



Progression Map: Geography



KS2 National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (inc. location of Russia) & North & South America, concentrating on their environmental regions, key physical & human characteristics, countries, & major cities 	Recap the name, location and characteristics of the four countries and capital cities of the UK.	Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Locate the world's countries, using maps to North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	
<ul style="list-style-type: none"> name & locate counties & cities of the United Kingdom, geographical regions & their identifying human & physical characteristics, key topographical features (inc. hills, mountains, coasts & rivers), & land-use patterns; & understand how some of these aspects have changed over time 	Name & locate counties & cities of the United Kingdom, geographical regions & their identifying human & physical characteristics, key topographical features (inc. hills, mountains, coasts & rivers), & land-use patterns; & understand how some of these aspects have changed over time	Compare a location in the South of France to a coastal town in the UK. Identify similar physical and human characteristics.	Compare and contrast a location in South America to topographical features in the UK. Identify similarities and differences in physical and human characteristics	Identify changes in land-use patterns & understand how some of these aspects have changed over time (including environmental impacts).
<ul style="list-style-type: none"> 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) 	Identify the position of the UK and significance of the Equator and Northern Hemisphere in relation to the UK climate.	Identify the position of the South of France and significance of the Equator and Northern Hemisphere in relation to the climate.	Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere. Introduce the Tropics of Cancer and Capricorn and their impact on climate.	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)

KS2 National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>Place knowledge</p> <ul style="list-style-type: none"> 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 	<p>Identify geographical similarities and differences through the study of human and physical geography between different regions of the United Kingdom</p>	<p>Identify and describe geographical similarities and differences through the study of human and physical geography of a region in the South of France.</p>	<p>Identify, describe and explain geographical similarities and differences through the study of human and physical geography of a region within South America</p>	
<p>Human and physical geography</p> <ul style="list-style-type: none"> 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>Describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains and the water cycle</p>	<p>Describe and understand key aspects of: physical geography, including: biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (in relation to North and South America)</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes (impact on environments)</p>
<ul style="list-style-type: none"> 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>Describe the human geography, including: types of settlement and land use and economic activity (in relation to a region in the UK)</p>	<p>Compare and contrast human geography, including: types of settlement, land use and economic activity (in relation to the South of France)</p>	<p>Describe and understand the key aspects of human geography, including: land use, economic activity including trade links (in relation to a region in South America)</p>	<p>Describe and understand the key aspects of human geography, including: land use and the distribution of natural resources including energy, food, minerals and water and linked to renewable energy.</p>

KS2 National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Revision from KS1: Use aerial photos</p> <p>Use maps (large scale OS maps/digital/computer mapping/aerial and oblique photos/topological maps) to locate countries and describe features studied.</p>	<p>Use maps, junior atlases, globes and digital/computer mapping/aerial and oblique photos to locate countries and describe features studied. (in relation to the South of France)</p>	<p>Use index and contents pages within an atlas, globes and digital/computer mapping and detailed physical maps (e.g. hiking map) to locate countries and describe features studied (in relation to a region in South America)</p>	<p>Recognise the world map as a flattened globe. Look at different versions of world maps. Confidently use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<ul style="list-style-type: none"> 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 	<p>Use the four points of the compass and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p>	<p>Use the eight points of a compass, symbols and key to build their knowledge of the wider world (in relation to South of France)</p>	<p>Use four figure grid references, symbols and key to build their knowledge of the wider world (in relation to a region in South America)</p>	<p>Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</p>
<ul style="list-style-type: none"> 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>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</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 graphs, and digital technologies (link to the Lea Valley possibly)</p>