



# Batheaston Church School

*"That they may have life, life in all its fullness"*

## Knowledge and Skills Progression for Geography KS2

• <u>Strand</u>	• <u>Year 3</u>	• <u>Year 4</u>	• <u>Year 5</u>	• <u>Year 6</u>
Geographical Enquiry	<ul style="list-style-type: none"> <li>To be able to use an 8-point compass.</li> <li>To understand basic symbols on a map (church, railway, telephone, school, parking)</li> <li>Observe, measure and record human features in your local area.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use an eight-point compass to give direction.</li> <li>To be able to identify a four figure grid reference.</li> <li>Explore more symbols on a map.</li> <li>Create a key for a simple map.</li> <li>Observe, measure and record human and physical features in your local area, using a range of methods including sketch maps and graphs.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to identify a six figure grid reference.</li> <li>To understand symbols on a map.</li> <li>Create a key for a map for a local area.</li> <li>Compare maps from Up and America.</li> <li>Explore maps over time.</li> <li>Observe, measure and record human and physical features in your local area, using a range of methods including digital technology</li> </ul>	<ul style="list-style-type: none"> <li>To be able to identify a six figure grid reference.</li> <li>To understand symbols on an ordnance survey map.</li> <li>Create a key for a map.</li> <li>Compare maps from UK and other countries.</li> <li>Compare maps over time.</li> <li>Observe, measure and record human and physical features in your local area, using a range of methods.</li> </ul>
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> <li>Use maps and globes to locate a country and compare to a European country.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate a country and compare to another country with different characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and technology to locate a country and compare to another, and describe characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and technology to locate a country and compare to another, and describe characteristics.</li> </ul>



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Location & Place knowledge	<ul style="list-style-type: none"> <li>• Locate the world's countries in Europe (including major cities) and the Seas, and identify them on a map, globe and use an atlas.</li> <li>• Name and locate countries and cities of the UK and recognise human and physical characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the world's countries in Europe and the Seas and Oceans, focus on the physical and human characteristics.</li> <li>• Name and locate countries and cities of the UK and identify key topographical features (including hills, mountains, coasts and rivers).</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to locate North and South America (including major cities) and the seas and oceans.</li> <li>• Name and locate countries and cities of the UK and understand how land-use patterns have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand and identify human and physical characteristics of both Europe and North and South America (including the major cities).</li> <li>• Name and locate countries and cities of the UK and understand how land-use patterns and both human and physical characteristics have changed over time.</li> </ul>
Human and Physical	<ul style="list-style-type: none"> <li>• Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a range of simple physical processes, e.g. rivers, mountains, volcanoes and earthquakes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify an increasing range of physical processes, e.g. climate zones and biomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a range of physical processes, e.g. vegetation belts and the water cycle.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Talk about and describe the function of features and landmarks within a locality.</li> <li>• Describe and compare patterns and changes within the local environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a range of simple human processes, e.g. types of settlement and land use.</li> <li>• Identify and describe the way in which physical and human processes can change the features of a locality.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify an increasing range of human processes, e.g. economic activity trade links.</li> <li>• Give simple explanations for the location of human and physical features within a locality.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a range of human processes, e.g. distribution of natural resources including energy, food, minerals and water.</li> <li>• Identify and describe in detail the impact of change on the lives of people in a given locality.</li> <li>• Compare and contrast an increasing range of geographical patterns.</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>• Give reasons for thoughts and views about a locality.</li> <li>• Talk about and describe how people try to improve and sustain their environment.</li> <li>• Give reasons for an environmental issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Justify reason, thoughts and views with factual information.</li> <li>• Provide factual evidence to support ways in which people can improve and sustain the environment.</li> <li>• Use a range of sources of evidence to support environmental issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about and give reasons for own and others views about changes to the environment.</li> <li>• Talk about and describe how people's actions can damage and improve the environment.</li> <li>• Talk about and describe reasons for global environmental issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and describe the different views that people may hold when changes are made to the environment.</li> <li>• Talk about and describe the ways in which groups try to manage an environment's sustainability.</li> <li>• Describe how decisions made about places and environments can impact on the lives of the people who live there.</li> </ul>