



# St. Gregory's Catholic Primary School

## Geography – Progression of Skills and Knowledge

Key Stage 1 Programmes of Study				
<b>Locational knowledge</b> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <b>Place knowledge</b> <ul style="list-style-type: none"> <li>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 nonEuropean country</li> </ul> <b>Human and physical geography</b> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>		<b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>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</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>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</li> <li>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.</li> </ul>		
	Reception	Year 1	Year 2	End of Key Stage Expectations
Locational knowledge	As a geographer: Can I talk about similarities and differences in relation to places, objects, materials and living things?(The World - ELG)	As a geographer: Can I name and locate the four countries making up the British Isles, with their capital cities? Can I name the surrounding seas of the United Kingdom? Can I talk about the main features of each of the four countries that make up the United Kingdom?	As a geographer: Can I locate and name the continents on a World Map? Can I locate and label the five oceans? Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?	Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas



# St. Gregory's Catholic Primary School Geography – Progression of Skills and Knowledge

Place knowledge	<p>As a geographer: Can I talk about the features of my own immediate environment and how environments might vary from one another? (The World – ELG)</p>	<p>As a geographer: Can I recognise similarities and differences of geographical features in my own immediate environment? Can I talk about people and places within my local environment? Can I compare Kings Heath with a contrasting place in the UK? Can I talk about people and places beyond my local environment? Can I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area?</p>	<p>As a geographer: Can I compare a local City/town in England with a contrasting city in a different country? Northampton/ Place in Africa Can I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area?</p>	<p>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>
-----------------	---	--	---	--



# St. Gregory's Catholic Primary School Geography – Progression of Skills and Knowledge

Human and Physical Geography	<p>As a geographer: Can I make observations of the environment and explain why some things occur and talk about changes? (The World – ELG)</p>	<p>As a geographer: Can I compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality? Comparing and Contrasting a farm with the seaside. Can I talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis? Can I identify land use around the school? Can I use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied?</p>	<p>As a geographer: Can I 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? Can I talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles? Can I compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences? Can I use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied?</p>	<p>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 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>
------------------------------	--	--	--	---



# St. Gregory's Catholic Primary School Geography – Progression of Skills and Knowledge

Geographical skills and fieldwork	<p>As a geographer: Can I use everyday language to talk about positions and distance to solve problems Can I describe my relative position such as behind or next to? (SSM40-60)</p>	<p>As a geographer: Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities? Can I use aerial images to recognise landmarks and basic physical features? Can I use simple fieldwork to observe, measure and record the human and physical features in the local area? Can I use a simple key to recognise physical or human features on a map? Can I create a simple map of my local environment?</p>	<p>As a geographer: Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied? Can I learn and use the four points of a compass to describe the location of features on a map? Can I use locational and directional language such as: near, far, left, right to describe the location of features on a map? Can I use aerial images and plan perspectives to recognise landmarks and basic physical features? Can I devise a simple map, and use and construct basic symbols in a key? Can I use simple grid references? (A1, B1) Can I use fieldwork to observe, measure and record the human and physical features in the local area?</p>	<p>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 Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>
-----------------------------------	--	--	---	---



# St. Gregory's Catholic Primary School

## Geography – Progression of Skills and Knowledge

### Key Stage 2 Programmes of Study

#### Locational Knowledge

- 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
- name and locate counties and 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; and understand how some of these aspects have changed over time
- 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)

#### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

#### Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

#### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-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



St. Gregory's Catholic Primary School  
Geography – Progression of Skills and Knowledge

Key Stage 2	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Locational knowledge	<p>As a geographer: Can I locate and name the continents on a World Map? Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas? Can I name and locate counties and cities of the United Kingdom? Can I locate 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? Can I name and locate some countries of Europe? Can I share my own views about locations?</p>	<p>Can I explain my own views about locations, giving reasons? Can I name and locate counties and cities of the United Kingdom? Can I locate 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? Can I name and locate the countries of Europe? Can I name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones?</p>	<p>Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time? Can I name and locate the countries of South and Central America? Can I identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)?</p>	<p>Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time? Can I name and locate the countries of North America? Can I 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)?</p>	<p>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. Name and locate counties and 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; and understand how some of these aspects have changed over time 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)</p>



# St. Gregory's Catholic Primary School Geography – Progression of Skills and Knowledge

Place knowledge	<p>Can I compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use?</p> <p>Can I identify the main physical and human characteristics of the countries of Europe?</p> <p>Can I describe geographical similarities and differences between a region in the United Kingdom and one in a European country?</p> <p>Can I describe how the locality of the school has changed over time?</p>	<p>Can I compare 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?</p> <p>Can I identify the main physical and human characteristics of the countries of Europe?</p> <p>Can I describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones?</p> <p>Can I describe geographical similarities and differences between countries?</p> <p>Can I describe how the locality of the school has changed over time?</p>	<p>Can I understand some of the reasons for geographical similarities and differences between countries?</p> <p>Can I explain how locations around the world are changing and explain some of the reasons for change?</p> <p>Am I beginning to understand and explain geographical diversity across the world?</p>	<p>Can I explain and discuss a range of reasons for geographical similarities and differences between countries?</p> <p>Can I explain how locations around the world are changing and explain some of the reasons for change?</p> <p>Can I describe geographical diversity across the world?</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>
-----------------	--	--	--	--	---



## St. Gregory's Catholic Primary School

### Geography – Progression of Skills and Knowledge

Human and Physical Geography	<p>Can I ask and answer geographical questions about the physical and human characteristics of a location?</p> <p>Can I describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes of an area in the United Kingdom and an area in a European country?</p> <p>Can I describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country?</p>	<p>Can I ask and answer geographical questions about the physical and human characteristics of a location?</p> <p>Can I describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle?</p> <p>Can I describe key aspects of human geography including settlements and land use?</p>	<p>Am I beginning to collect and analyse statistics and other information in order to draw clear conclusions about locations?</p> <p>Am I beginning to identify and describe how the physical features affect the human activity within a location?</p> <p>Can I identify and describe the main human and physical characteristics of South and Central America?</p> <p>Am I beginning to understand and explain how countries and geographical regions are interconnected and interdependent?</p> <p>Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time?</p> <p>Can I 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>Can I 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>	<p>Can I collect and analyse statistics and other information in order to draw clear conclusions about locations?</p> <p>Can I identify and describe how the physical features affect the human activity within a location?</p> <p>Can I identify and describe the main human and physical characteristics of North and South America?</p> <p>Can I explain how countries and geographical regions are interconnected and interdependent?</p> <p>Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time?</p> <p>Can I 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>Can I 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>	<p>Describe and understand key aspects of:</p> <p><b>physical geography, including:</b> climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>human geography, including:</b> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
------------------------------	--	---	--	---	---





## St. Gregory's Catholic Primary School

### Geography – Progression of Skills and Knowledge

Geographical skills and fieldwork	<p>Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied?</p> <p>Can I use locational and directional language such as: near, far, left, right to describe the location of features on a map?</p> <p>Can I use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies?</p> <p>Can I use a wider range of resources to identify the key physical and human features of a location?</p> <p>Can I use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world?</p> <p>Can I create maps of locations identifying some features using a key?</p>	<p>Can I use maps, atlases and digital/computer mapping to locate countries and describe features?</p> <p>Can I use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies?</p> <p>Can I use a range of resources to identify the key physical and human features of a location?</p> <p>Can I use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world?</p> <p>Can I create maps of locations identifying some features using a key?</p>	<p>Can I use a few geographical resources to give descriptions and opinions of the characteristic features of a location?</p> <p>Can I use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area?</p> <p>Can I record the results in different ways?</p> <p>Can I talk about 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)</p> <p>Can I use the eight points of a compass, four to six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world?</p> <p>Can I create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land?</p>	<p>Can I use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location?</p> <p>Can I use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area?</p> <p>Can I record the results in a range of ways?</p> <p>Can I 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)</p> <p>Can I use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world?</p> <p>Can I create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land?</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-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</p> <p>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>
-----------------------------------	---	---	---	---	---



St. Gregory's Catholic Primary School  
Geography – Progression of Skills and Knowledge

**Progression in Geographical Skills**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence aided</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations influence on people/everyday life</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>



# St. Gregory's Catholic Primary School Geography – Progression of Skills and Knowledge

Fieldwork	Any of: Field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non - standard measurements	Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements	Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements	Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements	Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements	Any of: Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements
QUESTIONNAIRES	Listen to an adult asking another child or adult about familiar environments or activities E.g. <i>About their home or holidays.</i>	Ask a familiar person prepared questions E.g. <i>'What do you like best about our playground?'</i> . Use a pro-forma and put ticks in boxes.	Gain confidence in speaking to an unfamiliar person. Records some of what they found out E.g. <i>talking to a builder about where materials come from.</i> Use a simple database to present findings.	Suggest questions to ask as part of an investigation. Use appropriate geographical vocabulary. Record the main points shortly after E.g. <i>Asks questions to a policeman about road safety issues in a town.</i> Use a database to present findings.	Prepare questions for an interview. Use appropriate language. Ask questions that are responsive to the interviewee's views. Make brief notes during an interview to help them make a clear record of the main points. Use a database to interrogate and amend information collected.	Select interviewing as an appropriate method for collecting evidence. Decide on an appropriate interviewee. Prepare and carry out interview, sometimes in a formal situation. Evaluate the quality of the evidence. Use a database to interrogate and amend information collected.



# St. Gregory's Catholic Primary School Geography – Progression of Skills and Knowledge

FIELD SKETCHING	Draw simple features they observe in their familiar environment. Add colour and textures to prepared sketches.	Draw an outline of simple features they observe. Add colour, texture and detail to prepared field sketches. Join labels to correct features.	Draw a sketch of a simple feature from observation or photo. Add colour, texture and detail to own field sketches. Add title and descriptive labels with help	Pick out the key lines and features of a view in the field using a viewfinder to help. Annotate their sketch with descriptive and explanatory labels. Add title, location and direction to sketch.	Evaluate their sketch against criteria and improve it. Use sketches as evidence in an investigation.	Select field sketching from a range of techniques for an investigation. Evaluate quality of the evidence it gives. Annotate sketches to describe and explain geographical processes and patterns.
PHOTOGRAPHY	Recognise a photo taken by a teacher as a record of what they have seen.	Use a camera in the field with help to record what they have seen. Label the photo with help.	Point out useful views to photograph for their investigation. Add titles and labels to photos giving date and location.	Suggest how photos provide useful evidence for their investigations. Use a camera independently. Locate a photo on a map. Annotate the photo.	Make a judgement about the best angle or viewpoint. Evaluate usefulness of their photos. Use photos for their investigations.	Select photography from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way.
MEASUREMENT	Use everyday language to describe features E.g. bigger, smaller than.	Use everyday non-standard units E.g. hands for length. Counts the number of. E.g. children who come to school by car.	Use everyday standard and nonstandard units occasionally E.g. A trundle wheel for metres. Count up to 100 E.g. for a traffic survey they cross number on a hundred square for each vehicle. Begin to organise recordings.	Use easy to read instruments E.g. rain gauge or metre tape. Count and record different types at the same time using a tally E.g. counting types of shops. Organise results in a spreadsheet.	Select and use a range of measuring instruments in investigations. Design own census, pilot, with help, and evaluate it.	Select and use a range of measuring instruments in investigations. Design own census, pilot and evaluate it.



# St. Gregory's Catholic Primary School

## Geography – Progression of Skills and Knowledge

### Progression in map skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Direction/Location	<p>Follow directions (Up, down, left/right, forwards/backwards)</p> <p>Use simple compass directions (NSEW) and locational and directional language (for example near &amp; far, left &amp; right).</p>	<p>Follow directions (as yr 1 and inc'. NSEW)</p> <p>Use simple compass directions (NSEW) and locational and directional language (for example near &amp; far, left &amp; right), to describe the location of features and routes on a map.</p>	<p>Use 4 compass points to follow/give directions:</p> <p>Use letter/no. co-ordinates to locate features on a map.</p> <p>Use the 8 points of a compass to build their knowledge of the UK.</p>	<p>Use 4 compass points well:</p> <p>Begin to use 8 compass points;</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p> <p>Use the 8 points of a compass to build their knowledge of the UK and the wider world.</p>	<p>Use 8 compass points;</p> <p>Begin to use 4 figure co-ordinates to locate features on a map.</p> <p>Use the 8 points of a compass, 4 figure grid references, symbols &amp; key (including the use of ordnance survey maps) to build their knowledge of the UK and the wider world.</p>	<p>Use 8 compass points confidently and accurately;</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p> <p>Use the 8 points of a compass, 4 and 6 figure grid references, symbols &amp; key (including the use of ordnance survey maps) to build their knowledge of the UK and the wider world.</p>



# St. Gregory's Catholic Primary School Geography – Progression of Skills and Knowledge

Drawing maps	<p>Draw picture maps of imaginary places and from stories.</p> <p>Use aerial photographs and plan perspectives to recognise land marks and basic human and physical features; devise a simple map.</p>	<p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Use aerial photographs and plan perspectives to recognise land marks and basic human and physical features; devise a simple map; <b>and use and construct basic symbols in a key.</b></p>	<p>Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.</p>	<p>Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.</p>	<p>Begin to draw a variety of thematic maps based on their own data.</p>	<p>Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.</p>
Representation	<p>Use own symbols on imaginary map.</p>	<p>Begin to understand the need for a key. Use class agreed symbols to make a simple key.</p>	<p>Know why a key is needed. Use standard symbols.</p>	<p>Know why a key is needed. Begin to recognise symbols on an OS map.</p>	<p>Draw a sketch map using symbols and a key; Use/recognise OS map symbols.</p>	<p>Use/recognise OS map symbols; Use atlas symbols.</p>



# St. Gregory's Catholic Primary School Geography – Progression of Skills and Knowledge

Using maps	<p>Use a simple picture map to move around the school; Recognise that it is about a place.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Follow a route on a map. Use a plan view. Use an infant atlas to locate places.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
Scale/Distance	<p>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p>	<p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p>	<p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p>	<p>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</p>	<p>Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.)</p>	<p>Use a scale to measure distances. Draw/use maps and plans at a range of scales.</p>



# St. Gregory's Catholic Primary School Geography – Progression of Skills and Knowledge

Perspective	<p>Draw around objects to make a plan.</p> <p>Use simple field work and observational skills to study the geography of their school and its grounds.</p>	<p>Look down on objects to make a plan view map.</p> <p>Use simple field work and observational skills to study the geography of their school and its grounds <b>and the key human and physical features of its surrounding environment.</b></p>	<p>Begin to draw a sketch map from a high view point.</p> <p>Use field work 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>Draw a sketch map from a high view point.</p> <p>Use field work 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>Draw a plan view map with some accuracy.</p> <p>Use field work 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>Draw a plan view map accurately.</p> <p>Use field work 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>
Map knowledge	<p>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</p> <p>Introduce the children to the worlds 7 continents and 5 oceans.</p> <p>Name and locate the 4 countries and capital cities of the UK and its surrounding seas.</p>	<p>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</p> <p><b>Name and locate</b> the worlds 7 continents and 5 oceans.</p> <p>Name, locate <b>and identify characteristics of</b> the 4 countries and capital cities of the UK and its surrounding seas.</p>	<p>Begin to identify points on maps A,B and C within the N.C document. (see <a href="http://www.nc.uk.net//nc/contents/geog.htm">www.nc.uk.net//nc/contents/geog.htm</a> for maps</p>	<p>Begin to identify significant places and environments stated within KS2 N.C. (see <a href="http://www.nc.uk.net//nc/contents/geog.htm">www.nc.uk.net//nc/contents/geog.htm</a> for maps )</p>	<p>Identify significant places and environments as stated within KS2 N.C. (see <a href="http://www.nc.uk.net//nc/contents/geog.htm">www.nc.uk.net//nc/contents/geog.htm</a> for maps )</p>	<p>Confidently identify significant places and environments stated within KS2 N.C</p> <p>Begin to identify places and environments on maps within Ks 3 N.C. (see <a href="http://www.nc.uk.net//nc/contents/geog.htm">www.nc.uk.net//nc/contents/geog.htm</a> for maps )</p>





St. Gregory's Catholic Primary School  
Geography – Progression of Skills and Knowledge

Style of map	<p>Picture maps and globes</p> <p>World maps, atlases and globes.</p>	<p>Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas</p> <p>World maps, atlases and globes.</p>	<p>Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.</p> <p>World maps, atlases, globes and digital/computer mapping. Ordnance survey maps.</p>	<p>Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.</p> <p>World maps, atlases, globes and digital/computer mapping. Ordnance survey maps.</p>	<p>Use index and contents page within atlases. Use medium scale land ranger OS maps.</p> <p>World maps, atlases, globes and digital/computer mapping. Ordnance survey maps.</p>	<p>Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.</p> <p>World maps, atlases, globes and digital/computer mapping. Ordnance survey maps.</p>
--------------	---	---	---	---	---	--