



Skills Map for Enquiry

Geography

'We explore, we celebrate diversity, we understand the world to live life in all its fullness'

| Early Years | Year 1 | Year 2 |
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| <ul style="list-style-type: none"> To make observations about their local environment. To be able to talk about the features of their immediate environment. | <ul style="list-style-type: none"> To explain where they live and describe some of the physical features. To identify what they like and don't like about their locality and give reasons why. To answer questions using different geographical resources. | <ul style="list-style-type: none"> To be able to label a diagram or photograph using some geographical vocabulary. To be able to describe a locality. To be able to identify key features of a locality by using a map. |

Greater Depth

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| <ul style="list-style-type: none"> To explain the impact that human activity has on the local environment. To describe some actions which people in their own community do that help maintain the area they live in. | <ul style="list-style-type: none"> To be able to ask relevant geographical questions using a range of sources provided. To be able to show empathy towards a geographical event or issue and explain the impact on people or place. | <ul style="list-style-type: none"> To use a range of geographical evidence to make predictions. To be able to make comparisons between people and places and explain their reasons. |
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| Year 3 | Year 4 | Year 5 | Year 6 |
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| <ul style="list-style-type: none"> To select geographical vocabulary independently to describe and compare localities. To identify that localities may have similar and different characteristics. To use and compare two maps explaining the purpose of each. | <ul style="list-style-type: none"> To explain how a locality has changed over time with reference to physical features and human features. To suggest different ways that a locality could be changed and improved. To identify different views around a geographical issue and state their own view. To research and collect information about people and places and present it. | <ul style="list-style-type: none"> To identify links between human and physical geography. To be able to make links between their own geographical location and other localities (local, national and global) with reference to human, physical and economic features. To explain their views in relation to environmental change and geographical issues and compare these with the views of others. To pose a geographical hypothesis using various sources to draw a conclusion. | <ul style="list-style-type: none"> To explain the links between human and physical geographical processes and how these may affect the future. To explain a range of geographical processes and the effects on people and places. To be able to make careful measurements and input them into the appropriate form. To present their research through self-selected representations. |
| Greater Depth | | | |
| <ul style="list-style-type: none"> To make geographical inferences through a variety of geographical sources. To make links using prior knowledge and ask and answer geographical questions. | <ul style="list-style-type: none"> To ask questions, analyse a range of evidence and explain their findings based on a geographical source. To identify geographical patterns and make connections. | <ul style="list-style-type: none"> To rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises. To evaluate geographical information. | <ul style="list-style-type: none"> To collect statistics about people and places from field work or research and analyse data looking for trends. To interpret other people's arguments for change, analysing information to support different viewpoints. |



| Knowledge Curriculum Key Stage 1 | Knowledge Curriculum Key Stage 2 | Geographical Sources of Evidence | | | | |
|--|---|--|---|---|---|---|
| <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:</p> <p>Locational knowledge</p> <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. <p>Place knowledge</p> <ul style="list-style-type: none"> 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>Human and physical geography</p> <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 <p style="text-align: center;">Vocabulary</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;">Physical</p> <p>Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> </td> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;">Human</p> <p>City, town, village, factory, farm, house, office, port, harbour and shop</p> </td> </tr> </table> | <p style="text-align: center;">Physical</p> <p>Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> | <p style="text-align: center;">Human</p> <p>City, town, village, factory, farm, house, office, port, harbour and shop</p> | <p>Pupils should extend their knowledge and understanding beyond their local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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 in 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>Place knowledge</p> <ul style="list-style-type: none"> 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 style="text-align: center;">Vocabulary</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;">Physical</p> <p>Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle</p> </td> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;">Human</p> <p>Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> </td> </tr> </table> | <p style="text-align: center;">Physical</p> <p>Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle</p> | <p style="text-align: center;">Human</p> <p>Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> | <ul style="list-style-type: none"> Photographs including aerial photographs Atlases and globes Maps e.g.: historical maps, thematic maps, ordnance maps, navigational maps Google Maps & Google Earth Audio recordings Video recordings Films Published books, newspapers and magazine clippings Letters Visitors and interviews Field work objects e.g. weather vane, barometer |
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