



Geography - Curriculum Progression

	Year 3	Year 4	Year 5	Year 6	Expectations by the end of KS2
L O C A T I O N A L K N O W L E D G E	<p>Antarctica / Asia Can locate some countries in Asia on a map. Can relate continent, country, city. Can name some capital cities.</p> <p>UK Can describe where the UK is located. Can name and locate some major urban areas. Can locate where they live in the UK using locational terminology. Can name nearby counties. Can locate and describe some human and physical characteristics of the UK.</p>	<p>Africa / Europe Can locate some countries in Europe and Africa using an atlas. Can relate continent, country, city. Can name and locate some capital cities.</p> <p>Amazon Can locate the equator on a globe.</p>	<p>Oceania / The Oceans Can locate cities, countries and islands of Oceania on physical and political maps. Can use maps to identify key physical and human characteristics. Can locate and identify the five oceans using a globe and an atlas.</p> <p>Mapping Skills/Local Area Can locate towns and cities in relation to the local area. Can understand how the local area has changed. Can locate UK's major urban areas and how some of these have changed over time.</p> <p>North and South Can locate places in relation to the equator and</p>	<p>North and South America Can locate cities, countries and regions of North and South America on physical and political maps. Can use maps to describe key physical and human characteristics.</p> <p>Whitby Can locate and describe coastal and mountain environments in the UK and how they change. Can recognise broad land-use patterns of the local area and how it is different from another region of the UK.</p>	<p>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.</p> <p>Name and locate counties 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.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern</p>

		<p>Can identify the position of the Northern and Southern hemispheres. Can locate the Arctic and Antarctic circles.</p>	<p>the Tropics of Cancer and Capricorn. Can use longitude and latitude to locate places. Can relate location to their time zones, climate, seasons and vegetation.</p>		<p>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>
P L A C E K N O W L E D G E	<p>UK/Yorkshire Can understand the physical and human geography of the UK and its contrasting human and physical environments. Can explain why some regions are different to others.</p>	<p>Europe Can describe and compare similarities and differences between some regions in Europe. Can understand how the human and physical characteristics of one region in Europe are connected and make it special.</p>	<p>Map Skills/Local Area Can make comparisons of areas using maps.</p>	<p>North/South America Knows information about a region of North or South America - its physical environment, climate and economic activity.</p>	<p>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 in North or South America.</p>
H U M A N A N D P H Y S I C A L G	<p>Antarctica Can indicate polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p> <p>Barmby on the Marsh Can use simple geographical vocabulary to describe significant physical features of a place.</p>	<p>Rainforests Can indicate temperate and tropical climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Can understand how climate and vegetation are connected.</p> <p>Water Cycle/Rivers Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a river environment in the UK, using appropriate geographical</p>	<p>Conservation of Resources Can describe what the climate of a region is like and how plants and animals are adapted to it. Can understand how food production is influenced by climate.</p>	<p>Earthquakes / Volcanoes/Coasts / Mountains Can describe and understand a range of key physical processes and the resulting landscape features. Can understand how a mountain region was formed.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>

E O G R A P H Y	<p>Barmby on the Marsh Can identify and sequence a range of settlement sizes from a village to a city. Can describe the characteristics of settlements with different functions. Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</p>	<p>vocabulary. Can describe the water cycle in sequence, using appropriate vocabulary. Can name some of the processes associated with rivers.</p>	<p>Mapping Skills/Local Area Knows and understands what life is like in cities and villages and in a range of settlement sizes. Can explain how the types of industry in an area have changed over time.</p> <p>Conservation of Resources Understands that the products we use are imported as well as locally produced. Can understand where our energy and natural resources come from.</p>		<p>Describe and understand key aspects of 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>
G E O G R A P H I C A L S	<p>Using maps: Follow a route on a map with some accuracy. Locate places using a range of maps including OS & digital. Begin to match boundaries (e.g. find same boundary of a country on different scale maps). Use 4 figure compasses, and letter/number co-ordinates to locate features on a map.</p>	<p>Using maps: Follow a route on a large scale map. Locate places on a range of maps (variety of scales). Identify features on an aerial photograph, digital or computer map. Begin to use 8 figure compass and four figure grid references to locate features on a map</p>	<p>Using maps: Follow a short route on an OS map. Describe the features shown on an OS map. Begin to use atlases to find out other information (e.g. temperature). Find and recognise places on maps of different scales. Use 8 figure compasses, begin to use 6 figure grid references.</p>	<p>Using maps Compare maps with aerial photographs. Select a map for a specific purpose. Use atlases to find out data about other places. Use 8 figure compass and 6 figure grid reference accurately. Use lines of longitude and latitude on maps.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, 4 and 6-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</p>

K I L L S A N D F I E L D W O R K	<p>Map knowledge: Locate the UK on a variety of different scale maps. Name & locate the counties and cities of the UK.</p> <p>Making maps: Try to make a map of a short route experiences, with features in current order. Create a simple scale drawing. Use standard symbols, and understand the importance of a key.</p>	<p>Map knowledge: Locate Europe on a large scale map or globe. Name and locate countries in Europe (including Russia) and their capital cities.</p> <p>Making maps: Recognise and use OS map symbols, including completion of a key and understanding why it is important. Draw a sketch map from a high viewpoint.</p>	<p>Map knowledge: Locate the world's countries, focus on Oceania. Identify the position and significance of lines of longitude & latitude.</p> <p>Making maps: Draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key. Use and recognise OS map symbols regularly.</p>	<p>Map knowledge: Locate the world's countries on a variety of maps, focus on North & South America.</p> <p>Making maps: Draw plans of increasing complexity. Begin to use and recognise atlas symbols.</p>	
	<p>Fieldwork Gather information: Ask geographical questions. Use a simple database to present findings from fieldwork. Record findings from field trips. Use a database to present findings. Use appropriate terminology.</p> <p>Sketching: Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction.</p> <p>Audio/Visual: Select views to photograph. Add titles and labels giving date and location information. Consider how photo's provide useful evidence use a camera independently. Locate position of a photo on a map.</p>	<p>Fieldwork Gather information: Select appropriate methods for data collection such as interviews, Use a database to interrogate/amend information collected. Use graphs to display data collected. Evaluate the quality of evidence collected and suggest improvements.</p> <p>Sketching: Evaluate their sketch against set criteria and improve it. Use sketches as evidence in an investigation. Select field sketching from a variety of techniques. Annotate sketches to describe and explain geographical processes and patterns.</p> <p>Audio/Visual: Make a judgement about the best angle or viewpoint when taking an image or completing a sketch. Use photographic evidence in their investigations. Evaluate the usefulness of the images.</p>	<p>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.</p>		