

KPS – Geography

Progression of Skills

	Yr 1/2	Yr 1/2	Yr 3/4	Yr 3/4	Yr 5/6	Yr 5/6
Geographical Enquiry and Questioning	<p>Children can recognise features, create a basic sketch to show features, take photos to record features.</p> <p>Children can ask simple geographical questions e.g. What is it like to live in this place?</p>	<p>Children can use simple maps, atlases, globes, images and aerial photos to recognise landmarks and basic human and physical features.</p>	<p>Children analyse evidence and make comparisons between locations using aerial photos/pictures such as populations, temperatures etc.</p> <p>Children ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing?</p> <p>Children communicate their findings in ways appropriate to the task or for the audience.</p> <p>Children make more detailed fieldwork sketches/diagrams</p>	<p>Children investigate places and environments independently by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos.</p> <p>Children plan the steps and strategies for an enquiry.</p> <p>Children can ask increasingly complex questions relating to geographical enquiry. Through their questioning they recognise that different people hold different views about an issue and begin to understand some of the reasons why.</p>	<p>Children are able to form their own opinions on geographical issues and compare these with opposing arguments.</p> <p>Children can plan a more detailed geographical enquiry.</p>	<p>Children carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions with evidence, and recognise and explain why others may have different points of view.</p> <p>In planning their enquiry, children use maps, charts etc. to support decision making about the location of places e.g. new bypass.</p>

Fieldwork	<p>Children use simple observational skills to study the geography of KPS and the grounds.</p> <p>Children make simple observations to reach a simple conclusion.</p>	<p>Children use simple fieldwork and observational skills to study the geography of KPS, the grounds and the key human and physical features of the village/ surrounding area.</p>	<p>Children can make observations to spot patterns, take measurements and recordings using a simple tally, standard units and technology such as cameras, measuring equipment and apps.</p>	<p>Children can reach a simple conclusion and present their findings in sketch maps, plans, graphs or using digital technologies.</p> <p>Children use fieldwork instruments e.g. camera, rain gauge</p>	<p>Children 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>Children can independently use fieldwork to answer a question and reach a conclusion. They make observations, measurements and recordings of primary and secondary data.</p> <p>Children present their findings in a range of maps and graphs including use of paper and digital technologies.</p> <p>Children can explain, evidence and evaluate their work.</p>
Mapwork and Coordinates	<p>Children can use simple maps of Kingsclere or Newbury e.g. large-scale print, pictorial etc.</p> <p>Children can draw a simple map from imagination, stories or knowledge.</p> <p>Interpret simple symbols on a map.</p>	<p>Children use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Children can describe features and routes on a map.</p> <p>Children can give and follow directions and routes on a simple map.</p> <p>Children can devise a simple map and use and construct basic symbols in a key.</p>	<p>Children use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features.</p> <p>Children can draw a map of a short route from knowledge and journeys.</p> <p>Children can give and follow directions and routes on a detailed map.</p> <p>Children make plans and maps using symbols and keys.</p> <p>Children begin to use four figure grid references.</p>	<p>Children explore features on OS maps using 6 figure grid references and use OS symbols in a key and interpret symbols on a map.</p> <p>Children draw accurate maps with more complex keys.</p> <p>Children confidently use four figure grid references.</p>	<p>Children can independently create detailed and accurate maps with a key, they can use OS symbols in a key.</p> <p>Interpret symbols and numbers on a map</p> <p>Children measure straight line distances using the appropriate scale.</p> <p>Children use four and six figure grid references, (including the use of Ordnance Survey maps).</p> <p>Children can describe features and routes on a map and compare to photos.</p>	<p>Children are able to give and follow directions and routes on a detailed map, e.g. OS.</p> <p>Children use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Children can create a detailed digital map, which has a key.</p> <p>Children are confident in their use of four and six figure grid references, symbols and key (including the use of Ordnance Survey maps).</p> <p>Children understand latitude and longitude.</p> <p>Use a scale to measure distances.</p>

Vocabulary	<p>Children use locational language (e.g. near and far, left and right) to describe the location of features and routes</p> <p>Equator, South Pole, North Pole</p>	<p>Children can use locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Children understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.</p> <p>Children use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office</p> <p>Locational vocabulary: Equator, Northern Hemisphere, Southern Hemisphere, Longitude and latitude</p>	<p>Children understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</p>	<p>Children understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts.</p> <p>Locational vocabulary: Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, time zones, Prime/Greenwich Meridian</p>	<p>Children understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc.</p>
Compass Points	<p>Children know what a compass is for and what it looks like, they are exposed to digital and analogue compasses.</p>	<p>Children can use 4 point compass directions to follow and give directions (North, South, East and West).</p>	<p>Children are able to read the 8 points of a compass.</p>	<p>Children begin to read the 8 points of a compass and use one to follow directions.</p>	<p>Children are confident in the use of a compass (8 points) and use one to follow directions.</p>	<p>Children use the eight points of a compass to build his/her knowledge of the United Kingdom and the wider world.</p>
Human and Physical	<p>Children are able to describe seasonal weather changes.</p>	<p>Children 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>Children identify physical and human features of the locality.</p> <p>Children can explain about weather conditions/patterns around the UK and parts of the Europe.</p>	<p>Children describe human features of the UK regions, cities and/or counties, they understand the effect of landscape features on the development of a locality.</p> <p>Children can describe how people have been affected by changes in the environment.</p> <p>Children can explain about natural resources e.g. water in the locality.</p> <p>Children explore weather patterns around parts of the world.</p>	<p>Children know about the physical features of coasts and begin to understand erosion and deposition.</p> <p>Children understand how humans affect the environment over time.</p> <p>Children know about changes to the world environments over time.</p> <p>Children understand why people seek to manage and sustain their environment.</p>	<p>Children 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> <p>Children can 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>

Contextual world knowledge	Children have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	Children understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Basingstoke and Deane), and of a small area in a contrasting non-European country.	Children have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Children know about the wider context of places – region, country. They understand why there are similarities and differences between places	Children have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.	Children understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America.
World locations	In addition to identifying the continents and oceans, children can identify contrasting non-European place	Identify the 7 continents and 5 oceans	Children can identify 7 continents, 5 oceans and their human and physical features. Children can identify places of relevance and in the news.	Children begin to use their knowledge of the continents and oceans to compare bordering countries, capital cities and human and physical features of them.	Children confidently use their knowledge of the continents and oceans to compare bordering countries, capital cities and human and physical features of them.	Children take an interest in places of relevance in global news.
UK locations	Children are able to identify the 4 countries of the UK, the capitals and surrounding seas.	Children can identify the 4 countries of the UK, capitals, surrounding seas, KPS and county (Hampshire) both now and over time.	Children can identify human and physical features in Kingsclere.	Children describe human features of the UK regions, cities and/or counties, they understand the effect of landscape features on the development of a locality.	Children know about the physical features of coasts and begin to understand erosion and deposition – link to residential (Skern)	Children understand the geographical similarities and differences through the study of human and physical geography of a region of the UK.