St Budeaux Foundation School – Geography Skills Progression.

This is a guide to skills progression across KS2. Skills covered will vary across the year groups dependent on theme, planning and needs of the class.

	Geographical Skills and Fieldwork (Fieldwork)	Geographical Skills and Fieldwork (Mapping)	Locational Knowledge	Place Knowledge	Human and Physical Geography
Year 3/4	**Gather information** • Ask geographical questions • Use a simple database to present findings from fieldwork • Record findings from fieldtrips • Use a database to present findings • Use appropriate terminology **Sketching** • Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction **Audio/Visual** • Select views to photograph • Add titles and labels giving date and location information • Consider how photo's provide useful evidence use a camera independently • Locate position of a photo on a map	**Using maps** • Follow a route on a large scale map • Locate places on a range of maps (including OS and digital) • Identify features on an aerial photograph, digital or computer map • Begin to use 8 figure compass and four figure grid references to identify features on a map **Map knowledge** • Locate the UK on a variety of different scale maps • Name & locate the counties and cities of the UK • Locate Europe on a large scale map or globe, • Name and locate countries in Europe (including Russia) and their capitals cities **Making maps** • Recognise and use OS map symbols, including completion of a key and understanding why it is important • Draw a sketch map from a high viewpoint	For example: • Locate the world's countries, using maps to focus on Europe and North and South America. • 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) • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.	For example: • 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.	For example: • Describe and understand key aspects of: Physical geography ◊ climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography ◊ types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water

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Year 5/6	**Gather information** • Select appropriate methods for data collection such as interviews • Use a database to interrogate/ amend information collected • Use graphs to display data collected • Evaluate the quality of evidence collected and suggest improvements **Sketching** • Evaluate their sketch against set criteria and improve it • Use sketches as evidence in an investigation. • select field sketching from a variety of techniques • Annotate sketches to describe and explain geographical processes and patterns Audio/Visual • Make a judgement about the best angle or viewpoint when taking an image or completing a sketch • Use photographic evidence in their investigations • Evaluate the usefulness of the images	**Using maps** • Follow a short route on a OS map • Describe the features shown on an OS map • Use atlases to find out data about other places • Use 8 figure compass and 6 figure grid reference accurately • Use lines of longitude and latitude on maps **Map knowledge** • Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages. **Making maps** • Draw a sketch map using symbols and a key • Use and recognise OS map symbols regularly • Draw plans of increasing complexity • Begin to use and recognise atlas symbols	For example: • 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)	For example: • Further 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 at a deeper level.	For example: • Describe and understand key aspects of: Physical geography ◊ climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography ◊ types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water