COULSDON C OF E PRIMARY SCHOOL
Bradmore Green, Old Coulsdon, Surrey, CR5 1ED

🌍 Geography Whole School Geography Skills Overview (Years 1–6)

Key Stage	Knowledge Focus	Skills Development	Fieldwork & Enquiry Progression
KS1 (Years 1–2)	• Awareness of the local area, continents, oceans, UK countries, and weather patterns.	• Use basic vocabulary to describe human and physical features; begin using maps and directional language.	• Simple observations and data collection; ask and answer geographical questions about familiar places.
Lower KS2 (Years 3–4)	• Expanding locational knowledge to include Europe, the wider world, physical features (mountains, rivers, volcanoes), and environmental sustainability.	• Use compasses, grid references, latitude/longitude, and digital mapping; describe and explain geographical patterns and processes.	• Conduct structured fieldwork, collect and analyse primary data, and present findings using maps, graphs and keys.
Upper KS2 (Years 5–6)	• Deep understanding of global geography — climate zones, trade, natural resources, biomes, population and environmental change.	• Interpret and compare complex geographical data; explain physical and human interactions; evaluate sustainability and resource management.	• Design and carry out independent investigations, analyse data from multiple sources, and present geographical conclusions with evidence.

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🌍 Geography Skills Progression Overview
KS1 (Years 1–2)

Strand	Year 1 Skills	Year 2 Skills (Progression)
Locational Knowledge	• Name and locate the four countries of the UK and their capital cities. • Name and locate the world's seven continents and five oceans. • Identify hot and cold areas of the world in relation to the equator.	• Identify characteristics of the four countries and major cities of the UK. • Locate the equator and the North and South Poles. • Describe simple weather patterns of hot, cold and temperate places. • Compare the human and physical geography of a UK location and a contrasting non-European country.
Place Knowledge	• Identify and describe human and physical features of the local area. • Identify similarities and differences between two places (e.g. London and Kuala Lumpur). • Recognise that different places have distinctive features.	• Describe and compare the human and physical similarities and differences between a UK location and a contrasting country (e.g. Somalia). • Identify how environments can be improved locally and globally. • Recognise how and why people use

		human features (e.g. harbours, roads, schools).
Human and Physical Geography	• Use basic geographical vocabulary to identify and describe physical features (e.g. beach, hill, forest, river). • Use geographical vocabulary to describe human features (e.g. town, port, shop, road). • Identify daily and seasonal weather patterns in the UK. • Recognise hot and cold places and their climates.	• Describe simple weather patterns in hot, temperate and cold areas. • Describe how human behaviour can affect the environment positively (e.g. recycling, conservation). • Identify human and physical features of coastal towns and explain how people use them. • Describe the size, location and position of physical coastal features.
Geographical Skills and Fieldwork	• Use simple maps, atlases and globes to locate continents, oceans, and countries. • Draw and read simple picture maps using basic symbols and a key. • Use simple directional and positional language (left, right, near, far, north, south, east, west). • Ask and answer simple geographical questions.	• Draw and interpret maps that use symbols and a key. • Use simple compass directions to describe the location of features. • Collect and record simple data through fieldwork (e.g. traffic survey). • Organise data into charts or tables to answer geographical questions. • Use fieldwork and observational skills to explore human features in the local area.
Environmental Understanding	• Recognise differences between natural and human environments. • Begin to identify ways the environment can be cared for.	• Explain how human behaviour can help protect the environment locally and globally. • Describe ways to improve the local environment through enquiry and action.

📘 Summary of KS1 Progression

- **Year 1 builds core *knowledge and vocabulary* — naming places, features, and using basic maps.**

- **Year 2 develops *application and understanding* — comparing places, interpreting data, and beginning enquiry and environmental awareness.**

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🌍 Geography Skills Progression Overview
KS2 (Years 3–6)

Strand	Lower KS2 (Years 3–4)	Upper KS2 (Years 5–6)
Locational Knowledge	• Locate countries and describe features using maps, atlases, globes and digital mapping tools. • Identify capital cities and significant geographical features within continents. • Locate European countries and major cities (including Russia). • Use lines of latitude and longitude to locate places globally. • Identify the position of the Tropics, Arctic and Antarctic Circles, and key physical features such as rivers and mountains.	• Describe relative location and distance between UK and world features. • Locate and explain the position of significant industrial, farming and exporting regions around the world. • Identify the position and significance of latitude, longitude, equator, Northern/Southern Hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, and the Prime Meridian. • Use time zones (including day and night).
Place Knowledge	• Describe and compare features of UK counties and major cities.	• Compare and contrast different regions of the world (e.g. polar

	• Recognise how land use varies across the UK. • Identify types of settlements and their characteristics. • Explain how weather and physical geography affect human activity.	regions, Greece, farming regions). • Describe patterns of settlement, population and land use in the UK and globally. • Explain how natural and human processes create diversity within and between places.
Human and Physical Geography	• Name and describe the Earth's layers and plate tectonics. • Identify and describe physical processes such as erosion, deposition and transportation. • Identify and describe climate zones and physical features (mountains, rivers, coasts). • Explain the water cycle and flooding causes. • Explain how human activities (energy use, carbon footprint) affect the environment.	• Explain the distribution of natural resources, including energy, food, minerals and water. • Explain how trade is linked to geography and geology. • Describe the impact of climate change and extreme weather on people and environments. • Identify and describe world biomes, vegetation belts and climatic zones. • Evaluate how human activity affects physical environments (tourism, farming, industry).
Geographical Skills and Fieldwork	• Use four- and six-figure grid references, symbols and keys. • Use the eight points of a compass accurately. • Conduct fieldwork (e.g. land use, weather, transport). • Gather and analyse primary data to identify patterns. • Use contour lines and topographical maps to describe elevation and landscape.	• Use compasses, grid references, scale and aerial photographs to interpret and analyse maps (including Ordnance Survey maps). • Measure and analyse distances using map scales. • Collect, analyse and present increasingly complex data from multiple sources. • Conduct independent fieldwork to test geographical hypotheses.

Environmental Understanding	• Describe how natural resources can be harnessed sustainably. • Explain the role of renewable energy. • Investigate how human actions affect the environment. • Develop and test simple geographical hypotheses using fieldwork evidence.	• Evaluate human-environment relationships and their impact on sustainability. • Assess natural resource management strategies. • Explain how humans adapt to extreme environments (e.g. Arctic communities). • Present findings and conclusions from geographical enquiries with reasoned arguments.