

Geography

Progression of Skills and Vocabulary

Key Stage One:

National Curriculum Requirements of Geography

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

<p>Pupils Should be taught to...</p>	<p>Location knowledge name and locate the world's seven continents and five oceans</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Place knowledge 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>	<p>Human and physical geography 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</p> <p>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>	<p>Geographical skills and fieldwork 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</p> <p>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 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</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and</p>
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				physical features of its surrounding environment.
Vocabulary	United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, sea, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. English Channel, North Sea, Irish Sea, Atlantic Ocean, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean.	Dependent on Long term planning and places studied.	Humans: city, town, village, factory, farm, house, office, port, harbour and shop. Physical: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;	compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, atlas, globe, symbols, direction, position, route, journey, changes, tally chart, pictogram, , country, continent, human, physical.

Knowledge skills, Understanding breakdown

Year 1

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they say what they like about their locality? • Can they sort things they like and don't like? • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they think of a few relevant questions to ask about a locality? 	<ul style="list-style-type: none"> • Can they tell someone their address? • Can they explain the main features of a hot and cold place? • Can they describe a locality using words and pictures? • Can they explain how the weather changes with each season? • Can they name key? 	<ul style="list-style-type: none"> • Can they begin to explain why they would wear different clothes at different times of the year? • Can they tell something about the people who live in hot and cold places? • Can they explain what they might wear if they lived in a very hot or a very cold place? 	<ul style="list-style-type: none"> • Can they identify the four countries making up the United Kingdom? • Can they name some of the main towns and cities in the United Kingdom? • Can they point out where the equator, north pole and south pole are on a globe or atlas?

<ul style="list-style-type: none"> • Can they answer questions about the weather? <p>Can they keep a weather chart?</p>	<p>features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?</p>		
Challenging			
<ul style="list-style-type: none"> • Can they answer questions using a weather chart? • Can they make plausible predictions about what the weather may be like later in the day or tomorrow? 	<ul style="list-style-type: none"> • Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'? 	<ul style="list-style-type: none"> • Can they name different jobs that people living in their area might do? 	<ul style="list-style-type: none"> • Can they name a few towns in the south and north of the UK?

Year 2

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they label a diagram or photograph using some geographical words? • Can they find out about a locality by using different sources of evidence? • Can they find out about a locality by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like the seaside? 	<ul style="list-style-type: none"> • Can they describe some physical features of their own locality? • Can they explain what makes a locality special? • Can they describe some places which are not near the school? • Can they describe a place outside Europe using geographical words? • Can they describe some of the features associated with an island? • Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? 	<ul style="list-style-type: none"> • Can they describe some human features of their own locality, such as the jobs people do? • Can they explain how the jobs people do may be different in different parts of the world? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need? 	<ul style="list-style-type: none"> • Can they name the continents of the world and find them in an atlas? • Can they name the world's oceans and find them in an atlas? • Can they name the major cities of England, Wales, Scotland and Ireland? <p>Can they find where they live on a map of the UK?</p>
Challenging			

<ul style="list-style-type: none">• Can they make inferences by looking at a weather chart?• Can they make plausible predictions about what the weather may be like in different parts of the world?	<ul style="list-style-type: none">• Can they find the longest and shortest route using a map?• Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?	<ul style="list-style-type: none">• Can they explain how the weather affects different people?	<ul style="list-style-type: none">• Can they locate some of the world's major rivers and mountain ranges?• Can they point out the North, South, East and West associated with maps and compass?
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