

## Geography Key Skills KS2

Area	Key Skill
<b>Location Knowledge</b>	<ul style="list-style-type: none"> <li>• Identify where places are (<i>e.g. countries, towns, villages and more specific locations</i>) through use of maps, atlases and globes.</li> <li>• Know the specific location and environments of places they study.</li> </ul>
	<ul style="list-style-type: none"> <li>• Know the locations and environments of significant places both globally and locally- <i>e.g. Continents, Oceans, longest rivers, deserts etc.</i></li> <li>• Confidently locate places on a world map.</li> <li>• Develop knowledge of the locations and environments of significant places- <i>e.g. Continents, Oceans, longest rivers, deserts etc.</i></li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>• Use secondary sources to further understand and compare contrasting localities.</li> <li>• Describe where these places are- <i>e.g. region, country, proximity to rivers or hills etc.</i></li> <li>• Recognise how places are linked to other places in the world.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify, describe and explain several reasons for how and why places are similar to and different from the other places in the same country and elsewhere in the world.</li> <li>• Know the location and scale of a range of places around the world in relation to each other.</li> <li>• Recognise how places fit within a wider geographical context and are interdependent.</li> <li>• Use atlases to find out about other features of places, <i>e.g. mountain regions and weather patterns.</i></li> </ul>

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	<ul style="list-style-type: none"><li>• Identify and explain different views of people, including themselves.</li><li>• Identify and describe what places are like, and how things change, through understanding of, and reference to, human and physical features- e.g. <i>in terms of weather and jobs</i>.</li><li>• Recognise and explain patterns made by individual physical and human features in the environment- e.g. <i>where front forms in the playground, distribution of hotels along the seafront</i>.</li><li>• Respond to questions about patterns in the landscape around them and make appropriate observations about the location of features relative to others.</li></ul>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"><li>• Identify the different views that people, including themselves, hold about topical geographical issues- e.g. <i>building projects, deforestation</i>.</li><li>• Explain why places are like they are- e.g. <i>in terms of weather conditions, local resources and historical development</i>.</li><li>• Recognise how people can improve the environment or damage it, and how decisions about place and environment affect the future quality of people's life.</li><li>• Identify how and why places change, e.g. <i>through the closure of shops, buildings of new houses, conservation projects</i>) and how they change in the future (e.g. <i>through an increase in traffic, or influx of tourists</i>).</li><li>• Recognise how and why people may seek to manage environments sustainability, and to identify opportunities for their own development.</li><li>• Have an awareness of current global issues and the affect on the populations- e.g. <i>factory closures in Uk, hurricane in Haiti, earthquake in Nepal etc</i></li><li>• Recognise some physical and human processes (e.g. <i>river erosion, a factory closure</i>) and how they cause changes in places and environments.</li></ul>

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<b>Skills and Fieldwork</b>	<ul style="list-style-type: none"><li>• Use appropriate geographical vocabulary.</li><li>• Communicate in ways appropriate to the task and issue, e.g. <i>writing to a newspaper about a local issue, using email to communicate and share information, using appropriate geographical terms.</i></li><li>• Understand how asking geographical questions can support their enquiries.</li><li>• Analyse evidence and draw conclusions, e.g. <i>make comparisons between locations using temp/populations.</i></li><li>• Use a key accurately.</li><li>• Use large scale OS maps. Recognise some common OS symbols.</li><li>• Begin to approximate distances using a scale.</li><li>• Draw maps and plans at a range of scales during geographical enquiries</li><li>• Use more complex letter and number coordinates to locate features on a map confidently, and to use aerial photos and satellite images.</li><li>• Describe route and direction, linking N/S/E/W with degrees on the compass. Begin to use 8 compass points.</li><li>• Begin to use charts, graphs and tables to record information.</li><li>• Analyse evidence and begin to draw conclusions.</li><li>• Use appropriate fieldwork skills and instruments to measure and record- e.g. <i>weather instruments.</i></li><li>• Draw annotated sketches.</li></ul>
	<ul style="list-style-type: none"><li>• Suggest relevant questions and make decisions based on knowledge, understanding and facts.</li><li>• Use precise geographical words, e.g. <i>erosion, deposition, urban and rural</i>, and describe processes.</li></ul>

## Geography Key Skills KS2

- Calculate and use scales on maps.
- Use and recognise OS and atlas symbols. Follow a route on an OS map in the field.
- Use atlases to find places using the index.
- Draw their own detailed sketch maps to scale.
- Draw and annotate sketches to describe and explain geographical processes and patterns.
- Use 4-figure grid references and OS maps at different scales. Begin to use 6-figure grid references.
- Describe route and direction, linking N/S/E/W with degrees on the compass, linking the eight compass points.
- Use decision making skills- *e.g. deciding what measures are needed to improve safety in the local street.*
- Carry out a field work survey and draw graphs.
- Design and use questionnaires to obtain views of the community on a subject where appropriate.
- Use ICT to create data files to analyse fieldwork data.
- Analyse evidence and draw their own conclusions, selecting and using graphs, charts and tables as appropriate to the data.
- Record fieldwork in an appropriate manner
- Select and use a range of measuring instruments in investigations.
- Use latitude and longitude on atlas maps.