

## Geography Progression

Statutory content	<b>Locational knowledge</b> <ul style="list-style-type: none"> <li>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</li> <li>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)</li> </ul> <b>Place knowledge</b> <ul style="list-style-type: none"> <li>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</li> </ul> <b>Human and physical geography</b> <ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul> </li> </ul> <b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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.</li> </ul>			
	<b>UK settlements, world's countries, volcanoes and earthquakes</b>	<b>UK region / city, rivers</b>	<b>European country, world's countries</b>	<b>South America, climate zones, mountains, water cycle</b>
	Year 3	Year 4	Year 5	Year 6
	<b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>•Do they use correct geographical words to describe a place and the events that happen there?</li> <li>•Can they identify key features of a locality by using a map?</li> <li>•Can they begin to use 4 figure grid references?</li> <li>•Can they accurately plot NSEW on a map?</li> <li>•Can they use some basic OS map symbols?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they carry out a survey to discover features of cities and villages?</li> <li>•Can they find the same place on a globe and in an atlas?</li> <li>•Can they label the same features on an aerial photograph as on a map?</li> <li>•Can they use maps and atlases appropriately by using contents and indexes?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they collect information about a place and use it in a report?</li> <li>•Can they map land use?</li> <li>•Can they plan a journey to a place in another part of the world, taking account of distance and time?</li> <li>•Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they confidently explain scale and use maps with a range of scales?</li> <li>•Can they use OS maps to answer questions?</li> <li>•Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</li> <li>•Can they accurately use a 4 figure grid reference?</li> </ul>
	<b>Physical Geography</b> <ul style="list-style-type: none"> <li>•Can they confidently describe physical features in a locality?</li> <li>•Can they describe the main features of a village?</li> <li>•Can they describe how volcanoes are created?</li> <li>•Can they describe how earthquakes are created?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they describe the main features of a well-known city?</li> <li>•Can they explain why many cities of the world are situated by rivers?</li> <li>•Can they describe the main physical differences between cities and villages?</li> <li>•Can they use appropriate symbols to represent different physical features on a map?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they locate the Mediterranean and explain why it is a popular holiday destination?</li> <li>•Can they explain how a location fits into its wider geographical location; with reference to physical features?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they give extended descriptions of the physical features of different places around the world?</li> <li>•Can they describe how some places are similar and others are different in relation to their human features?</li> <li>•Can they create sketch maps when carrying out a field study?</li> <li>•Can they explain how the water cycle works?</li> </ul>

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	Year 3	Year 4	Year 5	Year 6
<b>Human Geography</b>	<ul style="list-style-type: none"> <li>•Can they confidently describe human features in a locality?</li> <li>•Can they explain why a locality has certain human features?</li> <li>•Can they describe how volcanoes and earthquakes have an impact on people's lives?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they explain why people are attracted to live in cities?</li> <li>•Can they explain why people are attracted to live by rivers?</li> <li>•Can they explain how a locality has changed over time with reference to human features?</li> <li>•Can they find different views about an environmental issue? What is their view?</li> <li>•Can they suggest different ways that a locality could be changed and improved?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</li> <li>•Can they explain what a place might be like in the future, taking account of issues impacting on human features?</li> <li>•Can they explain how the lives of people living in the Mediterranean would be different from their own?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they give an extended description of the human features of different places around the world?</li> <li>•Can they map land use with their own criteria?</li> <li>•Can they describe how some places are similar and others are different in relation to their physical features?</li> </ul>
<b>Locational / Place Knowledge</b>	<ul style="list-style-type: none"> <li>•Can they name a number of countries in the Northern Hemisphere?</li> <li>•Can they locate and name some of the world's most famous volcanoes?</li> </ul>	<ul style="list-style-type: none"> <li>•Do they know the difference between the British Isles, Great Britain and UK?</li> <li>•Can they name up to six cities in the UK and locate them on a map?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they name and locate some well-known European countries?</li> <li>•Do they know the countries that make up the European Union?</li> <li>•Can they name and locate the capital cities of neighbouring European countries?</li> <li>•Are they aware of different weather in different parts of the world, especially Europe?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they recognise key symbols used on ordnance survey maps?</li> <li>•Can they name and locate many of the world's major rivers on maps?</li> <li>•Can they name and locate many of the world's most famous mountain regions on maps?</li> <li>•Can they locate the USA and Canada on a world map and atlas?</li> <li>•Can they locate and name the main countries in South America on a world map and atlas?</li> <li>•Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?</li> <li>•Can they explain how the time zones work?</li> </ul>