



Nether Kellet Primary School – Knowledge and Skills Progression

Geography

Thinking Geographically

National Curriculum Objectives Bold and Underlined

KS2 National Curriculum covered over Year 3-6.

Strand	EYFS	Yr 1/2	Yr 3/4	Yr 5/6
Locational Knowledge	<ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. Explain some similarities and differences between life in this country and life in other countries, 	<ul style="list-style-type: none"> <u>Name and locate the world's seven continents and five oceans.</u> <u>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</u> 	<ul style="list-style-type: none"> <u>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</u> <u>Name and locate 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.</u> <u>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</u> 	<ul style="list-style-type: none"> <u>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 and understand how some of these aspects have changed over time.</u> <u>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,</u>

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	<p>drawing on knowledge from stories, nonfiction texts and – when appropriate – maps.</p>		<p><u>Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</u></p> <ul style="list-style-type: none"> Describe some of the characteristics of these geographical areas and understand how some of these aspects have changed over time. 	<p><u>mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</u></p> <ul style="list-style-type: none"> <u>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)</u> Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are
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				interconnected and interdependent.
Place Knowledge	<ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps. 	<ul style="list-style-type: none"> <u>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.</u> 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?). 	<ul style="list-style-type: none"> <u>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</u> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. 	<ul style="list-style-type: none"> <u>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.</u> Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location.



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Human and Physical Geography	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences 	<ul style="list-style-type: none"> <u>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.</u> <u>Use basic geographical vocabulary to refer to:</u> <ul style="list-style-type: none"> <u>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</u> <u>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</u> Identify the key features of a location in order to say whether 	<ul style="list-style-type: none"> <u>Describe and understand key aspects of:</u> <ul style="list-style-type: none"> <u>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</u> <u>human geography, including: types of settlements and land use, and water.</u> 	<ul style="list-style-type: none"> <u>Describe and understand key aspects of:</u> <ul style="list-style-type: none"> <u>physical geography, including: climate zones, biomes and vegetation belts</u> <u>human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water.</u>
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	and what has been read in Class.	it is a city, town, village, coastal or rural area.		
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> • Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Describe their immediate environment using knowledge from 	<ul style="list-style-type: none"> • <u>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</u> • <u>Use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far) to describe the location of features and routes on a map.</u> • <u>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.</u> • <u>Use simple fieldwork and observational skills to study the</u> 	<ul style="list-style-type: none"> • <u>Use the eight points of a compass, four-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.</u> • <u>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</u> • <u>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.</u> 	<ul style="list-style-type: none"> • <u>Use the eight points of a compass, four and six-figure grid references, symbols and a key (including the use of standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</u> • <u>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</u> • <u>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including plans and graphs and digital technologies.</u> • Use a range of geographical resources to give detailed



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	observation, discussion, stories, non-fiction texts and maps	<u>geography of the school and its grounds and the key human and physical features of its surrounding environment.</u> <ul style="list-style-type: none">• Use simple grid references (A1, B1).• Identify land use around the school.	<ul style="list-style-type: none">• Describe how the locality of the school has changed over time.	descriptions and opinions of the characteristic features of a location. <ul style="list-style-type: none">• 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).
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