Geography Curriculum and Skills Progression

Strand & Progression Statement	Year 3	Year 4	Year 5	Year 6
Geographical knowledge				
UK Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	• can describe where the UK is located, • locate where they live in the UK using locational terminology • (north, south, east, west) and the names of nearby counties	• can describe where the UK is located, and name and locate a range of cities and counties; locate where they live in the UK using locational terminology (north, south, east, west) • can locate and describe several contrasting physical environments	• can locate and describe several physical environments in the UK • can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time • can recognise broad land-use patterns of the UK	• can locate and describe a range of contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change • locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time • can identify broad land-use patterns of the UK

World and continents Locate the world's countries, focusing on Europe and North and South America 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	• can locate countries in Europe and North and South America on a map or atlas • The child can describe some European and North and South American cities using an atlas	• can locate some countries in Europe, North and South America on a map or atlas • Can relate continent, country, state, city	• can locate cities, countries and regions of Europe and North and South America on physical and political maps • can describe key physical and human characteristics and environmental **regions** of Europe and North and South America	• can locate places and **regions** of Europe and North and South America, and can identify the distinct characteristics of some **regions** • can describe, compare and contrast key physical and human characteristics, and environmental **regions** of Europe and North and South America
Geographical understanding				
Physical themes Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and	• can indicate tropical, temperate and polar **climate zones** on a globe or map • describe the characteristics of these zones using appropriate vocabulary	• can indicate tropical, temperate and polar **climate zones** on a globe or map and describe the characteristics of these zones using appropriate vocabulary • can understand the relationship between climate and vegetation	• can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, **latitude and longitude**, • relate this to their time zone, climate, seasons and vegetation • can describe and understand a range of key physical **processes** and the resulting landscape features • can understand how a mountain **region** was formed	• can locate places studied in relation to the Equator, **latitude and longitude** • relate this to their time zone, climate, seasons and vegetation • can describe several physical features and describe how they change • can describe and name the key landscape features of river and mountain environments in the UK • Can explain the water cycle in appropriate geographical language. • can describe some of the processes associated with rivers

earthquakes, and the water cycle				and mountains
Human themes Describe and understand key aspects of human geography, including: types of settlement and land use Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	• can identify and sequence a range of **settlement** sizes from a village to a city • can describe the characteristics of **settlements** • with different functions, e.g. coastal towns • can use appropriate vocabulary to describe the • main land uses within urban areas and identify the key • characteristics of rural areas	• can describe the distinctive • characteristics of **settlements** with different functions and • of different sizes, e.g. coastal towns • can describe the main land uses within urban areas and the activities that take place there • can describe the key characteristics of rural areas	• can know and understand what life is like in cities and in villages and in a range of **settlement** sizes • can understand that products we use are imported as well as locally produced-fishing village • can explain how the types of industry in the area have changed over time • can understand where our energy and natural resources come from	• can know and understand what life is like in cities and in villages and in a range of **settlement** sizes in different parts of the world • can understand that our shopping choices have an effect on the lives of others • can explain how, and offer reasons why, the types of industry in the area have changed over time can understand where our energy and natural resources come from, and the impacts of their use
Understanding places and connections				
Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics Describe and understand key aspects of human geography including: economic activity including trade links,	• can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties • can locate and describe some human and physical characteristics of the UK	• can describe where the UK is located, and name and locate a range of cities and counties; • locate where they live in the UK using locational terminology (north, south, east, west) • can locate and describe several contrasting physical environments	• can know and understand what life is like in cities and in villages and in a range of **settlement** sizes • can understand that products we use are imported as well as locally produced- fishing industry • can explain how the types of industry in the area have changed over time • can understand where our energy and natural resources come from	• can know and understand what life is like in cities and in villages and in a range of **settlement** sizes in different parts of the world • can understand that our shopping choices have an effect on the lives of others • can explain how, and offer reasons why, the types of industry in the area have changed over time • can understand where our energy and natural resources come from, and the impacts of their use

and the distribution of natural resources including energy, food, minerals and water				
Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom	• can describe and compare similarities and differences between some regions in Europe and North or South America • can understand how the human and physical characteristics of one **region** in Europe and North or South America are connected and make it special	• can offer explanations for the • similarities and differences between some **regions** in Europe and North or South America. • can describe and compare the physical and human characteristics of some regions in North or South America • can understand how the human and physical characteristics are connected for more than one region in Europe and North or South America	• can understand how a **region** has changed and how it is different from another region of the UK	• can understand how and why their **region** and other regions have changed, and how the **regions** of the UK are distinctive
Establish an understanding of the interaction between physical and human processes Deepen an understanding of the interaction between physical and human processes	• can understand how physical **processes** can cause hazards to people • can describe some advantages and disadvantages of living in hazard-prone areas	• can offer reasons why physical **processes** can cause hazards to people • can offer explanations for the advantages and disadvantages of living in hazard-prone areas	• can explain some ways **biomes** (including the oceans) are valuable, why they are under threat and how they can be protected • can understand how human activity is influenced by climate and weather • can understand hazards from physical environments and their management, such as	• can explain some ways **biomes** • (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future • can understand how human activity is influenced by climate and weather • can understand the causes of hazards from physical environments and their

		avalanches in mountain **regions** • can explain several threats to wildlife/habitats	management, such as volcanic activity • The child can understand that no one type of energy production will provide all our energy needs

GEOGRAPHICAL SKILLS AND ENQUIRY

Geographical Enquiry	• Begin to ask/initiate geographical questions • Use NF books, stories, atlases, pictures/photos and internet as sources of information. • Investigate places and themes at more than one scale • Begin to collect and record evidence analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations	• Ask and respond to questions and offer their own ideas • Extend to satellite images and 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 of maps, photos etc.	• Begin to suggest questions for investigation • Begin to use primary and secondary sources of evidence in their investigation • 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. compare maps	• Suggest questions for investigation • Use primary and secondary sources of evidence • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence unaided • Analyse evidence and draw conclusions look at patterns and explain reasons why
Direction/Location	• Use 4 compass points to follow/give directions • Use letter/no co-ordinates to locate features on a map	• Use 4 compass points well • Begin to use 8 compass points; • Use letter/no co-ordinates to locate features on a map confidently	• Use 8 compass points • Begin to use 4 figure coordinates to locate features on a map	• Use 8 compass points confidently and accurately • Use 4 figure confidently to locate features on a map • Begin to use 6 figure grid references; use latitude and longitude on atlas maps
Drawing Maps	• Try to make a map of a short route experienced with features in correct order • Try to make a simple scale	• Make a map of a short route experienced, with features in correct order; • Make a simple scale drawing	• Begin to draw a variety of thematic maps based on their own data	• Draw a variety of thematic maps based on their own data • Begin to draw plans of increasing complexity

	drawing			
Representation	• Know why a key is needed • Use standard symbols	• Know why a key is needed • Begin to recognise symbols on an OS map	• Draw a sketch map using symbols and a key; • Use/recognise OS map symbols	• Use/recognise OS map symbols • Use atlas symbols
Using maps	• Locate places on larger scale maps e.g. map of Europe • Follow a route on a map with some accuracy	• Locate places on large scale maps e.g. Find India/UK on a globe • Follow a route on a large scale map	• Compare maps with aerial photographs • Select a map for a specific purpose • Begin to use atlases to find other features of places e.g. wettest part of the world	• Follow a short route on an OS map • Describe features on an OS map • Locate places on a world map • Use atlases to find features of places e.g. mountain/earthquake regions
Scale/Distance	• Begin to match boundaries E.G. find boundary of same country on different scale maps	• Match boundaries E.G. find boundary of same country on different scale maps	• Measure straight line distances on a plan • Find and recognise places on maps of different scales	• Use scale to measure distances • Draw/use maps and plans at a range of scales
Perspective	• Begin to draw a sketch map from a high view point	• Draw a sketch map from a high view point	• Draw a plan view map with some accuracy	• Draw a plan view map accurately
Map Knowledge	• Begin to identify points on maps A,B and C	• Begin to identify significant places and environments	• Identify significant places and environments	• Confidently identify significant places and environments
Style of Map	• Use large scale OS maps • Begin to use map sites on the internet • Begin to use junior atlases • Begin to identify features on aerial/oblique photographs	• Use large scale OS maps • Use map sites on the internet • Use junior atlases • Identify features on aerial/oblique photographs	• Use index and content pages within atlases • Use medium scale land ranger OS maps	• Use OS maps • Confidently use an atlas • Recognise world map as a flattened globe