



Geography Progression

Curriculum Area	Year 3	Year 4	Year 5	Year 6
Locational knowledge				
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>Begin to use maps with support to locate continents and specific countries and seas</p> <p>Begin to use maps to locate countries within Europe and identify their key physical and human characteristics</p> <p>Begin to use maps to locate countries within Africa</p>	<p>Use maps with some support to locate countries within Europe. Identify key cities, physical geography and landmarks</p> <p>With support, locate key rivers and mountain ranges across the world using maps;</p> <p>With support, identify physical and human characteristics of parts of the world</p>	<p>Use maps, mainly independently, to locate countries across the globe.</p> <p>Locate countries in Asia, major cities; surrounding countries and seas; key landmark and climate</p> <p>Locate North and South America and identify their environmental regions and key physical and human characteristics as well as major cities</p>	<p>Use maps independently to locate countries across the globe.</p> <p>Focus on Europe (inc Russia) Find major cities, physical and human characteristics and find out about their environmental; regions</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>Identify the countries that make up the UK</p> <p>What are counties? With support identify counties that make up the UK</p> <p>What are cities? With support identify key cities across the UK including landmarks</p> <p>Introduce pupils to 'topographical features' and how these are represented on maps. With support, identify topographical features of the UK including mountains and rivers</p>	<p>Compare aspects of the UK with country in Europe</p> <p>Identify and describe key topographical aspects including coasts and rivers and hills and mountains</p> <p>With support, begin to identify Land-use patterns across the UK</p>	<p>Identify geographical regions and human physical characteristics of China</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America</p>	<p>Identify how our locality has changed over time in terms of land use, human and physical geography.</p> <p>Names and locate counties of the UK and key cities independently. Describe their key features</p>
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)	<p>Introduce the terms Northern and Southern hemisphere and Equator. Pupils should begin to understand the significance of these and locate on map</p>	<p>Confidently identify N&S hemisphere and equator. Pupils should be able to explain the significance of these with support</p>	<p>Locate the N&S hemisphere Arctic and Antarctic circles, Tropics of Cancer and Capricorn and explain their significance independently</p> <p>Begin to understand the location and significance of the prime Greenwich Meridian</p> <p>Understand the position and significance of latitude, longitude,</p> <p>Understand why we have different time zones including day and night</p>	<p>Understand the position and significance of latitude, longitude,</p> <p>Be able to articulate clearly the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,</p>
Place Knowledge				
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>With support, begin to make comparison between a region of the UK and a region of Africa in terms of human and physical geography</p>	<p>With support, make comparison between a region of the UK and a region of Europe in terms of human and physical geography</p>	<p>Increasingly independently, make comparison between a region of the UK and a region of South America in terms of human and physical geography</p>	<p>Independently make comparison between a region of the UK, a region of Europe and a region of South America in terms of human and physical geography</p>
Physical Geography				

describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Begin to introduce pupils to the terms human and physical geography The river Nile and how it impacts both human and physical geography of the area.	Describe the water cycle Understand about how rivers are formed Understand how mountains are formed Learn about Earthquakes and volcanoes	Introduce children to vegetation belts and climate zones	Describe the differing biomes and biomes and vegetation belts
Human Geography				
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	Introduce settlements Impact of physical geography on human geography in terms of settlements and land use (Nile and Egypt) Introduction to trade Distribution of natural resources such as minerals	Investigate light pollution Learn about land use and eco-houses Investigate land use within the local area Distribution of natural resources such as water - link to water cycle	Understand the distribution of natural resources such as energy -China – hydroelectricity Identify the key natural resources in different countries Begin to identify how types of settlement have changed across time Further develop understanding of trade and how the UK trades Begin to understand the impact of economic activity on a country	Explain the impact of economic activity in local area Examine illegal trade links Describe how land use across the UK and the local area has changed across time Understand the distribution of natural resources such as food
Geographical skills and fieldwork				
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps/atlases to locate continents, countries in Africa and features within the UK. Use a basic map to follow around the school Purposefully use map references through orienteering tasks	Use maps/atlases to locate countries in Europe and features of the UK and our locality	Use maps/atlases to locate countries and describe features of Asia and in N and S America Use digital (GPS mapping) to locate countries and features.	Use maps/atlases to independently to locate countries across the world and their features. Use computer mapping to locate specific areas within the UK
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	Develop sketch maps based on photographic evidence Produce sketch map/plan of immediate area and label	Develop sketch maps during fieldwork of the local area Introduce to digital technology to record human and physical features in the local area (photos)	Increasingly independently, draw sketch maps of the local area, using symbols and a key Use digital technology (film) to record and present human and physical features in the local area. Begin to use simple graphs to represent this	Independently draw Sketch maps linked to historical land use in the local area Use differing types of graphs to represent features of the local area
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	What is a compass – how does it work? Create own mini-compass Begin to use 4 compass points 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 independently Begin to use 4 figure coordinates to locate features on a map.	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. Use and recognise OS map symbols, how to read OS maps and understand why a key is needed