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**Key Concepts – Geography**

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|  | **Key concepts** |
| **KS1** | * Ask simple geographical questions; Where is it? What's it like? * Use books, stories, maps, pictures/photos and internet as sources of information. * Investigate their surroundings in the wider UK and start to contrast * Make simple comparisons between features of different places using physical and human features. * Make appropriate observations about why things happen. * Develop fieldwork skills such as using a tick box pro-forma questionnaire; drawing an outline of simple features they observe; add colour, texture and detail to prepared field sketches; joining labels to correct features; using a camera to record what they have seen; label the photo with support; measure using every day non-standard units * Develop map skills including following directions (N,S,E,W); draw a map of a real or imaginary place; use class agreed symbols to make a simple key; follow a route on a map; use an infant atlas to locate places; begin to spatially match places (eg recognise UK on a small scale map and larger scale map). |
| **Lower**  **KS2** | * Ask and respond to questions and offer their own ideas. * Extend to satellite images, aerial photographs * Investigate places and themes at more than one scale * Collect and record evidence with some aid * Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps * Develop fieldwork skills such as suggesting questions to ask as part of an investigation; pick out the key lines and features of a view in the field using a viewfinder to help; annotate sketches with descriptive and explanatory labels; use a camera independently; locate a photo on a map; annotate the photo; use easy to read instruments; count and record using a tally ; organise results in a spreadsheet. * Develop map skills such as using 4 compass points well and begin to use 8 compass points; use letter/number co-ordinates to locate features on a map; make a map of a short route experienced, with features in correct order; make a simple scale drawing; begin to recognise symbols on an OS map; locate places on a large scale map (eg find UK or India on a globe); follow a route on a large-scale map; begin to match boundaries (eg find same boundary of a county on different scale maps). |
| **Upper KS2** | * Suggest questions for investigating * Use primary and secondary sources of evidence in their investigations. * Investigate places with more emphasis on the larger scale; contrasting and distant places * Collect and record evidence unaided * 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 * Progress learning with appropriate development in skills around field work and map work * Develop fieldwork skills such as preparing and carrying out interviews, sometimes in a formal situation; select field sketching from a range of techniques for an investigation; annotate sketches to describe and explain geographical processes and patterns; select photograph from a range of techniques as the most appropriate for the evidence they need; select and use a range of measuring instruments in investigations; design their own census, pilot and evaluate it. * Develop map skills such as using 8 compass points confidently and accurately; use 4 figure co-ordinates to locate features on a map; begin to use 6 figure grid references; use latitude and longitude on atlas maps; use and recognise OS map symbols; use atlas symbols; follow a short route on an OS map; describe features on an OS map; locate places on a world map; use atlases to find out about other features of places; use a scale to measure distances; draw/use maps and plans at a range of scales. |