



South Wingfield Geography Progression of Skills

At South Wingfield we are a mixed year group school therefore our progression of skills has been split in EYFS, KS1, LKS2 and UKS2. These aims match the aims that are on our Geographical skills assessment document, both of which have been pulled from the National Curriculum. On our assessment document the skills below have been split down further into individual year groups so that teachers can see the differentiation that needs to take place in a mixed year group class and can teachers can assess each year group individually.

EYFS

3-4 year olds	<ul style="list-style-type: none">• Talk about what they see, using a wide vocabulary.• Show interest in different occupations.• Continue to develop positive attitudes about the differences between people.• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
ELG	<ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

	<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, non-fiction texts and –when appropriate – maps
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Locational Knowledge

KS1	<ul style="list-style-type: none"> • 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; • Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.
LKS2	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; • Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; • 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; • Use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate,

	tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
UKS2	<ul style="list-style-type: none"> • Use maps to locate the world's countries with a focus on Eastern Europe 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, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; • Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

Place Knowledge

KS1	<ul style="list-style-type: none"> • Compare the UK with a contrasting country in the world; • Compare a local city/town in the UK with a contrasting city/town in a different country; • Use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.
LKS2	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; • Explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;

	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; • Explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; • Use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.
UKS2	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; • Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; • Use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.

Human and Physical Geography

KS1	<ul style="list-style-type: none"> • 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; • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
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LKS2	<ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; • Human geography, including: types of settlement and land use; • Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food
UKS2	<ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts, mountains 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; • Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.

Geographical Skills and Fieldwork

KS1	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; • Use simple compass directions and locational and directional to describe the location of features and routes on a map; • Devise a simple map; and use and construct basic symbols in a key; • Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; • Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.
LKS2	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; • Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; • Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; • Use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.
UKS2	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features; • 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;

- Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;
- Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.