



Mill Hill Community Primary School
Geography Key Skills

Geography

National Curriculum

KS1

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:

Locational 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 [for example, 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.



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KS2

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 knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational 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, 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.



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Geography Key Skill						
Aspect	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge and Understanding						
Human and Physical	1.1 Use the correct terms for simple geographical features in the local environment.	2.1 Describe and compare human and physical features seen in their local environment and other places in the world.	3.1 Describe and compare different features of human and physical geography of a place, offering explanations for the locations of some of these features.	4.1 Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.	5.1 Describe how human activity has impacted upon and/or changed the physical and human characteristics of a place in the world.	6.1 Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.
United Kingdom	1.2 Name and locate the four countries of the United Kingdom on a map or globe.	2.2 Name and locate the capital cities of the United Kingdom and its surrounding seas.	3.2 Name and locate vegetation belts across the United Kingdom explaining how some of these have changed over time.	4.2 Name and locate rivers of the United Kingdom and describe the impact of human and physical geography of the places they are found.	5.2 Name and locate countries and cities of the United Kingdom, identifying and describing their human and physical characteristics.	6.2 Describe in detail the human characteristics of some of the largest cities of the United Kingdom, taking into account population, economic activity and transport systems.
The world	1.3 Find and name some continents on a world map.	2.3 Name and locate the world's continents and oceans on a world map or globe.	3.3 Make comparisons of the same geographical feature in different countries.	4.3 Locate the countries of Europe (including Russia), North and South America.	5.3 Describe and explain similarities and differences (human and physical) of a region or area within North or South America.	6.3 Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America.



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Environmental	1.4 Describe how pollution (e.g. litter) affects the local environment.	2.4 Suggest ways of improving the local environment.	3.4 Identify how people both damage and improve the environment.	4.4 Explain how people try to sustain environments.	5.4 Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it.	6.4 Evaluate the effectiveness and impact of environmental schemes in place to sustain or improve the environment.
Processes	1.5 Describe in simple terms how wind or water has affected the geography of an area.	2.5 Describe how a physical or human process has changed an aspect of an environment (eg the local environment)	3.5 Explain how the physical processes of erosion, transportation and deposition affect the environment.	4.5 Describe and explain how physical processes have changed the characteristics of a landscape, country or continent.	5.5 Describe how physical and human processes give a continent its unique characteristics.	6.5 Describe how climate, ecology and people are affected by cold, describing the freezing and thawing process.
Patterns	1.6 Answer simple questions regarding straight forward geographical patterns (e.g. what are the busiest times at the park?).	2.6 Explain simple patterns and offer an explanation (eg count traffic and suggest reasons for why the flow changes at different times.)	3.6 Provide a reasonable explanation for features in relation to location (e.g. the shops outside town are bigger because there is more space)	4.6 Describe patterns in geography and offer clear explanations for why they appear (e.g. a number of hotels and restaurants are found at the seaside)	5.6 Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features, relative to others.	6.6 Identify geographical patterns on a range of scales.



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Weather and Climate	1.7 Name the four seasons and describe typical weather conditions for each of them.	2.7 Locate hot and cold areas of the world in relation to the equator and the North and South Poles and explain how the weather affects these areas.	3.7 Sequence and explain the features of a physical weather process, such as the water cycle.	4.7 Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism.	5.7 Describe how weather and climate effects land use and food production.	6.7 Explain how extreme climates affect the lives of people living there and the human and physical geography.
Places	1.8 Identify similarities and differences between the local environment and one other place.	2.8 Describe and compare the physical similarities/difference between an area in the United Kingdom and one of a contrasting non-European country.	3.8 Compare and contrast areas of vegetation and biomes in two different locations.	4.8 Compare and contrast how areas of the world have capitalised on their physical and human features.	5.8 Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places.	6.8 Describe how physical and human processes can lead to similarities/differences in the environments of places and in the lives of people who live there.
Changes over time	1.9 Explain what changes are taking place in the local environment.	2.9 Explain how a place has changed over time.	3.9 Identify changes in the local and global environment.	4.9 Describe how changes in the features of a place can affect the lives and activities of the people living there.	5.9 Explain how things change by referring to the physical and human features of the landscape.	6.9 Explain how physical and human processes lead to diversity and change in places.
Express views	1.10 Ask and respond to questions about places and environments	2.10 Use given information and observations to ask and respond to questions about the environment, recognising how people affect this.	3.10 Provide reasons for their observations, views and judgements regarding places and environments.	4.10 Offer reasons for their own views and recognise that other people may hold different views.	5.10 Discuss and comment on a range of views people hold about environmental interaction and change.	6.10 Recognise that different values and attitudes, including their own, result in different approaches to environmental interaction and change.



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Practical

Practical						
Mapping	1.11 Draw a simple picture map (e.g. of an imaginary place from a story), labelling particular features.	2.11 Draw simple maps or plans using symbols for a key.	3.11 Draw sketch maps and plans using agreed symbols for a key.	4.11 Draw sketch maps and plans using standardised symbols and a key.	5.11 Produce own scaled maps.	6.11 Produce accurate scaled maps.
Using maps	1.12 Locate countries on a UK map.	2.12 Locate continents and oceans on a world map.	3.12 Locate geographical features on a map or atlas using symbols shown in a key.	4.12 Locate and name geographical features on an Ordnance Survey map.	5.12 Compare land use and geographical features on different types of maps.	6.12 Compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps, including digital/computer mapping.
Field work	1.13 Name, describe and group features of the home/school environment from first hand observation, responding to simple questions.	2.13 Name, describe and compare human and physical features of their own locality and another named place, asking and responding to questions.	3.13 Observe, measure and record the human and physical features in the local area responding to a range of geographical questions.	4.13 Propose geographical questions, collecting and recording specific evidence to answer them.	5.13 Choose the best method of recording observations and measurements, including sketch maps, plans, graphs and digital technologies.	6.13 Describe and explain geographical processes observed including taking accurate measurements and representing these in text, graphs and spreadsheets.



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Vocabulary	1.14 Use basic geographical vocabulary to name physical and human features of familiar places.	2.14 Use geographical vocabulary to name features of familiar and unfamiliar places.	3.14 Use technical and geological vocabulary to describe geographical processes.	4.14 Explain views on a geographical issue using appropriate vocabulary.	5.14 Ask and answer geographical questions using correct geographical vocabulary.	6.14 Present findings both graphically and in writing using appropriate vocabulary.
Research	1.15 Use maps, pictures and stories to find out about different places.	2.15 Use information text and the web to gather information about the world's human and physical geography.	3.15 Locate appropriate information needed for a task, from a source material.	4.15 Suggest which source material to use for a specific task, locating the information needed.	5.15 Use search engines, index, contents and other research techniques to locate and interpret information.	6.15 Use search engines, index, contents and other research techniques to locate and interpret information. Identify gaps in information collated and suggest ways of finding it.
Direction	1.16 Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map in fieldwork.	2.16 Use compass directions (North, south, east and west) to describe the location of geographical features and routes on a map.	3.16 Use the eight points of a compass to describe the location of a country or geographical feature.	4.16 Plot a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed.	5.16 Use 4 and 6 figure grid references to locate feature on an Ordnance Survey or world map.	6.16 Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.



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Positioning	1.17 Locate hot and cold areas of the world.	2.17 Locate the Equator and the North and South Poles.	3.17 Locate and explain the significance of the Northern and Southern hemisphere and the Arctic and Antarctic circles.	4.17 Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries of the world.	5.17 Locate and explain the significance of latitude and longitude and the Prime Greenwich Meridian.	6.17 Explain how time zones (Including day and night) of different countries around the world affect the human and physical geography of a place.
Data	1.18 Collect data during fieldwork such as the number of trees/houses.	2.18 Collect and organise simple data from first and second hand sources including field work.	3.18 Analyse data which they have collected from first hand observations and experiences, identifying any patterns.	4.18 Collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them.	5.18 Suggest sources for finding data related to a task and analyse data collected to draw conclusions about a place or geographical issue.	6.18 Analyse and present more complex data, from different sources, suggesting reasons why it may vary.
Perspectives	1.19 Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different above.	2.19 Identify and describe geographical human and physical features using an aerial photograph.	3.19 Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences.	4.19 Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestion.	5.19 Explain what physical and human processes may have occurred in a place by studying an aerial image of it.	6.19 Use the web and satellite mapping tools to find out and present geographical information about a place.