

## Curriculum Geography Skills

### Geography Skills – KS1 & KS2

- Vocabulary skills
- Enquiry skills
- Fieldwork skills
- Map/atlas work skills
- Recognising skills
- Describing skills

Year 1	
Ask simple geographical questions e.g. What is it like to live in this place?	<ul style="list-style-type: none"> <li>• Vocabulary skills</li> </ul>
Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes	<ul style="list-style-type: none"> <li>• Vocabulary skills</li> </ul>
Use simple observational skills to study the geography of the school and its grounds	<ul style="list-style-type: none"> <li>• Fieldwork skills</li> </ul>
Use simple maps of the local area e.g. large scale, pictorial etc.	<ul style="list-style-type: none"> <li>• Map/atlas work skills</li> </ul>
Make simple maps and plans e.g. pictorial place in a story	<ul style="list-style-type: none"> <li>• Map/atlas work skills</li> </ul>
Understand how some places are linked to other places e.g. roads, trains	<ul style="list-style-type: none"> <li>• Recognising skills</li> </ul>
Describe seasonal weather changes	<ul style="list-style-type: none"> <li>• Describing skills</li> </ul>
Name, describe and compare familiar places	<ul style="list-style-type: none"> <li>• Describing skills</li> </ul>
Link their homes with other places in their local community	<ul style="list-style-type: none"> <li>• Recognising skills</li> </ul>
Know about some present changes that are happening in the local environment e.g. at school	<ul style="list-style-type: none"> <li>• Recognising skills</li> </ul>
Suggest ideas for improving the school environment	<ul style="list-style-type: none"> <li>• Enquiry skills</li> <li>• Fieldwork skills</li> </ul>

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Year 2	
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	<ul style="list-style-type: none"> <li>• Map/atlas work skills</li> </ul>
Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map	<ul style="list-style-type: none"> <li>• Vocabulary skills</li> </ul>
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	<ul style="list-style-type: none"> <li>• Map/atlas work skills</li> </ul>
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	<ul style="list-style-type: none"> <li>• Map/atlas work skills</li> </ul>
Name and locate the world's seven continents and five oceans	<ul style="list-style-type: none"> <li>• Recognising skills</li> </ul>
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom	<ul style="list-style-type: none"> <li>• Recognising skills</li> </ul>
Name, locate and identify characteristics of the seas surrounding the United Kingdom	<ul style="list-style-type: none"> <li>• Recognising skills</li> </ul>
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	<ul style="list-style-type: none"> <li>• Recognising skills</li> </ul>
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	<ul style="list-style-type: none"> <li>• Vocabulary skills</li> </ul>
Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	<ul style="list-style-type: none"> <li>• Vocabulary skills</li> </ul>
Understand geographical similarities and differences through studying the human and physical geography of	<ul style="list-style-type: none"> <li>• Describing skills</li> </ul>

a small area of the United Kingdom, and of a small area in a contrasting non-European country

Year 3

Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues?

- Enquiry skills

Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.

- Describing skills

Recognise that different people hold different views about an issue and begin to understand some of the reasons why

- Recognising skills

Communicate findings in ways appropriate to the task or for the audience

- Vocabulary skills

Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.

- Vocabulary skills

Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office

- Vocabulary skills

Make more detailed fieldwork sketches/diagrams

- Fieldwork skills

Use fieldwork instruments e.g. camera, rain gauge

- Fieldwork skills

Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features

- Map/atlas work skills

Use four figure grid references

- Map/atlas work skills

Use the 8 points of a compass

- Map/atlas work skills

Make plans and maps using symbols and keys

- Map/atlas work skills

Identify where counties are within the UK and the key topographical features	<ul style="list-style-type: none"> <li>• Map/atlas work skills</li> </ul>
Name and locate the cities of the UK	<ul style="list-style-type: none"> <li>• Map/atlas work skills</li> </ul>
Explain about weather conditions / patterns around the UK and parts of Europe	<ul style="list-style-type: none"> <li>• Describing skills</li> </ul>
Recognise there are similarities and differences between places	<ul style="list-style-type: none"> <li>• Recognising skills</li> </ul>
Develop an awareness of how places relate each other	<ul style="list-style-type: none"> <li>• Recognising skills</li> </ul>
Identify physical and human features of the locality	<ul style="list-style-type: none"> <li>• Recognising skills</li> </ul>

Year 4	
Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.	<ul style="list-style-type: none"> <li>• Vocabulary skills</li> </ul>
Measure straight line distances using the appropriate scale	<ul style="list-style-type: none"> <li>• Map/atlas work skills</li> </ul>
Explore features on OS maps using 6 figure grid references	<ul style="list-style-type: none"> <li>• Map/atlas work skills</li> </ul>
Draw accurate maps with more complex keys	<ul style="list-style-type: none"> <li>• Map/atlas work skills</li> </ul>
Plan the steps and strategies for an enquiry	<ul style="list-style-type: none"> <li>• Enquiry skills</li> </ul>
Recognise the different shapes of continents	<ul style="list-style-type: none"> <li>• Map/atlas work skills</li> </ul>
Demonstrate knowledge of features about places around him/her and beyond the UK	<ul style="list-style-type: none"> <li>• Map/atlas work skills</li> </ul>
Identify where countries are within Europe; including Russia	<ul style="list-style-type: none"> <li>• Map/atlas work skills</li> </ul>
Recognise that people have differing quality of life living in different locations and environments	<ul style="list-style-type: none"> <li>• Recognising skills</li> </ul>

Know how the locality is set within a wider geographical context	<ul style="list-style-type: none"> <li>• Enquiry skills</li> </ul>
Describe human features of UK regions, cities and /or counties	<ul style="list-style-type: none"> <li>• Describing skills</li> </ul>
Understand the effect of landscape features on the development of a locality	<ul style="list-style-type: none"> <li>• Enquiry skills</li> </ul>
Describe how people have been affected by changes in the environment	<ul style="list-style-type: none"> <li>• Describing skills</li> </ul>
Explain about key natural resources e.g. water in the locality	<ul style="list-style-type: none"> <li>• Enquiry skills</li> </ul>
Explore weather patterns around parts of the world	<ul style="list-style-type: none"> <li>• Enquiry skills</li> </ul>
Know about the wider context of places - region, country	<ul style="list-style-type: none"> <li>• Recognising skills</li> </ul>
Understand why there are similarities and differences between places	<ul style="list-style-type: none"> <li>• Describing skills</li> </ul>

Year 5	
Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<ul style="list-style-type: none"> <li>• Vocabulary skills</li> </ul>
Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night	<ul style="list-style-type: none"> <li>• Describing skills</li> </ul>
Recognise the different shapes of countries	<ul style="list-style-type: none"> <li>• Recognising skills</li> </ul>
Identify the physical characteristics and key topographical features of the countries within North America	<ul style="list-style-type: none"> <li>• Recognising skills</li> </ul>
Know about the wider context of places e.g. county, region and country	<ul style="list-style-type: none"> <li>• Enquiry skills</li> </ul>
Know and describe where a variety of places are in relation to physical and human features	<ul style="list-style-type: none"> <li>• Describing skills</li> </ul>
Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European	<ul style="list-style-type: none"> <li>• Map/atlas work skills</li> </ul>

Union countries with high populations and large areas and the largest cities in each continent	
Understand about world weather patterns around the World and relate these to climate zones	<ul style="list-style-type: none"> <li>• Recognising skills</li> </ul>
Know how rivers erode, transport and deposit materials	<ul style="list-style-type: none"> <li>• Recognising skills</li> </ul>
Know about the physical features of coasts and begin to understand erosion and deposition	<ul style="list-style-type: none"> <li>• Recognising skills</li> </ul>
Understand how humans affect the environment over time	<ul style="list-style-type: none"> <li>• Enquiry skills</li> </ul>
Know about changes to world environments over time	<ul style="list-style-type: none"> <li>• Enquiry skills</li> </ul>
Understand why people seek to manage and sustain their environment	<ul style="list-style-type: none"> <li>• Enquiry skills</li> </ul>
Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences	<ul style="list-style-type: none"> <li>• Describing skills</li> </ul>

Year 6	
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<ul style="list-style-type: none"> <li>• Map/atlas work skills</li> </ul>
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 his/her knowledge of the United Kingdom and the wider world	<ul style="list-style-type: none"> <li>• Map/atlas work skills</li> </ul>
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	<ul style="list-style-type: none"> <li>• Fieldwork skills</li> </ul>
Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.	<ul style="list-style-type: none"> <li>• Vocabulary skills</li> </ul>
Use maps, charts etc. to support decision making about the location of places e.g. new bypass	<ul style="list-style-type: none"> <li>• Map/atlas work skills</li> </ul>

<p>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</p>	<ul style="list-style-type: none"> <li>• Map/atlas work skills</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>• Map/atlas work skills</li> </ul>
<p>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)</p>	<ul style="list-style-type: none"> <li>• Map/atlas work skills</li> </ul>
<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<ul style="list-style-type: none"> <li>• Describing skills</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>• Describing skills</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>• Recognising skills</li> </ul>