Climate

Human features

Location and mapping

Physical processes

Physical features

Human processes

Where does energy come from?

How can we make our local area more environmentally friendly?

Why does population change?

Why do oceans matter?

6

What is life like in the

Would you like to live in the desert?

Where does our food come from?

5

What are rivers and how are they used?

Why are rainforests important to us?

Who lives in Antarctica?

4

Why do people live near volcanoes?

Are settlements all the same?

Why is our world wonderful?

3

What is it like to live by the coast?

Would you prefer to live in a hot or cold place?

What is the weather like in the UK?

2

What is it like here?

What is it like to live in Shanghai?

1

Key Stage 1 - Geography Skills

Location knowledge

Year 1

Using an atlas to locate the UK.

Using a map of the UK to locate the four countries.

Beginning to use an atlas to locate the four capital cities of the UK.

Using a world map and globe to locate four of the world's seven continents .

Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.

Year 2

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.

Using a world map, globe and atlas to locate the world's five oceans.

Directional knowledge

Year 1

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.

Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.

Year 2

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 locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds.

Using a map to follow a prepared route.

Map Skills

Year 1

Recognising local landmarks on aerial photographs .

Recognising basic human features on aerial photographs.

Recognising basic physical features on aerial photographs .

Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.

Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features.

Adding labels to sketch maps.

Using simple picture maps and plans to move around the school.

Year 2

Recognising landmarks of a city studied 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

Fieldwork Skills

Observe

Year 1

Commenting on the features they see in their school and school grounds on a walk around the respective places.

Year 2

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.

Measure

Year 1

Asking and answering simple questions about the features of their school and school grounds.

Year 2

Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.

Record

Year 1

Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.

Year 2

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.

Present

Year 1

Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.

Year 2

Presenting data in simple tally charts or pictograms and commenting on what the data shows.
Asking and answering simple questions about data.

Key Stage 2 - Geography Skills

Using map to locate and describe

Lower KS2

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 features 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.

Upper KS2

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.

Map Skills

Lower KS2

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 give instructions 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.

Upper KS2

Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.

Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied.

Confidently giving instructions using the 8 points of a compass.

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.

Fieldwork Skills

Observe

Lower KS2

Mapping land use in a small local area using sketch 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.

Upper KS2

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.

Measure

Lower KS2

Using simple sampling techniques appropriately.

Making digital audio recordings for a specific purpose.

Designing a questionnaire / interviews to collect quantitative fieldwork data.

Upper KS2

Selecting appropriate methods for data collection.

Designing interviews/ questionnaires to collect qualitative data.

Using standard field sampling techniques appropriately.

Record

Lower KS2

Taking digital photos and labelling or captioning them.

Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.

Drawing simple maps and plans to scale (e.g 1m = 1 square)

Using a simplified Likert Scale to record their judgements of environmental quality.

Using a questionnaire/interviews to collect qualitative fieldwork data.

Upper KS2

Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed.

Conducting interviews/questionnaires to collect qualitative data.

Interpreting and using real-time/live data.

Present

Lower KS2

Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.

Suggesting different ways that a locality could be changed and improved.

Finding answers to geographical questions through data collection.

Analysing and presenting quantitative data in charts and graphs.

Upper KS2

Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies 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.