

GEOGRAPHY SKILLS

Year 1

| Year 1 | | |
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| | KS 1 National Curriculum Assessment criteria | skills |
| Locational knowledge | <ul style="list-style-type: none"> ☑ 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 | <p>I can mark on a map of the British Isles, where I live and any other locations I know about.</p> <p>I can look at places and draw features I Like or dislike, sorting them into groups.</p> <p>I can mark on a map of the local area, the location of the school.</p> |
| Place knowledge | <ul style="list-style-type: none"> ☑ 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 | <p>I describe places using geography words such as physical and human.</p> |
| Human and physical geography | <ul style="list-style-type: none"> ☑ 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: <ul style="list-style-type: none"> ☑ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ☑ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | <p>I can ask what is this place like?</p> <p>I can tell others about likes and dislike I have about a place</p> <p>I can use geographical skills to compare contrasting localities in the UK.</p> |
| Geographical skills and | <ul style="list-style-type: none"> ☑ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents | <p>I can use books and other sources to find out about places.</p> <p>I can make simple drawings of places I am finding out about.</p> |

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| fieldwork | and oceans studied at this key stage <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> 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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GEOGRAPHY SKILLS

| Year 2 | | |
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| | KS 1 National Curriculum Assessment criteria | SKILLS |
| Locational knowledge | <ul style="list-style-type: none"> ☑ 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 | <p>I can ask what a place is like? What and who will I see in this place? Why are these people here, and what are they doing?</p> <p>I can mark on a map of the world, the British Isles, my country of birth and other locations I have discussed in class.</p> <p>I can mark on a map of the local area, the location of school and any other features I know about .</p> <p>I can locate and name the seven continents and five oceans</p> <p>I can identify a significant feature of the seven continents and five oceans.</p> |
| Place knowledge | <ul style="list-style-type: none"> ☑ 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 | <p>I can make a map of the things I see in the places I visit or find out about.</p> <p>I can say what type of buildings there are in a place and use this to decide whether a place is a city, town or village.</p> |
| Human and physical geography | <ul style="list-style-type: none"> ☑ 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 ☑ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | <p>I can say what places are like using words such as built up. Noisy, quiet, hills, street, roads, woods.</p> <p>I can say what I like and dislike about a place and give clear reasons.</p> <p>I can look at places, draw features and sort them in to groups.</p> <p>I can say how a place is changing (new houses being built, getting busier)</p> <p>I can describe place using geography words such as natural and built.</p> <p>I can label my maps with geography words I have learned</p> <p>I can say where somewhere is using words such as the city or town name, and continent.</p> |

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| Geographical skills and fieldwork | <ul style="list-style-type: none">☑ 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. | <p>I can use books other resources information to find out about places and I keep it in an organised way.</p> <p>I use my writing skills to communicate what I know.</p> |
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GEOGRAPHY SKILLS

| Year 3 | | |
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| | KS 2 National Curriculum Assessment criteria | skills |
| Locational knowledge | <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> <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> | <p>I can find out about places and the features in those places by either going to that place to observe or by looking at information sources.</p> <p>I can make detailed sketches of the features of the location</p> <p>I can look at maps of areas I am studying and identify features.</p> <p>I can draw maps and plans of localities I have studied that include keys, grid references, a compass rose and some standard Ordnance survey symbols.</p> <p>I can use the contents and index page of an atlas to find places quickly</p> <p>When I describe where a place is I can use country, continent, and names of towns cities and rivers.</p> <p>I can identify where the British Isles are and can name The UK and Republic of Ireland.</p> |
| Place knowledge | <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> | <p>I can use the terms Physical and Human accurately and can describe these features</p> <p>I can give reasons for why some features are where they are</p> <p>I can compare places that I have studied using the physical and human features for my comparisons</p> |
| Human and physical geography | <p>☑ describe and understand key aspects of:</p> <p>☑ 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> | <p>I can identify the parts of a river and understand how land use is different along the river course</p> <p>I can explain the process of erosion and deposition</p> <p>I know how erosion, disposition and flooding can effect people.</p> <p>I can devise questionnaires to find out local opinion on an issue</p> <p>I can describe different points of view on an environmental</p> |

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| | | <p>issue affecting a locality I can identify how a settlement has changed over times and give reasons for this.</p> |
| <p>Geographical skills and fieldwork</p> | <ul style="list-style-type: none"> ☑ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ☑ 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. | <p>I give some reasons for the similarities and differences between places, using geographical language I can compare places where people live and give reasons for the differences. I can summarise an environmental issue either in the local area or an area I am studying I can suggest solutions to different viewpoints of view as to how a locality can be improved I know how I can contribute to a reduction in climate change. I use my writing skills to communicate what I know I can describe a place using information I have found out using my geography words well.</p> |
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| <h2 style="margin: 0;">Year 5</h2> | | |

GEOGRAPHY SKILLS

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| | National Curriculum Assessment criteria | skills |
| Locational knowledge | <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> <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> <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> | <p>I can confidently use geographical words</p> <p>I can make detailed field sketches of the features of the location, labelling them with appropriate geographical words</p> <p>I can add detail in my field sketches to show layouts, patterns or movement</p> <p>I can look at and make detailed maps of areas I am studying</p> <p>I can draw maps and plans of localities I have studied that include keys, grid references, a scale, compass rose and Ordnance Survey symbols</p> <p>I can use the contents and index pages of an atlas to find places quickly and use my knowledge of the 7 continents to help me</p> <p>I use aerial photographs to match features on a map</p> <p>I use aerial photographs to help describe a location in more detail.</p> <p>When describing a place I can use continent, country, region and names of towns and cities</p> |
| Place knowledge | <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> | <p>I describe different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons</p> <p>I can describe a place using information I have found out using my geographical words well.</p> <p>I can compare and contrast places that I have studied using the physical and human features for my comparisons.</p> <p>I can give some reasons for the similarities and differences between places.</p> |
| Human and physical | <p>☑ describe and understand key aspects of:</p> <p>☑ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes,</p> | <p>I can say how I can contribute to a reduction in climate change</p> <p>I can summarise ways that people are trying to manage an environment.</p> |

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| <p>geography</p> | <p>and the water cycle</p> <p>☑ 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> | <p>I can ask “which physical and human features does this place have?”</p> <p>I can give reasons why some features are where they are</p> <p>I can identify the parts of a river and the areas around</p> <p>I can explain the process of erosion and deposition</p> <p>I can explain how erosion, deposition and flooding can affect people</p> <p>I can describe a place in terms of how economically developed it is</p> <p>I can identify how a settlement has changed over time and give some reasons for this, using both physical and human factors in my explanation.</p> |
| <p>Geographical skills and fieldwork</p> | <p>☑ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>☑ 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</p> <p>☑ 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.</p> | <p>I can find out about places and features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at.</p> <p>I can collect statistics about people and places and present them in the most appropriate ways.</p> <p>I choose the most appropriate writing skills to communicate what I know.</p> |
| <p>Year 6</p> | | |
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| <p>Locational knowledge</p> | <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, 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) | <p>I can describe a place using information I have found out using my geographical words well.</p> <p>I can compare and contrast places that I have studied</p> <p>I can look at and make detailed maps of areas I am studying, including patterns that are apparent using appropriate colour coding to show these patterns</p> |
| <p>Place knowledge</p> | <ul style="list-style-type: none"> ☑ 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>I can use aerial photographs to match features on a map</p> <p>I can use aerial photographs to help describe a location in more detail</p> <p>I can describe where a place is and use the geographical language –continent, county, region, and names of towns and cities</p> <p>I can give some reasons for similarities and differences between places, using geographical language and what I know about relationships between countries.</p> |
| <p>Human and physical geography</p> | <ul style="list-style-type: none"> ☑ describe and understand key aspects of: <ul style="list-style-type: none"> ☑ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ☑ 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>I can say how I can contribute to a reduction in climate change</p> <p>I can summarise ways that people are trying to manage an environment.</p> <p>I can ask “which physical and human features does this place have?”</p> <p>I can give reasons why some features are where they are</p> <p>I can reason what this place might be like in the future and describe the possibilities, giving reasons that I back up with evidence.</p> |

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| <p>Geographical skills and fieldwork</p> | <ul style="list-style-type: none"> ☑ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ☑ 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. <p>TRIP TO WHITBY</p> | <p>I can find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at.</p> <p>I can use the contents and index pages of an atlas to find places quickly and use my knowledge of the 7 continents to help me locate places in the contents</p> <p>I can draw maps and plans of localities I have studied that include keys, grid references, a scale, compass rose and Ordnance Survey symbols</p> <p>I choose the most appropriate writing skills to communicate what I know, thinking about my audience.</p> |
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| Year 4 | | |
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| | KS 2 National Curriculum Assessment criteria | skills |
| Locational knowledge | <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, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ☑ 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>I can find out about places and the features in those places by either going to that place to observe or by looking at information sources.</p> <p>I can make detailed sketches of the features of the location</p> <p>I can look at maps of areas I am studying and identify features.</p> <p>I can use the contents and index page of an atlas to find places quickly</p> <p>When I describe where a place is I can use country, continent, and names of towns cities and rivers.</p> |
| Human and physical geography | <ul style="list-style-type: none"> ☑ 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>I can identify the parts of a river and understand how land use is different along the river course</p> <p>I can explain the process of erosion and deposition</p> <p>I know how erosion, disposition and flooding can effect people.</p> <p>I can devise questionnaires to find out local opinion on an issue</p> <p>I can describe different points of view on an environmental issue affecting a locality</p> <p>I can identify how a settlement has changed over times and give reasons for this.</p> |
| Geographical skills and fieldwork | <ul style="list-style-type: none"> ☑ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ☑ use the eight points of a compass, four and six-figure grid | <p>I give some reasons for the similarities and differences between places, using geographical language</p> <p>I can compare places where people live and give reasons for the differences.</p> |

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| | <p>references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>☑ 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.</p> | <p>I can summarise an environmental issue either in the local area or an area I am studying</p> <p>I can suggest solutions to different viewpoints of view as to how a locality can be improved</p> <p>I know how I can contribute to a reduction in climate change.</p> <p>I use my writing skills to communicate what I know</p> <p>I can describe a place using information I have found out using my geography words well.</p> |
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