

Hoyland Common Primary School

Geography Skills



Subject content

Key stage 1

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:

Location knowledge

- 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

Place knowledge

- 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

Human and physical geography

- 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

Geographical skills and fieldwork

- 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 (e.g. near and far; left and right) to describe the location of features and routes on a map

- 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
- 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.

Key stage 2

Pupils should extend their knowledge and understanding beyond the 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 use of geographical tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Location 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
- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



Geography

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Transition

<u>Assessment criteria</u>	<u>Skills</u>
Children show knowledge, skills and understanding in studies at a local scale.	<p>I can mark on a map of the British Isles, where I live and any other locations I know about.</p> <p>I can look at places and draw features I like or dislike, sorting them into groups.</p> <p>I can mark on a map of the local area, the location of the school.</p> <p>I am beginning to name and locate the countries of the United Kingdom.</p> <p>I am beginning to learn a few things about the countries and capital cities of the United Kingdom</p> <p>I am beginning to learn that the world is made up of continents and oceans</p>
Children recognise and make observations about physical and human features of localities.	<p>I am beginning to learn about places in the United Kingdom using geographical words such as physical and human.</p> <p>I am beginning to learn some basic geographical vocabulary.</p>
Children express views on features of the environment of a locality.	<p>I ask what is this place like?</p> <p>I tell others the things I like and dislike about a place.</p> <p>I can use geography skills when looking at a contrasting locality in the UK.</p>
Children use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.	<p>I use books, stories and other information to find out about places.</p> <p>I can make drawings of an area I am finding out about.</p>
Children show knowledge and understanding of weather patterns	<p>I can notice that the weather changes.</p>



Geography

Year 1
Year 2
Year 3
Year 4
Year 5
Year 6

Lower KS1

<u>Assessment criteria</u>	<u>Skills</u>
Children show knowledge, skills and understanding in studies at a local scale.	<p>I ask what is this place like? What and who will I see in this place? Why are these people here, and what are they doing?</p> <p>I can mark on a map of the world, The British Isles, my country of birth and any other locations I have discussed in class.</p> <p>I can mark on a map of the local area, the location of the school and any other features I know about.</p> <p>My maps have a grid reference (A1, B1)</p> <p>I can name and locate the four countries of the United Kingdom</p> <p>I identify some characteristics of the countries and capital cities of the United Kingdom.</p> <p>I can name most of the world's continents and oceans.</p>
Children describe physical and human features of places, and recognise and make observations about those features that give places their character.	<p>I can make a map of the things I see in the places I visit or find out about.</p> <p>I can say what type of buildings there are in a place and use this to decide whether a place is a city, town or village.</p> <p>I can describe the human and physical geography of a small area of the United Kingdom.</p> <p>I use some basic geographical vocabulary to refer to key physical and human features.</p>
Children express views on the environment of a locality and recognise how people affect the environment.	<p>I say what places are like using words such as built up, noisy, busy, quiet, hills, streets, roads, woods.</p> <p>I tell others the things I like and dislike about a place and give clear reasons.</p> <p>I look at places and draw features I like or dislike, sorting them into groups.</p> <p>I can say how a place is changing (new houses being built, getting busier)</p>
Children show an awareness of places beyond their locality	I can use geography skills when looking at a locality abroad.
Children use information and own observations to help them ask and respond to questions about places and environments.	I can say how a place is like another place.
Children are beginning to use appropriate geographical vocabulary.	<p>I describe places using geography words such as natural and built.</p> <p>My maps are labelled with geography words I have learned.</p> <p>I can say where somewhere is using words such as the city or town name, and continent.</p>
Children carry out simple tasks and select information using resources given to them.	<p>I use books, stories and other information to find out about places and I keep it in an organised way.</p> <p>I use my writing skills to communicate what I know.</p>
Children show knowledge and understanding of weather patterns.	I can say that the weather changes according to the season.



Geography

Upper KS1

<u>Assessment criteria</u>	<u>Skills</u>
Children show knowledge, skills and understanding in studies at a local scale.	<p>I find out about places and the features in those places by either going to that place to observe or by looking at information sources.</p> <p>I make detailed sketches of the features of a location.</p> <p>I look at maps of areas I am studying and identify features.</p> <p>I draw maps and plans of localities I have studied that include keys, grid references, a compass rose and some standard Ordnance Survey symbols.</p> <p>I use the contents and index pages of an atlas to find places quickly.</p> <p>I can name the world's seven continents and five oceans.</p> <p>When I describe where a place is I use country, continent and names of towns, cities and rivers.</p> <p>I can name and locate the four countries of the United Kingdom, and its surrounding seas.</p> <p>I identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>
Children describe and compare the physical and human features of different localities and offer explanations for the locations of some of these features.	<p>I give reasons for why some features are where they are.</p> <p>I compare places that I have studied using the physical and human features for my comparisons.</p> <p>I can identify the parts of a river and understand how land use is different along the rivers course.</p> <p>I can explain the process of erosion and deposition.</p> <p>I know how erosion, deposition and flooding can affect people.</p> <p>I can describe 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> <p>I use basic geographical vocabulary to refer to key physical and human features</p>
Children offer reasons for some of their observations and for their views and judgements about places and environments.	<p>I devise questionnaires to find out local opinions on an issue.</p> <p>I describe different points of view on an environmental issue affecting a locality.</p> <p>I can identify how a settlement has changed over time and give reasons for this.</p>
Children are aware that different places may have both similar and different characteristics.	<p>I give some reasons for the similarities and differences between places, using geographical language.</p> <p>I can compare places where people live and give reasons for the differences.</p>
Children recognise how people seek to improve and sustain environments.	<p>I can summarise an environmental issue either in the local area or an area I am studying.</p> <p>I can suggest solutions to different points of view as to how a locality can be improved.</p> <p>I know how I can contribute to a reduction in climate change.</p>
Children use skills and sources of evidence to respond to a range of geographical questions, and are beginning to use appropriate vocabulary to communicate their findings.	<p>I use my writing skills to communicate what I know.</p> <p>I can describe a place using information I have found out using my geography words well.</p>
Children show knowledge and understanding of weather patterns.	<p>I identify seasonal and daily weather patterns in the United Kingdom.</p>



Geography

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Lower KS2

Assessment criteria	Skills
<p>Children show knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world.</p>	<p>I am confidently using geographical words. I make detailed field sketches of the features of a location, labelling them with appropriate geographical words. My field sketches show layouts, patterns or movement. I look at and make detailed maps of areas I am studying. I draw maps and plans of localities I have studied that include keys, grid references, a scale, compass rose and Ordnance Survey symbols. I use the contents and index pages of an atlas to find places quickly and use my knowledge of the 7 continents to help me locate places in the contents. I can locate the capital cities of the four countries of the United Kingdom, and its surrounding seas. I use aerial photographs to match features on a map. I use aerial photographs to help describe a location in more detail. When I describe where a place is I use continent, country, region and names of towns and cities. I identify the human and physical characteristics and land-use patterns of cities and regions of the United Kingdom. I can locate the world's environmental regions I choose the most appropriate writing skills to communicate what I know.</p>
<p>Children explain their views and the views that other people hold about an environmental change.</p>	<p>I describe different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons.</p>
<p>Children are beginning to recognise and describe geographical patterns and to appreciate the importance of wider geographical location in understanding places.</p>	<p>I can describe a place using information I have found out using my geographical words well. I compare and contrast places that I have studied using the physical and human features for my comparisons. I give some reasons for the similarities and differences between places.</p>
<p>Children understand how people can both impact and damage the environment.</p>	<p>I know how I can contribute to a reduction in climate change. I can summarise ways that people are trying to manage an environment.</p>
<p>Drawing on their knowledge and understanding, they suggest suitable geographical questions, and use a range of geographical skills to help them investigate places and environments.</p>	<p>I give reasons why some features are where there are. I can identify a few geographical similarities and differences in the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country I collect statistics about people and places and present them in most appropriate ways.</p>
<p>Children use primary and secondary sources of evidence to investigate and communicate their findings using appropriate vocabulary.</p>	<p>I find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at.</p>
<p>Children recognise and describe physical and human processes.</p>	<p>I can identify the parts of a river and the areas around. I can explain the process of erosion and deposition.</p>
<p>Children are beginning to understand how physical and human processes can change the features of places, and how these changes affect the lives and activities of people living there.</p>	<p>I know how erosion, deposition and flooding can affect people. I can describe a place in terms of how economically developed it is. I can identify how a settlement has changed over time and give some reasons for this, using both physical and human factors in my explanation.</p>



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Upper KS2

<u>Incerts assessment criteria</u>	<u>Skills</u>
<p>Children show knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world.</p>	<p>I can describe a place using information I have found out using my geographical words well. I compare and contrast places that I have studied. I look at and make detailed maps of areas I am studying, including any patterns that are apparent using appropriate colour coding to show these patterns. I draw maps and plans of localities I have studied that include keys, grid references, a scale, compass rose and Ordnance Survey symbols. I use the contents and index pages of an atlas to find places quickly and use my knowledge of the 7 continents to help me locate places in the contents. I can locate the United Kingdom's counties and cities, geographical regions and key topographical features I understand the human and physical characteristics and land-use patterns of cities and regions of the United Kingdom and the world I can locate the world's environmental regions and major cities. I can 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 I can 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 I can 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) I use aerial photographs to match features on a map. I use aerial photographs to help describe a location in more detail. When I describe where a place is I use continent, country, region and names of towns and cities. I choose the most appropriate writing skills to communicate what I know, thinking about my audience.</p>
<p>Children recognise some of the links and relationships that make places dependent on each other.</p>	<p>I give some reasons for similarities and differences between places, using geographical language and what I know about relationships between countries.</p>
<p>Children recognise how people manage environments sustainably.</p>	<p>I know how I can contribute to a reduction in climate change. I can summarise ways that people are trying to manage an environment.</p>
<p>Children are beginning to explain their own views and suggest relevant geographical questions and issues.</p>	<p>I understand the geographical similarities and differences of the 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. I give reasons why some features are where there are. I ask "What might this place be like in the future?" and describe the possibilities, giving reasons that I back up with my evidence.</p>
<p>Drawing on their knowledge and understanding, they select and use appropriate skills and ways of presenting information to help them investigate places and environments.</p>	<p>I find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at.</p>
<p>Children select information and sources of evidence, suggest plausible conclusions to their investigations and present their findings both graphically and in writing.</p>	<p>I collect statistics about people and places and present them in most appropriate ways. I choose the most appropriate writing skills to communicate what I know.</p>
<p>Children describe and are beginning to explain geographical patterns and physical and human processes.</p>	<p>I can identify the parts of a river and the areas around. I can explain the process of erosion and deposition.</p>



Geography

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	<p>I can 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>I can describe 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>Children describe how geographical patterns and physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there.</p>	<p>I can compare places where people live and give reasons for the differences.</p> <p>I give some reasons for the similarities and differences between places using geographical language and what I know about human and physical processes.</p> <p>I know how erosion, deposition and flooding can affect people.</p> <p>I can describe a place in terms of how economically developed it is.</p> <p>I can identify how a settlement has changed over time and give some reasons for this, using both physical and human factors in my explanation.</p>
<p>Children suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them.</p>	<p>I can summarise ways that people are trying to manage an environment.</p> <p>I can identify human activities within an environment.</p> <p>I can describe how human activity can change an environment.</p> <p>I understand that people have differing views about environmental changes.</p>
<p>Children use geographical and fieldwork skills</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the 8 points of a compass, 4- and 6-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>I can 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>