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| **Skills Progression** | **KS1** | | **LKS2** | | **UKS2** | |
| **‘Each pupil can:’** | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Locational Knowledge** | Start local: Knows street and house number  Name, locate and identify characteristics of the four countries and capital cities of the UK and the surrounding seas. | Start Local: Know s and relates own address  Name and locate the world;s seven continents and five oceans. | Start Local: Knows and relates own address and finds location on local map.  Locate and name the continents on a World map.  Locate the main countries of Europe inc, Russia,. Identify capital cities of Europe  Identify longest rivers in the world, largets deserts, highest mountains. Compare with the UK  . | Start Local: Knows own address and can map route to nearest large towns on maps.  On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.  Locate and name the main counties and cities in and around Shropshire  Identify the position and significance of the Equator, N and S hemisphere, Tropics of Capricorn and Cancer | Locate and name the main counties and cities in and around Shropshire and the West Midlands / NW.  Locate the main countries and principal cities in Europe and N and S America.  Compare 2 different regions in UK rural.urban.  Locate and name the main counties and cities in England.  Linking with History, compare and use past maps of the UK with present, focusing on land use.  Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with time zones, night and day. | Know personal location in the country and world.  On a world map locate the main countries in Africa, Asia and Australasia. Identify their main environmental regions, Key physical and human characteristics and major cities.  Linking with local History, map how land use has changed in local area over time.  Name and locate the key topographical features of erosion, hills, mountain and rivers. Understand how these features have changed over time. |
| Place Knowledge | Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country – resources could include ‘Barnaby Bear’. | Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country concentrating on island and sea sides. | Compare regions in the UK: link to Science: Rocks and soil.  Compare a region of the UK with a region in Europe.  Contrast physical differences eg local hilly area and a flat one. | Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within N or S America. | Compare a region in UK with a region I N or S America noting significant differences and similarities, eg link to fairtrade of bananas in St Lucia, comparison to farming locally. | Compare a region in UK with a region I N or S America noting significant differences and similarities,  Eg St Lucia….  Understand and explain some of the reasons for these similarities and differences. |
| Human& Physical Geography | Identify seasonal and daily weather patterns in the UK.  Use basic geographical vocabulary to refer to:   * Key physical features: forest, hill, mountain, soil, valley, vegetation * Key human features: city, town, village, factory, farm, house, office. | Identify the location of hot and cold areas of the work in relation to the Equator and the North and South Poles.  Use basic geographical vocabulary to refer to:   * Key physical features: beacj, cliff, coast, forest hill, mountain, sea, ocean ,river, soil, valley, vegetation, season and weather. * Key human features: city, town, village, factory, farm, house, office, port, harbour, shop. | Describe and understand key aspect of physical geography including: Rivers and the water cycle, excluding transpiration, volcanoes and earthquakes linking to Science.  Human geography including trade links in the Pre-Roman and Roman era.  Know types of settlements in Early Britain linked to History and locality. Ask why did early people choose to settle there? | Describe and understand key aspect of physical geography, including: climate zones, biomes and vegetation belts (link to work on the rainforests)  Types of settlements in modern Britian: villages, towns cities. Explain choices for settlements. | Describe and understand key aspects of:  Physical geography including: coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.  Human geography including trade between UK, Europe and the rest of the world.  Fair/unfair distribution of resources (Fairtrade).  Types of settlements in Viking, Saxon Britain linked to History. | Describe and understand key aspects of:  Physical geography including Volcanoes and earthquakes, including plate tectonics and the ring of fire.  The distribution of natural resources focussing on energy – links with History, Science and DT. |
| Geographical Skills and Field Work | Use world maps, atlases and globes to identify the UK and its countries  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. | 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 compass directions (N,S,E,W) and locational and directional language (far and near, left and right) to describe the location of features and routes on a map. | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  Learn the 8 points of a compass, 2 figure grid reference ( maths link) some basic symbols and key (including the use of simplified OS maps) to build their knowledge of the UK and wider world.  Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  Know the 8 points of a compass and follow four figure grid references.  Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  Use the 8 points of a compass, 4 figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK in the past and present.  Use fieldwork to observe measure and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  Extend to 6 figure grid references with the use of deeper latitude and longitude understanding. Expand map skills to include non-UK countries.  Use fieldwork to observe measure and record the human and physical features in the local area developing choice over a range of methods including sketch maps, plans and graphs and digital technologies. |