect the changing seasons have on the world around them. - Beginning to use the names of the seasons in the correct context. - Making observations about the features of places (in stories, photographs or in the school grounds/local area). - Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area)	- Ask questions about the world around them. - Commenting on the features they see in their school and school grounds. - Answering simple questions, guided by the teacher. - Representing some of the features they notice in their school and school grounds. - Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. - Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. - Beginning to use modelled directional vocabulary when describing features in the surrounding environment. - Recognising features on maps (real or imaginary). - Creating real or imaginary maps even if features are indistinguishable.	END of Key Stage 1 (Year 2) - 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 - 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 - 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: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - 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 [for example, 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.

SKILLS	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork	Looking Ahead
KS1 Year 1 & Year 2	- Locating all the world's seven continents on a world map. - Locating the world's five oceans on a world map. - Showing on a map which continent they live in. - Locating the four countries of the United Kingdom (UK) on a map of this area. - Showing on a map which country they live in and locating its capital city. - Showing on a map the oceans nearest the continent they live in. - Locating the surrounding seas and oceans of the UK on a map of this area. - Confidently locating the capital cities of the four countries of the UK on a map of this area. - Identifying characteristics (both human and physical) of the four capital cities of the UK. - Showing on a map the city, town or village where they live in relation to their capital city.	- Naming and beginning to describe some key similarities between their local area and a small area of a contrasting non-European country. - Naming and beginning to describe some key differences between their local area and a small area of a contrasting non-European country. - Describing what physical features may occur in a hot place in comparison to a cold place.	- Describing how the weather changes with each season in the UK. - Describing the daily weather patterns in their locality. - Confidently using the vocabulary 'season' and 'weather'. - Recognising and describing some physical features of a location using subject-specific vocabulary. - Recognising and describing some human features of a location using subject-specific vocabulary. - Locating some hot and cold areas of the world on a world map. - Locating the Equator and North and South Poles on a world map. - Locating hot and cold areas of the world in relation to the Equator and the North and South poles. - Describing and understanding the differences between a city, town and village.	Question: Asking questions about the world around them Question: Recognising there are different ways to answer a question. Observe: Commenting on and discussing the features they see in their school and school grounds on a walk around the respective places. Observe: Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Measure: Asking and answering simple questions about the features of their school and school grounds. Measure: Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. Record: Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Record: Classifying the features they notice into human and physical with teacher support. Record: Taking digital photographs of geographical features in the locality. Record: Making digital audio recordings when interviewing someone. Present: Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. Present: Presenting data in simple tally charts or pictograms and commenting on what the data shows. Present: Asking and answering simple questions about data. Using an atlas to locate the UK Using a map to locate the four countries of the UK. Using a world map, globe and atlas to locate the world's five oceans. Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Adding labels to sketch maps. Using simple picture maps and plans to move around the school. Asking questions about the world around them. Commenting on the features they see in their school and school grounds on a walk around the respective places. Asking and answering simple questions about the features of their school and school grounds. Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map Using a map to follow a prepared route. Recognising landmarks on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the 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. Recognising there are different ways to answer a question. Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.	END of Key Stage 1 (Year 2) - 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 - 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 - 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: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - 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 [for example, 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

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LOWE R KS2 Year 3 & Year 4	- Locating some countries in Europe and North and South America using maps. - Locating some major cities of the countries studied. - Locating key physical features in countries studied including significant environmental regions. - Locating some key human features in countries studied. - Locating the world's most significant mountain ranges on a map and identifying any patterns. - Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. - Locating some of the world's most significant rivers and identifying any patterns. - Locating some counties in the UK (local to your school). - Locating some cities in the UK (local to your school). - Beginning to locate the twelve geographical regions of the UK. - Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. - Identifying how topographical features studied have changed over time using examples. - Describing how a locality has changed over time, giving examples of both physical and human features. - Finding the position of the Equator and describing how this impacts our environmental regions. - Finding lines of latitude and longitude on a globe and explaining why these are important. - Identifying the position of the Tropics of Cancer and Capricorn and their significance. - 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.	- Describing and beginning to explain similarities between two regions studied. - Describing and beginning to explain differences between two regions studied. - Describing how and why humans have responded in different ways to their local environments. - Discussing climates and their impact on trade, land use and settlement. - Explaining what measures humans have taken in order to adapt to survive in cold places. - Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	- Mapping and labelling the six biomes on a world map. - Understanding some of the causes of climate change. - Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. - Describing where volcanoes, earthquakes and mountains are located globally. - Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. - Describing how humans use water in a variety of ways. - Describing and understanding types of settlement and land use. - Explaining why a settlement and community has grown in a particular location. - Explaining why different locations have different human features. - Explaining why people might prefer to live in an urban or rural place. - Describing how humans can impact the environment both positively and negatively, using examples	Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. Beginning to choose the best approach to answer an enquiry question Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. Asking and answering one-step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire/interviews to collect qualitative fieldwork data. Taking digital photos and labelling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Collecting quantitative data in charts and graphs. Using a questionnaire/interviews to collect qualitative fieldwork data. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection.	END of Key Stage 2 - 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) - 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 or South America - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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 - use maps, atlases, globes and digital/computer - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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.

SKILLS	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork	Looking Ahead
Upper KS2 Year 5 & Year 6	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. Locating many counties in the UK. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features. Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe.	- Describing and explaining similarities between two environmental regions studied. - Describing and explaining differences between two environmental regions studied. - Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. - Understanding how climates impact on trade, land use and settlement. - Explaining how humans have used desert environments. - Using maps to explore wider global trading routes.	- Describing and understanding the key aspects of the six biomes. - Describing and understanding the key aspects of the six climate zones. - Understanding some of the impacts and causes of climate change. - Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. - Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. - Describing and understanding economic activity, including trade links. - Suggesting reasons why the global population has grown significantly in the last 70 years. - Describing the 'push' and 'pull' factors that people may consider when migrating. - Understanding the distribution of natural resources both globally and within a specific region or country studied. - Recognising geographical issues affecting people in different places and environments. - Describing and explaining how humans can impact the environment both positively and negatively, using examples.	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). 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. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key human features in regions studied. Accurately using four and six-figure grid references to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map. Identifying the eight 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. Developing their own enquiry questions. Choosing the best approach to answering an enquiry question. Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.	END of Key Stage 2 - 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) - 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 or South America - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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 - use maps, atlases, globes and digital/computer - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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.