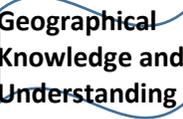




# GEOGRAPHY KEY PROGRESSION

Key	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
 <p><b>Fieldwork and Research</b></p>	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features</li> <li>Identify land use around the school.</li> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of resources to identify the key physical and human features of a location.</li> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Describe some of the characteristics of these geographical areas.</li> <li>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> <li>Describe geographical similarities and differences between countries.</li> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li><b>Human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> <li>Describe geographical diversity across the world and have an appreciation of different cultures.</li> </ul>
 <p><b>Geographical Skills</b></p>	<ul style="list-style-type: none"> <li>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Name and locate the world's continents and oceans.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>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.</li> <li>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>
 <p><b>Geographical Knowledge and Understanding</b></p>	<ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>Identify 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.</li> <li>Understand the meaning of physical and human elements (listed below) and how they are formed.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Describe the ecology found in the local area</li> <li>Understand the meaning of physical and human elements (listed below) and how they are formed.</li> <li>Explain own views about locations, giving reasons.</li> <li>Describe how the locality of the school has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> <li>Explain the reasons for different ecology in contrasting areas. Consider what the threats are to this diverse ecology.</li> <li>Describe cultural diversity in contrasting countries.</li> </ul>
 <p><b>Physical elements</b></p>	<p><b>Physical geography:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p><b>Physical geography</b>, including: rivers, mountains, volcanoes, earthquakes, the water cycle, hills, mountains, cities, river, canal, source and mouth.</p>	<p><b>Physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes, the water cycle, Mount Vesuvius, volcano.</p>
 <p><b>Human elements</b></p>	<p><b>Human geography</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><b>Human geography</b>, including: settlements, land use, flooding and prevention.</p>	<p><b>Human geography</b>, including: settlements, land use, economic activity, trade links, natural resources, energy, food, minerals, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian</p>