

Key Skills Acquisition Lists

Adopt, Adapt, Create...



Geography Key Skills Acquisition Lists

Example Key Skills Acquisition Geography KS1

NC Geography – pupils should be taught to:	Y1	Y2
understand basic subject-specific vocabulary relating to human and physical geography	See knowledge and understanding below...	See knowledge and understanding below...
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	<ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries • explore maps of the local area 	<ul style="list-style-type: none"> • use world maps, atlases at a range of scales and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans • use contents/index to locate country • explore maps of the local area
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	<ul style="list-style-type: none"> • use simple compass directions (N, S, E, W) and locational and directional language • use control/programming of floor turtles etc. 	<ul style="list-style-type: none"> • use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map • use control/programming of floor turtles etc. to accurately plan routes
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	<ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • use simple field work and observational skills including simple sketches and using a camera to study the geography of the school and its grounds and the key human and physical features of its surrounding environment 	<ul style="list-style-type: none"> • use simple field work and observational skills including simple field sketches, maps and diagrams, use a camera to study the geography of the school and its grounds and the key human and physical features of its surrounding environment

<p>NC Geography – pupils should be taught to:</p>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality.</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>See School Curriculum Map for knowledge and understanding content by year group</p> <p>Ask geographical locational questions such as:</p> <p>General comparison - If that happens/is like that there can it happen/be like that here? Why/Why not?</p> <p>And progressively deeper:</p> <ul style="list-style-type: none"> What is it like to live in this place? Where is this place? What is it like? How has it changed
<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 	<ul style="list-style-type: none"> express own views about a place, people, environment express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences recognise how places have become the way they are e.g. shops (patterns and processes) recognise how places have become the way they are e.g. shops (patterns and processes)

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

Example Key Skills Acquisition Geography KS2

NC Geography – pupils should be taught to:	Y3	Y4	Y5	Y6
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<ul style="list-style-type: none"> use selected maps, atlases, globes and digital/ computer mapping to locate countries use key accurately use contents/index to locate page quickly and accurately (ICT) 	<ul style="list-style-type: none"> use selected maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. use contents/index to locate position of location including page/coordinates 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc. 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.
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	<ul style="list-style-type: none"> use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK 	<ul style="list-style-type: none"> use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world 	<ul style="list-style-type: none"> 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 UK and the wider world 	<ul style="list-style-type: none"> 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 UK 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.	<ul style="list-style-type: none"> use fieldwork to observe, measure and record including more detailed sketches and diagrams 	<ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of 	<ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of 	<ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range

	<ul style="list-style-type: none"> draw maps more accurately construct questionnaire 	<p>methods, including sketch maps and graphs</p> <ul style="list-style-type: none"> draw accurate maps and develop more complex keys show questionnaire results in simple chart 	<p>methods, including sketch maps, plans and graphs, and digital technologies</p> <ul style="list-style-type: none"> draw in scale show accuracy of scale <i>conduct a land use survey</i> 	<p>of methods, including sketch maps, plans and graphs, and digital technologies-</p> <ul style="list-style-type: none"> show understanding of pattern/ movement/ change <i>record measurement of river width/ depth/ velocity</i> 				
<p>Pupils should be taught to:</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America</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 countries 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, 	<p>See School Curriculum Map for knowledge and understanding content by year group</p> <p>Ask geographical locational questions such as:</p> <p>General comparison - If that happens/is like that there can it happen/be like that here? Why/Why not?</p> <table border="0" data-bbox="705 877 1848 1125"> <tr> <td>analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population</td> <td>analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps</td> <td>analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life</td> <td>analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons behind it</td> </tr> </table> <p>And progressively deeper:</p> <ul style="list-style-type: none"> What is it like to live in this place? Where is this place? What is it like? How has it changed Where is this location? What do you think about it? What is this landscape like? What will it be like in the future? What is this landscape like? How has it changed? What made it change? How is it changing? 				analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population	analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps	analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life	analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons behind it
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<p>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>	<ul style="list-style-type: none"> • What is this landscape like? How is it changing? What patterns can you see/ how has the pattern changed? 			
<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>identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate</p>	<p>identify and explain different views of people including themselves</p>	<p>identify and explain different views of people including themselves design and use questionnaires to obtain views of community on subject</p>	<p>identify and explain different views of people including themselves give increased detail of views, justification – detailed reasons influencing views</p>
<p>Human and physical geography</p> <ul style="list-style-type: none"> • 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 	<p>hold geographical issues through drama role play e.g. recycling</p>			