

# Woodloes Primary School Geography Skills and Knowledge Progression



## Geography - Locational Knowledge

Aspect	Reception	Year 1	Year 2	Lower Key Stage 2 (Year 3 and Year 4)	Upper Key Stage 2 (Year 5 and Year 6)
Skills	<ul style="list-style-type: none"> <li>To talk about some of the features of the school and local area</li> </ul>	<ul style="list-style-type: none"> <li>Locate four of the world's seven continents on a world map</li> <li>Locate two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map</li> <li>Show the continent you live in on a map</li> </ul>	<ul style="list-style-type: none"> <li>Locate all of the world's seven continents on a world map</li> <li>Locate the world's five oceans on a world map</li> <li>Show on a map the oceans nearest to the continent lived in (Europe)</li> </ul>	<ul style="list-style-type: none"> <li>Locate some countries in Europe and North and South America using maps</li> <li>Locate some major cities of the countries studied</li> <li>Locate some key physical features in countries studied on a map including significant environmental regions</li> <li>Locate some key human features in countries studied</li> <li>Locate the world's most significant mountain ranges on a world map and identifying any patterns</li> <li>Locate where the world's volcanoes are on a map and identify the 'Ring of Fire'</li> <li>Locate some of the world's most significant rivers and identifying any patterns</li> </ul>	<ul style="list-style-type: none"> <li>Locate more countries in Europe and North and South America using map</li> <li>Locate major cities of the countries studied</li> <li>Locate key physical features in countries studied on a map</li> <li>Locate key human features in countries studied</li> <li>Identify significant environmental regions on a map</li> <li>Use maps to show the distribution of the world's climate zones, biomes and vegetation belts</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>Know where they live</li> <li>Know how they travel to school</li> </ul>	<ul style="list-style-type: none"> <li>Know the name of the four continents (Europe, Asia, Africa and North America)</li> <li>Know that a continent is a group of countries</li> <li>Know that an ocean is a large body of water</li> <li>Know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean)</li> </ul>	<ul style="list-style-type: none"> <li>Be able to name the seven continents of the world</li> <li>Be able to name the five oceans of the world</li> </ul>	<ul style="list-style-type: none"> <li>Know where North and South America are on a world map</li> <li>Know the names of some countries and major cities in Europe and North and South America</li> <li>Know the names of some of the world's most significant mountain ranges</li> <li>Know the names of some of the world's most significant rivers</li> <li>Know that mountains, volcanoes and earthquakes largely occur at plate boundaries</li> <li>Know that climate zones are areas of the world with similar climates</li> <li>Know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar)</li> <li>Know that biomes are areas of world with similar climates, vegetation and animals</li> <li>Know the world's biomes</li> <li>Know vegetation belts are areas of the world which are home to similar plant species</li> </ul>	<ul style="list-style-type: none"> <li>Know the name of many countries and major cities in Europe and North and South America</li> <li>Know the location of key physical features in countries studied</li> <li>Name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland)</li> </ul>
Skills		<ul style="list-style-type: none"> <li>Locate the four countries of the United Kingdom (UK) on a map of the area</li> <li>Begin to locate the capital cities of the four countries of the</li> </ul>	<ul style="list-style-type: none"> <li>Locate the surrounding seas of the UK on a map of the area</li> <li>Confidently locate the capital cities of the four countries of the</li> </ul>	<ul style="list-style-type: none"> <li>Locate some counties in the UK (local to the school)</li> <li>Locate some cities in the UK (local to the school)</li> <li>Begin to locate the twelve geographical regions of the UK</li> <li>Identify key physical and human characteristics of geographical regions in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Locate many counties in the UK</li> <li>Locate many cities in the UK</li> <li>Confidently locating the twelve geographical regions of the UK</li> <li>Identify key physical and human characteristics of the geographical regions in the UK</li> <li>Understand how land-use has changed over time using examples</li> </ul>

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		<p>UK on a map of the area</p> <ul style="list-style-type: none"> <li>Identify characteristics (both human and physical) of the four countries of the UK</li> <li>Show on a map the country pupils live in and locate its capital city</li> </ul>	<p>UK on a map of the area</p> <ul style="list-style-type: none"> <li>Confidently Identify characteristics (both human and physical) of the four capital cities of the UK</li> <li>Show on a map the city, town or village pupils live in relation to their capital city</li> </ul>	<ul style="list-style-type: none"> <li>Identify how topographical features studied have changed over time using examples</li> <li>Describe how a locality has changed over time, giving examples of both physical and human features</li> </ul>	<ul style="list-style-type: none"> <li>Explain why a locality has changed over time, giving examples of both physical and human features</li> </ul>
Knowledge		<ul style="list-style-type: none"> <li>Know that the UK is short for 'United Kingdom'</li> <li>Know that the United Kingdom is made up of four countries and to be able to name them</li> <li>Know that a capital city is the city where a country's government is located</li> <li>Know the name of the country they live in</li> <li>Know the capital cities of the UK</li> </ul>	<ul style="list-style-type: none"> <li>Know that a sea is a body of water that is smaller than an ocean</li> <li>Know that there are four bodies of water surrounding the UK and to be able to name them</li> <li>Name some characteristics of the four capital cities of the UK</li> <li>Know the four capital cities of the UK</li> </ul>	<ul style="list-style-type: none"> <li>Know the name of some counties in the UK (local to the school)</li> <li>Know the name of some cities in the UK (local to the school)</li> <li>Know the name of the county lived in and the closest city</li> <li>Begin to name the twelve geographical regions of the UK</li> <li>Know the main types of land use</li> <li>Know some types of settlement</li> </ul>	<ul style="list-style-type: none"> <li>Know the name of many counties in the UK</li> <li>Know the name of many cities in the UK</li> <li>Confidently name the twelve geographical regions of the UK</li> <li>Know that London and the South East regions have the largest population in the UK</li> </ul>
Skills				<ul style="list-style-type: none"> <li>Find the position of the Equator and describing how this impacts our environmental regions</li> <li>Find lines of latitude and longitude on a globe and explaining why these are important</li> <li>Identify the position of the Tropics of Cancer and Capricorn and their significance</li> <li>Identify the position of the Northern and Southern hemispheres and explain how they shape our seasons</li> <li>Identify the position and significance of both the Arctic and Antarctic circle</li> </ul>	<ul style="list-style-type: none"> <li>Identify the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance</li> <li>Use longitude and latitude when referencing location in an atlas or on a globe</li> </ul>
Knowledge				<ul style="list-style-type: none"> <li>Know that countries near the Equator have less seasonal change than those near the poles</li> <li>Know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres</li> <li>Know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian</li> </ul>	<ul style="list-style-type: none"> <li>Know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones</li> </ul>

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				<ul style="list-style-type: none"> <li>• Know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator</li> <li>• Know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates</li> <li>• Know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other</li> <li>• Know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle</li> <li>• Know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions</li> </ul>	
<p><b>EYFS/National Curriculum Content</b></p>	<p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals</p>	<p>By the end of KS1, pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<p>By the end of KS2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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)</li> </ul>		

# Woodloes Primary School Geography Skills and Knowledge Progression



## Geography - Place Knowledge

Aspect	Reception	Year 1	Year 2	Lower Key Stage 2 (Year 3 and Year 4)	Upper Key Stage 2 (Year 5 and Year 6)
<b>Skills</b>	<ul style="list-style-type: none"> <li>Talk about places they have been to</li> <li>Talk about places in stories</li> <li>Talk about places when looking at books and watching tv/videos</li> <li>Talk about some of the differences they notice when they are in different places</li> <li>Use language that relates to place</li> </ul>	<ul style="list-style-type: none"> <li>Name some key similarities between their local area and a small area of a contrasting non-European country</li> <li>Name some key differences between the local area and a small area of a contrasting non-European country</li> <li>Describe what physical features may occur in a hot place in comparison to a cold place.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and begin to explain some key similarities between the local area and a small area of a contrasting non-European country</li> <li>Describe and beginning to explain some key differences between the local area and a small area of a contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>Describe and begin to explain similarities between two regions studied</li> <li>Describe and begin to explain differences between two regions studied</li> <li>Describe how and why humans have responded in different ways to their local environments</li> <li>Discuss how climates have an impact on trade, land use and settlement</li> <li>Explain what measures humans have taken in order to adapt to survive in cold places</li> <li>Describe and explain how people who live in a contrasting physical area may have different lives to people in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Describe and explain similarities between two regions studied</li> <li>Describe and explain differences between two regions studied</li> <li>Explain how and why humans have responded in different ways to their local environments in two contrasting regions</li> <li>Compare the climate studied in a region of the UK with that of a region of North and South America and discuss how both climates have an impact on trade, land use and settlement</li> <li>Explain what measures humans have taken in order to adapt to survive in hot places</li> <li>Use maps to explore wider global trading routes</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Know the features of the immediate environment and how environments may differ from one to another</li> </ul>	<ul style="list-style-type: none"> <li>Know that life elsewhere in the world is often different to theirs</li> <li>Know that life elsewhere in the world often has similarities to theirs</li> </ul>	<ul style="list-style-type: none"> <li>Know some similarities and differences between their local area and a contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>Know the negative effects of living near a volcano</li> <li>Know the positive effects of living near a volcano</li> <li>Know the negative effects an earthquake can have on a community</li> <li>Know ways in which communities respond to earthquakes</li> </ul>	<ul style="list-style-type: none"> <li>Know some similarities and differences between the UK and a European mountain region</li> <li>Know why tourists visit mountain regions</li> </ul>
<b>EYFS/National Curriculum Content</b>	<p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals</p>	<p>By the end of KS1, pupils should be able to:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>By the end of KS2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>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</li> </ul>		

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## Geography - Human and Physical Geography

Aspect	Reception	Year 1	Year 2	Lower Key Stage 2 (Year 3 and Year 4)	Upper Key Stage 2 (Year 5 and Year 6)
<b>Skills</b>	<ul style="list-style-type: none"> <li>Use simple vocabulary (e.g. wet, hot, cold) to describe the weather</li> <li>Observe how the weather changes in the different seasons</li> </ul>	<ul style="list-style-type: none"> <li>Describe how the weather changes with each season in the UK</li> <li>Describe the daily weather patterns in their locality</li> <li>Confidently use the vocabulary 'season' and 'weather'</li> </ul>	<ul style="list-style-type: none"> <li>Locate some hot and cold areas of the world on a world map</li> <li>Locate the Equator and North and South Poles on a world map</li> <li>Locate hot and cold areas of the world in relation to the Equator and the North and South poles</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand types of settlement and land use</li> <li>Explain why a settlement and community has grown in a particular location</li> <li>Explain why different locations have different human features</li> <li>Explain why people might prefer to live in an urban or rural place</li> <li>Describe how humans can impact the environment both positively and negatively, giving examples</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand economic activity including trade links</li> <li>Suggest reasons why the global population has grown significantly in the last 70 years</li> <li>Describe the 'push' and 'pull' factors that people may consider when migrating</li> <li>Understand the distribution of natural resources both globally and within a specific region or country studied</li> <li>Recognising geographical issues affecting people in different places and environments</li> <li>Describe and explain how humans can impact the environment both positively and negatively, using examples</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Know that the weather changes in the different seasons</li> </ul>	<ul style="list-style-type: none"> <li>Know the four seasons of the UK</li> <li>Know that 'weather' refers to the conditions outside at a particular time</li> <li>Know that different parts of the UK often experience different weather</li> <li>Know that a weather forecast is when someone tries to predict what the weather will be like in the near future</li> <li>Know that weather conditions can be measured and recorded</li> </ul>	<ul style="list-style-type: none"> <li>Know that the Equator is an imaginary line around the middle of the Earth</li> <li>Know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles</li> <li>Know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth</li> <li>Know that different parts of the world experience different weather conditions and that these are often caused by the location of the place</li> </ul>	<ul style="list-style-type: none"> <li>Know the main types of land use</li> <li>Know the different types of settlement</li> <li>Know water is used by humans in a variety of ways</li> <li>Know an urban place is somewhere near a town or city</li> <li>Know a rural place is somewhere near the countryside</li> <li>Know that a natural resource is something that people can use which comes from the natural environment</li> <li>Know the threats to the rainforest both on a local and global scale</li> <li>Know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality</li> <li>Know the UK grows food locally and imports food from other countries</li> </ul>	<ul style="list-style-type: none"> <li>Know the global population has grown significantly since the 1950s</li> <li>Know which factors are considered before people build settlements</li> <li>Know migration is the movement of people from one country to another</li> <li>Know that natural resources can be used to make energy</li> <li>Know some positive impacts of humans on the environment</li> <li>Know some negative impacts of humans on the environment</li> <li>Know the threats to oceans and corals</li> </ul>

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Skills	<ul style="list-style-type: none"> <li>Recognise some physical features in the school and immediate area</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some physical features in the locality</li> </ul>	<ul style="list-style-type: none"> <li>Describe the key physical features in a local river area using basic geographical vocabulary</li> <li>Describe the key physical features of a coast line and how it changes over time using subject specific vocabulary</li> </ul>		
Knowledge	<ul style="list-style-type: none"> <li>Know that physical features are natural</li> </ul>	<ul style="list-style-type: none"> <li>Know that physical features mean any feature of an area that is on the Earth naturally</li> </ul>	<ul style="list-style-type: none"> <li>Know that coastlines (and other physical features) change over time</li> <li>Know some key physical features of the UK</li> </ul>		
Skills	<ul style="list-style-type: none"> <li>Recognise some human features in the school and immediate area</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some human features in their locality</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand the differences between a city, town and village</li> <li>Describe the key human features of a coast line and how it changes over time using subject specific vocabulary</li> </ul>		
Knowledge	<ul style="list-style-type: none"> <li>Know that human features are made or built by humans</li> </ul>	<ul style="list-style-type: none"> <li>Know that human features mean any feature of an area that was made or built by humans</li> </ul>	<ul style="list-style-type: none"> <li>Know that a sea is a body of water that is smaller than an ocean</li> <li>Know that human features change over time</li> <li>Know some key human features of the UK</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
EYFS/National Curriculum Content	<p>ELG: The Natural World</p> <p>Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class</p>	<p>By the end of KS1, pupils should be able to:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	<p>By the end of KS2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>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</li> </ul>		

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	<p>ELG: People, culture, communities</p> <p>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps</p>	<ul style="list-style-type: none"><li>• Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li></ul>	
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# Woodloes Primary School Geography Skills and Knowledge Progression



## Geography - Geographical skills and fieldwork

Aspect	Reception	Year 1	Year 2	Lower Key Stage 2 (Year 3 and Year 4)	Upper Key Stage 2 Year 5 and Year 6
Skills	<ul style="list-style-type: none"> <li>Be able to say where they live.</li> <li>Ask and start to answer questions about their locality</li> </ul>	<ul style="list-style-type: none"> <li>Use an atlas to locate the UK</li> <li>Use a map of the UK to locate the four countries</li> <li>Begin to use an atlas to locate the four capital cities of the UK</li> <li>Use a world map and globe to locate four of the world's seven continents (Europe, North America, South America and Asia)</li> <li>Use a world map and globe to locate the Atlantic Ocean and Pacific Ocean</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why maps need a title</li> <li>Use an atlas to locate the four capital cities of the UK</li> <li>Use a world map, globe and atlas to locate all the world's seven continents</li> <li>Use a world map, globe and atlas to locate the world's five oceans</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use maps at more than one scale</li> <li>Use atlases, maps, globes, satellite images and begin to use digital mapping to locate countries studied</li> <li>Use atlases, maps, globes and begin to use digital mapping to recognise and describe physical features and human features in countries studied</li> <li>Use the scale bar on a map to estimate distances</li> <li>Find countries and features of countries in an atlas using contents and index Zoom in and out of a digital map</li> </ul>	<ul style="list-style-type: none"> <li>Confidently use and understand maps at more than one scale</li> <li>Use atlases, maps, globes and digital mapping to locate countries studied</li> <li>Use atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied</li> <li>Identify, analyse and ask questions about distributions and relationships between features using maps (e.g. settlement distribution)</li> <li>Use the scale bar on a map to calculate distances</li> <li>Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references</li> <li>Recognise the difference between Ordnance Survey and other maps and when it is most appropriate to use each</li> <li>Begin to use thematic maps to recognise and describe human and physical features studied</li> <li>Use models and maps to talk about contours and slopes</li> <li>Select a map for a specific purpose</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Use simple directional language (e.g. near, far, in front, behind)</li> </ul>	<ul style="list-style-type: none"> <li>Use directional language to describe the location of objects in the classroom and playground</li> <li>Use directional language to describe features on a map in relation to other features (real or imaginary)</li> <li>Respond to instructions using directional language to follow routes</li> <li>Begin to use the compass points (N, S, E, W) to describe the location of features on a map</li> </ul>	<ul style="list-style-type: none"> <li>Use locational language and the compass points (N, S, E, W) to describe the location of features on a map</li> <li>Use locational language and the compass points (N, S, E, W) to describe the route on a map</li> <li>Use locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds</li> <li>Use a map to follow a prepared route</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use the key on an OS map to name and recognise key physical and human features in regions studied</li> <li>Accurately use 4-figure grid references to locate features on a map in regions studied</li> <li>Begin to give instructions using the 8 points of a compass</li> <li>Use a simple key on own map to show an example of both physical and human features</li> <li>Follow a route on a map with some accuracy</li> <li>Say which directions are N, S, E and W on an OS map</li> <li>Make and use a simple route on a map</li> <li>Label some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied</li> </ul>	<ul style="list-style-type: none"> <li>Confidently use the key on an OS map to name and recognise key physical and human features in regions studied</li> <li>Accurately use 4 and 6-figure Grid References to locate features on a map in regions studied</li> <li>Confidently give instructions using the 8 points of a compass</li> <li>Follow a short pre-prepared route on an OS map</li> <li>Identify the 8 compass points on an OS map</li> <li>Plan a journey to another part of the world using six figure grid references and the eight points of a compass</li> </ul>



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<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>Use descriptive vocabulary to describe some features (e.g. tall tree)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise local landmarks on aerial photographs</li> <li>Recognise basic human features on aerial photographs</li> <li>Recognise basic physical features on aerial photographs</li> <li>Draw freehand maps (of real or imaginary places) using simple pictures or symbols</li> <li>Draw a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features</li> <li>Adding labels to sketch maps</li> <li>Use simple picture maps and plans to move around the school.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise landmarks of a city studied on aerial photographs and plan perspectives</li> <li>Recognise human features on aerial photographs and plan perspectives</li> <li>Recognise physical features on aerial photographs and plan perspectives</li> <li>Draw a map and using class agreed symbols to make a simple key</li> <li>Draw a simple sketch map of the playground or school grounds using symbols to represent human and physical features</li> <li>Find a given OS symbol on a map with support</li> <li>Begin to draw objects to scale (e.g. show the school playground is smaller than the school or school field)</li> <li>Use an aerial photograph to draw a simple sketch map using basic symbols for a key</li> </ul>		
<p><b>Record</b></p>	<ul style="list-style-type: none"> <li>Identify features in the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Comment on the features they see in their school and school grounds on a walk around the respective places</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the features seen in the area surrounding the school when on a walk</li> <li>Ask and answering simple questions about human and physical features of the area surrounding the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Map land use in a small local area using sketch maps and plans</li> <li>Plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher</li> <li>Ask and answer one- step and two-step geographical questions</li> <li>Observe recording, and naming geographical features in the local environment</li> </ul>	<ul style="list-style-type: none"> <li>Make sketch maps of areas studied including labels and keys where necessary</li> <li>Make an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question</li> </ul>
<p><b>Measure</b></p>	<ul style="list-style-type: none"> <li>Ask and answer simple questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer simple questions</li> </ul>	<ul style="list-style-type: none"> <li>Collect quantitative data through a small survey of the local</li> </ul>	<ul style="list-style-type: none"> <li>Use simple sampling techniques appropriately</li> <li>Make digital audio recordings for a specific purpose</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate methods for data collection</li> <li>Design interviews/questionnaires to collect qualitative data</li> </ul>

# Woodloes Primary School Geography Skills and Knowledge Progression



	about their familiar world	about the features of the school and school grounds	area/school to answer an enquiry question	<ul style="list-style-type: none"> <li>Design a questionnaire / interviews to collect quantitative fieldwork data</li> </ul>	<ul style="list-style-type: none"> <li>Use standard field sampling techniques appropriately</li> </ul>
<b>Record</b>	<ul style="list-style-type: none"> <li>Draw features from their familiar world</li> </ul>	<ul style="list-style-type: none"> <li>Draw some of the features noticed in the school and school grounds in correct relation to each other on a sketch map</li> </ul>	<ul style="list-style-type: none"> <li>Classify the features noticed into human and physical with teacher support</li> <li>Take digital photographs of geographical features in the locality</li> <li>Make digital audio recordings when interviewing someone</li> </ul>	<ul style="list-style-type: none"> <li>Take digital photos and label or caption these</li> <li>Make annotated sketches, field drawings and freehand maps to record observations during fieldwork</li> <li>Draw simple maps and plans to scale (e.g. 1m = 1 square)</li> <li>Use a simplified Likert Scale to record their judgements of environmental quality</li> <li>Use a questionnaire/interviews to collect qualitative fieldwork data</li> </ul>	<ul style="list-style-type: none"> <li>Use GIS (Geographical Information Systems) to plot data sets (e.g. prevalence of crime in certain areas) onto base maps which can then be analysed</li> <li>Conduct interviews/questionnaires to collect qualitative data</li> <li>Interpret and using real-time/live data</li> </ul>
<b>Present</b>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Use a simple recording technique to express feelings about a specific place and explaining why they like/dislike some of its features</li> </ul>	<ul style="list-style-type: none"> <li>Present data in simple tally charts or pictograms and commenting on what the data shows</li> <li>Ask and answer simple questions about data</li> </ul>	<ul style="list-style-type: none"> <li>Present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information</li> <li>Suggest different ways that a locality could be changed and improved</li> <li>Find answers to geographical questions through data collection</li> <li>Analyse and present quantitative data in charts and graphs</li> </ul>	<ul style="list-style-type: none"> <li>Decide how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information</li> <li>Draw conclusions about an enquiry using findings from fieldwork to support reasonings</li> <li>Evaluate evidence collected and suggesting ways to improve this</li> <li>Analyse quantitative data in pie charts, line graphs and graphs with two variables</li> </ul>
<b>EYFS/National Curriculum Content</b>	<p>ELG: People, culture, communities</p> <p>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps</p>	<p>By the end of KS1, pupils should be able to:</p> <ul style="list-style-type: none"> <li>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</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map</li> <li>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</li> <li>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</li> </ul>	<p>By the end of KS2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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 knowledge of the United Kingdom and the wider world</li> <li>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.</li> </ul>		