

| Geography Skills Progression – KS1 and KS2                         |  |
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| Checked by School Leader/Key Stage Leader                          | Name/ Signature/ Date:   |
| Checked by School Curriculum Leader                                | Name/ Signature/ Date:   |
| <b>Monitoring</b>  | <p>Each individual school is responsible for ensuring the delivery of the National Curriculum 14 intentions within the school. The school is required to regularly monitor the delivery of this Vertical Skills Progression Map. The school must complete an annual review of its School Vertical Progression Map to check the implementation of curriculum skills.</p> <p>Ongoing monitoring of planning, learning evidence and pupil knowledge will take place as part of good practice by subject and school leaders. Information from monitoring will be used to inform in school/ MAT CPD subject training.</p>   |
| <b>Curriculum Statement</b><br><br><b>National Curriculum 2014</b> | <p><b>Purpose of Study</b></p> <p>A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p><b>Aims</b></p> <p>The National Curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> <li>are competent in the geographical skills needed to:</li> <li>collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul> <p><b>Assessment</b></p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study</p> |

| Key Stage 1   |  |
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| Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.  |  |
| National Curriculum 2014<br>Key Stage 1   |  |
| Learning Intentions<br>Pupils should be taught about:   | Non-Statutory  |
| <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of</li> </ul> | <ul style="list-style-type: none"> <li>[for example, near and far; left and right],</li> </ul> |

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| its surrounding environment.        |  |  |   |   |
| Learning Progression<br>Key Stage 1 |  |  |   |   |
| Geographical Knowledge              | Progression Statement  | Working Towards  | Working At  | Working Beyond  |
| UK and the Local Area               | <i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i><br><br><i>Develop knowledge of the human and physical geography of a small area of the United Kingdom.</i>   | Can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom.<br><br>Knows about the <b>local area</b> and name key landmarks, e.g. the nearest local green space.   | Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.<br><br>Knows about the <b>local area</b> , and name and locate key landmarks.   | Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a range of maps.<br><br>Knows the <b>local area</b> and its <b>physical</b> and <b>human geography</b> .   |
| The World and Continents            | <i>Name and locate the world's seven continents and five oceans.</i>   | Can recognise and name some continents and oceans on a globe or atlas.   | Can name and locate the seven continents and five oceans on a globe or atlas.   | Knows the relative locations of the continents and oceans to the equator and North and South Poles.   |
| Geographical Understanding          | Progression Statement  | Working Towards  | Working At  | Working Beyond  |
| Physical Themes                     | <i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i><br><br><i>Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i> | Can talk about the day-to-day weather and some of the features of the seasons in their locality.<br>Can show awareness that the weather may vary in different parts of the UK and in different parts of the world.<br><br>Can talk about a natural environment, naming its features using some key vocabulary. | Can identify seasonal and daily weather patterns in the United Kingdom.<br>Can describe which continents have significant hot or cold areas and relate these to the Poles and Equator.<br><br>Can recognise a natural environment and describe it using key vocabulary. | Can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons.<br>Can describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles.<br><br>Can recognise different natural environments and describe them using a range of key vocabulary. |

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| <b>Human Themes</b>                         | <i>Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</i>  | Can talk about a human environment, such as the <b>local area</b> or a UK city, naming some features using some key vocabulary.   | Can identify a range of human environments, such as the <b>local area</b> and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.  | Can identify different human environments, such as the <b>local area</b> and contrasting <b>settlements</b> such as a village and a city.<br><br>Can describe environmental features and some activities that occur there using a range of key vocabulary.   |
| <b>Understanding places and connections</b> | <i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</i><br><br><i>Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.</i> | Can make observations about, and describe, the <b>local area</b> and the nearest local green space.<br><br>Can describe an aspect of the <b>physical and human geography</b> of a distant place.<br><br>Can show awareness of their locality and identify one or two ways it is different and similar to the distant place. | Can make observations about, and describe, the <b>local area</b> and its <b>physical and human geography</b> .<br><br>Can describe the <b>physical and human geography</b> of a distant place.<br><br>Can describe their locality and how it is different and similar to the distant place. | Can make observations about, and describe, the <b>local area</b> and its <b>physical and human geography</b> , and suggest how they are connected.<br><br>Can confidently describe the <b>physical and human geography</b> of a distant place.<br><br>Can confidently describe their locality and how it is different and similar to the distant place and suggest why this may be so. |
| <b>Geographical Skills/Enquiry</b>          | <b>Progression Statement</b>   | <b>Working Towards</b>  | <b>Working At</b>   | <b>Working Beyond</b>  |
| <b>Map and Atlas Work</b>                   | <i>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</i><br><br><i>Use simple compass directions (North, South, East and West)</i>   | Can use a world map, atlas or globe to recognise and name some continents and oceans.<br><br>Can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom.   | Can use a world map, atlas or globe to name and locate the seven continents and five oceans.<br><br>Can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its   | Can use a world map, atlas or globe to locate the continents and oceans relative to the Equator and North and South Poles. Use large scale OS maps.<br><br>Can use a range of maps and satellite images to locate and identify the four countries and  |

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|                                    | <p><i>and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</i></p>   | <p>Can locate places on a map of the <b>local area</b> using locational and directional language.</p> <p>Follow simple directions (up/down/ left/ right/ forwards/ backwards).</p> <p>Use own symbols on an imagery map.</p> <p>Use a simple picture map to move around a location.</p> <p>Use relative vocabulary such as bigger/ smaller to describe scale/ distance.</p> | <p>surrounding seas.</p> <p>Can describe a journey on a map of the <b>local area</b> using simple compass directions and locational and directional language.</p> <p>Follow directions such as North/ South/ East/ West.</p> <p>Draw a map of a real place adding detail f features.</p> <p>Understand the need for a key and used agreed symbols within their own maps.</p> <p>Follow a route on a map, locating features on the route.</p> | <p>capital cities of the United Kingdom and its surrounding seas.</p> <p>Can describe a journey on a map of the <b>local area</b> locating features and landmarks seen on the journey.</p> <p>Make a plan view map of a real place adding detail features.</p>   |
| <b>Fieldwork and Investigation</b> | <p><i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</i></p> <p><i>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i></p> | <p>Can use aerial photos to identify features of a locality.</p> <p>Can draw a simple map.</p> <p>Can assist in keeping a weather chart based on first-hand observations using picture symbols.</p> <p>Can locate some features of the school grounds on a base map.</p> <p>Can ask and respond to questions.</p>   | <p>Can use aerial photos to identify physical and human features of a locality.</p> <p>Can draw a simple map with a basic key of places showing landmarks.</p> <p>Can keep a weather chart based on first-hand observations using picture symbols and present this data.</p> <p>Can locate features of the school grounds on a base map.</p>   | <p>Can use aerial photos to identify a range of physical and human features of a locality.</p> <p>Can draw a map with a key of places showing landmarks.</p> <p>Can keep a weather chart based on first-hand observations using picture symbols and talk about this data and identify patterns.</p> <p>Can accurately locate features of the school grounds on a base map.</p> |

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|  |  | <p>Use information books/ pictures as sources of information.</p> <p>Draw simple features observed in a familiar environment.</p> <p>Use everyday language to describe the size of features.</p> | <p>Ask geographical questions such as Where is it? What's it like?</p> <p>Use information books, pictures, stories, maps and the internet as sources of information to investigate their surroundings.</p> <p>Draw outlines of features observed, adding label to correct features.</p> <p>Use everyday language of non-standard units to measures e.g. hands to measure length.</p> | <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different place.</p> <p>Use different technology to record features in the environment.</p> |
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### Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### National Curriculum 2014

### Key Stage 2

| Learning Intentions<br>Pupils should be taught about   | Non-Statutory |
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| <p><b>Locational knowledge</b></p> <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>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</li> </ul> |               |

| <ul style="list-style-type: none"> <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> <p><b>Place knowledge</b></p> <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> <p><b>Human and physical geography</b></p> <p>Describe and understand key aspects of:</p> <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> <p><b>Geographical skills and fieldwork</b></p> <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> |  |   |   |  |
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| Learning Progression<br>Lower Key Stage 2   |  |   |   |  |
| Geographical Knowledge  | Progression Statement  | Working Towards   | Working At  | Working Beyond   |
| The UK and Local Area   | <i>Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.</i> | <p>Can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK.</p> <p>Can relate continent, country, county, city/where you live.</p> | <p>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.</p> <p>Can locate and describe some</p> | <p>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).</p> <p>Can locate and describe several contrasting physical</p> |

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|                                   |   | Can locate the UK's major urban areas; locate some physical environments in the UK.   | human and physical characteristics of the UK.   | environments.  |
| <b>The World and Continents</b>   | <p><i>Locate the world's countries, focusing on Europe and North and South America.</i></p> <p><i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</i></p> | <p>Can locate countries in Europe and North and South America on a map or atlas.</p> <p>Can describe some European and North and South American cities using an atlas.</p> <p>Can use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere; they can locate the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles.</p> | <p>Can locate some countries in Europe and North and South America on a map or atlas.</p> <p>Can relate continent, country, state, city. Identify states in North America using a map.</p> <p>Can identify the position of the Prime/Greenwich Meridian and understand the significance of <b>latitude and longitude</b>.</p> | <p>Can locate most countries in Europe and North and South America using an atlas.</p> <p>Can identify states in the USA using a map. Explain and illustrate, with examples, continent, country, state, city.</p> <p>Can identify the position of the Equator, Northern Hemisphere and Southern Hemisphere and understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian (including day and night).</p> |
| <b>Geographical Understanding</b> | <b>Progression Statement</b>  | <b>Working Towards</b>  | <b>Working At</b>   | <b>Working Beyond</b>  |
| <b>Physical Themes</b>            | <p><i>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.</i></p> <p><i>Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle</i></p>  | <p>Can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles.</p> <p>Can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary.</p> <p>Can describe the water cycle using simple vocabulary, and</p>  | <p>Can indicate tropical, temperate and polar <b>climate zones</b> on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p> <p>Can use simple geographical vocabulary to describe significant physical features and talk about how they change.</p>                                | <p>Can indicate tropical, temperate and polar <b>climate zones</b> on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p> <p>Can understand the relationship between climate and vegetation.</p> <p>Can describe several physical features and describe how they</p>  |



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|   |  | name some of the processes associated with rivers and mountains.  | Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.<br><br>Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.  | change.<br><br>Can describe and name the key landscape features of river and mountain environments in the UK.<br><br>Can explain the water cycle in appropriate geographical language.<br><br>Can describe some of the processes associated with rivers and mountains.                                 |
| <b>Human Themes</b>                         | <i>Describe and understand key aspects of human geography, including types of settlement and land use.</i>                                       | Can identify and sequence different human environments, such as the <b>local area</b> and contrasting <b>settlements</b> such as a village and a city.<br><br>Can recognise features and some activities that occur in different settlements using a range of key vocabulary.<br><br>Can recognise the mainland uses within urban areas and the key characteristics of rural areas. | Can identify and sequence a range of <b>settlement</b> sizes from a village to a city.<br><br>Can describe the characteristics of <b>settlements</b> with different functions, e.g. coastal towns.<br><br>Can use appropriate vocabulary to describe the mainland uses within urban areas and identify the key characteristics of rural areas. | Can describe the distinctive characteristics of <b>settlements</b> with different functions and of different sizes, e.g. coastal towns.<br><br>Can describe the mainland uses within urban areas and the activities that take place there.<br><br>Can describe the key characteristics of rural areas. |
| <b>Understanding Places and Connections</b> | <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</i> | Can understand the basic <b>physical and human geography</b> of the UK and its contrasting human and physical environments.<br><br>Can recognise that some  | Can understand the <b>physical and human geography</b> of the UK and its contrasting human and physical environments.<br><br>Can explain why some regions are different from others.   | Can have a good understanding of the <b>physical and human geography</b> of the UK and its contrasting human and physical environments.<br><br>Can explain why some regions  |

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|                                    | <p><i>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.</i></p> <p><i>Establish an understanding of the interaction between physical and human processes.</i></p> | <p>regions are different from others.</p> <p>Can recognise that there are physical and human differences within countries and continents.</p> <p>Can show awareness of the physical and human characteristics of a European <b>region</b> and a <b>region</b> in North or South America.</p> <p>Can describe how some physical <b>processes</b> can cause hazards to people.</p> <p>Can recognise that there are advantages and disadvantages of living in certain environments.</p> | <p>Can describe and compare similarities and differences between some regions in Europe and North or South America.</p> <p>Can understand how the human and physical characteristics of one <b>region</b> in Europe and North or South America are connected and make it special.</p> <p>Can understand how physical <b>processes</b> can cause hazards to people.</p> <p>Can describe some advantages and disadvantages of living in hazard-prone areas.</p> | <p>are different from others and give reasons why some are similar.</p> <p>Can offer explanations for the similarities and differences between some <b>regions</b> in Europe and North or South America.</p> <p>Can describe and compare the physical and human characteristics of some regions in North or South America.</p> <p>Can understand how the human and physical characteristics are connected for more than one region in Europe and North or South America.</p> <p>Can offer reasons why physical <b>processes</b> can cause hazards to people.</p> <p>Can offer explanations for the advantages and disadvantages of living in hazard-prone areas.</p> |
| <b>Geographical Skills/Enquiry</b> | <b>Progression Statement</b>   | <b>Working Towards</b>   | <b>Working At</b>   | <b>Working Beyond</b>  |
| <b>Map and Atlas Work</b>          | <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p>  | <p>Can use a map to identify countries in Europe and/or North and South America.</p> <p>Can use an atlas to describe where the UK is located, and</p>  | <p>Can use a map or atlas to locate some countries and cities in Europe or North and South America.</p> <p>Can use a map to locate some</p>   | <p>Can use an atlas to locate many countries, cities and key features in Europe or North and South America.</p> <p>Can use a map to locate the</p>   |

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|                                    | <p><i>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</i></p> | <p>name and locate its four countries and some counties and locate where they live in the UK.</p> <p>Can use an atlas to locate where they live in the UK and the UK's major urban areas.</p> <p>Can use a simple letter and number grid.</p> <p>Can give direction instructions up to four compass points.</p> <p>Can use large-scale maps outside.</p> <p>Make a map of a short route in a simple scale drawing. Use standard keys in a map.</p> | <p>states of the USA.</p> <p>Can use an atlas to locate the UK and locate some major urban areas and locate where they live in the UK.</p> <p>Can use four-figure grid references.</p> <p>Can give direction instructions up to eight compass points.</p> <p>Can adeptly use large-scale maps outside.</p> <p>Make a map of a short route in a simple scale drawing. Use standard keys in a map. View.</p> <p>Draw a sketch map from a high view.</p> <p>Begin to identify points on maps.</p> <p>Begin to identify features on aerial/ oblique photographs.</p> | <p>states of the USA.</p> <p>Can use an atlas to name and locate a range of cities and counties in the UK.</p> <p>Knows that six-figure grid references can help you find a place more accurately than four-figure grid references.</p> <p>Can use the scale bar or 1 km grid to estimate distance.</p> <p>Can recognise patterns on maps and begin to explain what they show.</p> <p>Use the letter/ numbers co-ordinates to locate features on a map confidently.</p> <p>Recognise symbols on an OS map.</p> <p>Follow a route on a large-scale map.</p> <p>Use large and medium scale OS maps and maps sites on the internet.</p> |
| <b>Fieldwork and Investigation</b> | <p><i>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</i></p>   | <p>Can make a simple sketch map.</p> <p>Can present information gathered in <b>fieldwork</b> using a simple graph.</p>   | <p>Can make a map of a short route with features in the correct order and in the correct places.</p>   | <p>Can make a detailed map of a short route with features in the correct order and in the correct places.</p>  |

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|  |  | <p>Can use digital maps to identify familiar places.</p> <p>Draw a sketch of a simple feature from observation, adding descriptive labels.</p> <p>Identify features to record with technology for investigations and say what is found out.</p>      | <p>Can make a simple scale plan of a room.</p> <p>Can present information gathered in <b>fieldwork</b> using simple graphs.</p> <p>Can use the zoom function of a digital map to locate places.</p> <p>Identify key features of a view; annotate the sketch with explanation labels adding location and direction to sketch.</p> <p>Use technology to provide evidence for investigations and describe what is seen.</p> <p>Locate a photo on a map and annotate the photo.</p> <p>Can carry out <b>fieldwork</b>, with others, in the <b>local area</b> selecting appropriate techniques suggested.</p> <p>Ask and respond to questions offering their own ideas.</p> <p>Collect and record evidence from fieldwork.</p> <p>Analyse evidence and draw conclusions e.g. make</p> | <p>Can make a scale plan of a room with objects in the room.</p> <p>Can present information gathered in <b>fieldwork</b> using a range of graphs.</p> <p>Can use the zoom function to explore places at different scales and add annotations</p> <p>Suggest how technology can provide useful evidence for the investigation. Suggest what to record for their observation and describe and suggest explanations for what is seen.</p> <p>Can plan a <b>fieldwork</b> investigation in the <b>local area</b> selecting appropriate techniques.</p> <p>Use a range of sources of information such as satellite images, aerial photographs to investigate places at more than one scale.</p> <p>Use measurement instruments, recording data for different</p> |
|  | <p><i>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</i></p> | <p>Can carry out <b>fieldwork</b>, with others, in the <b>local area</b> using appropriate techniques suggested.</p> <p>Ask and initiate geographical questions.</p> <p>Use sources of information to investigate places at more than one scale.</p> |  |   |

|   |  |  | <p>comparison between two locations such as temperatures in different locations.</p> <p>Use every day associated standard and non-standard units and begin to organise recordings.</p>  | types at the same time and organise results into a spread sheet.  |
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| Learning Progression<br>Upper Key Stage 2 |  |  |   |   |
| Geographical Knowledge                    | Progression Statement  | Working Towards  | Working At  | Working Beyond  |
| <b>UK and the Local Area</b>              | <i>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.</i>               | <p>Can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains.</p> <p>Can locate the UK's regions and major cities.</p>                                | <p>Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</p> <p>Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</p> <p>Can recognise broad land-use patterns of the UK.</p> | <p>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.</p> <p>Locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time.</p> <p>Can identify broad land-use patterns of the UK.</p> |
| <b>The World and Continents</b>           | <i>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.</i> | <p>Can locate some major cities and countries of Europe and North and South America on physical and political maps.</p> <p>Can describe some key physical and human characteristics of Europe and North and South America.</p> | <p>Can locate cities, countries and regions of Europe and North and South America on physical and political maps.</p> <p>Can describe key physical and human characteristics and environmental <b>regions</b> of Europe and North and South America.</p>  | <p>Can locate places and <b>regions</b> of Europe and North and South America and can identify the distinct characteristics of some <b>regions</b>.</p> <p>Can describe, compare and contrast key physical and human characteristics, and environmental <b>regions</b> of</p>   |

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|                                   | <i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</i>                   | Can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their <b>latitude</b> and <b>longitude</b> .  | Can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, <b>latitude</b> and <b>longitude</b> , and relate this to their time zone, climate, seasons and vegetation.  | Europe and North and South America.<br><br>Can locate places studied in relation to the Equator, <b>latitude</b> and <b>longitude</b> , and relate this to their time zone, climate, seasons and vegetation.  |
| <b>Geographical Understanding</b> | <b>Progression Statement</b>   | <b>Working Towards</b>   | <b>Working At</b>   | <b>Working Beyond</b>   |
| <b>Physical Themes</b>            | <p><i>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</i></p> <p><i>Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle.</i></p> | <p>Can understand that climate and vegetation are connected in an example of a <b>biome</b>, e.g. the tropical rainforest.</p> <p>Can understand that animals and plants are adapted to the climate.</p> <p>Can understand our food is grown in many different countries because of their climate.</p> <p>Can describe some key physical <b>processes</b> and the resulting landscape features, e.g. understand the characteristics of a mountain <b>region</b> and how it was formed.</p> | <p>Can understand how climate and vegetation are connected in <b>biomes</b>, e.g. the tropical rainforest and the desert.</p> <p>Can describe what the climate of a region is like and how plants and animals are adapted to it.</p> <p>Can understand how food production is influenced by climate.</p> <p>Can describe and understand a range of key physical <b>processes</b> and the resulting landscape features.</p> <p>Can understand how a mountain <b>region</b> was formed.</p> | <p>Can understand how climate and vegetation are connected in a range of <b>biomes</b>, e.g. the tropical rainforest, a hot desert, the Arctic.</p> <p>Can explain climate patterns of a <b>region</b>, and describe the characteristics of a <b>biome</b>, what its climate is like and how plants and animals are adapted to it.</p> <p>Can relate climate to food production.</p> <p>Can describe and understand some key physical <b>processes</b> and the resulting landscape features.</p> <p>Can understand how fold mountain <b>regions</b> are formed.</p> |
| <b>Human Themes</b>               | <i>Describe and understand key aspects of human geography</i>  | Can know and understand what life is like in cities and in   | Can know and understand what life is like in cities and in  | Can know and understand what life is like in cities and in  |

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|  | <p><i>including economic activity and trade links, and the distribution of natural resources including energy, food, minerals and water.</i></p>   | <p>villages.</p> <p>Can know the journey of how one product gets into their home in detail.</p> <p>Can describe some renewable and non-renewable energy sources.</p> <p>Can describe different types of industry currently in the <b>local area</b>.</p> <p>Can know where some of our main natural resources come from.</p>   | <p>villages and in a range of <b>settlement</b> sizes.</p> <p>Can understand that products we use are imported as well as locally produced.</p> <p>Can explain how the types of industry in the area have changed over time.</p> <p>Can understand where our energy and natural resources come from.</p>   | <p>villages and in a range of <b>settlement</b> sizes in different parts of the world.</p> <p>Can understand that our shopping choices have an effect on the lives of others.</p> <p>Can explain how, and offer reasons why, the types of industry in the area have changed over time.</p> <p>Can understand where our energy and natural resources come from, and the impacts of their use.</p>   |
| <p><b>Understanding Places and Connections</b></p> | <p><i>Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.</i></p> <p><i>Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.</i></p> <p><i>Deepen an understanding of the interaction between physical and human processes.</i></p> | <p>Can understand how a <b>region</b> has changed.</p> <p>Can know and share information about a European region and a <b>region</b> in North or South America and understand that a <b>region</b> such as the Alps is unique.</p> <p>Can explain some ways a <b>biome</b> (including the oceans) is valuable and under threat from human activity.</p> <p>Can understand how human activity is influenced by climate and weather.</p> | <p>Can understand how a <b>region</b> has changed and how it is different from another region of the UK.</p> <p>Can know information about a <b>region</b> of Europe and North or South America, its physical environment and climate, and economic activity.</p> <p>Can explain some ways <b>biomes</b> (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>Can understand how human activity is influenced by climate</p> | <p>Can understand how and why their <b>region</b> and other regions have changed, and how the <b>regions</b> of the UK are distinctive.</p> <p>Can understand the importance of a <b>region</b> in Europe and in North or South America, its human and physical environment, and how they are connected.</p> <p>Can explain some ways <b>biomes</b> (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future.</p> |

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|                                    |  | <p>Can understand hazards from physical environments such as avalanches in mountain <b>regions</b>.</p> <p>Can identify an important environmental issue.</p>  | <p>and weather.</p> <p>Can understand hazards from physical environments and their management, such as avalanches in mountain <b>regions</b>.</p> <p>Can explain several threats to wildlife/habitats.</p>   | <p>Can understand how human activity is influenced by climate and weather.</p> <p>Can understand the causes of hazards from physical environments and their management, such as avalanches in mountain <b>regions</b>.</p> <p>Can understand that no one type of energy production will provide all our energy needs.</p>   |
| <b>Geographical Skills/Enquiry</b> | <b>Progression Statement</b>   | <b>Working Towards</b>   | <b>Working At</b>  | <b>Working Beyond</b>   |
| <b>Map and Atlas Work</b>          | <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</i></p> | <p>Can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America.</p> <p>Can use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their <b>latitude and longitude</b>.</p> <p>Can use four-figure grid references.</p> <p>Can use OS map symbols and atlas symbols, recognise them and use on their own maps.</p> <p>Can use maps at different</p> | <p>Can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America.</p> <p>Can use globes and atlases to locate places studied in relation to the Equator, <b>latitude and longitude</b> and time zones.</p> <p>Can use thematic maps for specific purposes.</p> <p>Can use four- and find six-figure grid references.</p> <p>Can describe height and slope from a map.</p> | <p>Can use atlases to identify the distinct characteristics of some <b>regions</b> of Europe or North and South America.</p> <p>Can use globes and atlases to accurately locate places by their <b>latitude and longitude</b>.</p> <p>Can use four- and six-figure grid references with ease and accuracy.</p> <p>Can describe the shape of the land from contour patterns.</p> <p>Can work confidently with a range of maps from large-scale street maps to 1:50,000 maps.</p> |



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|                                    |  | <p>scales.</p> <p>Can recognise that contours show height.</p> <p>Draw a variety of maps types based on their own data.</p>  | <p>Can read and compare map scales.</p> <p>Compare maps with aerial photographs.</p> <p>Select maps for different purposes . Find and recognise places on maps of different scales.</p> <p>Follow a route on an OS map. Use medium sale land ranger OS maps.</p> <p>Draw a plan view map with accuracy.</p> <p>Use a scale to measure distance when drawing maps.</p> <p>Use the index and contents page within atlases.</p> | <p>Draw a variety of maps types with accuracy based on their own data.</p> <p>Can use and recognise OS map and atlas symbols.</p> <p>Follow a route on an OS map, describing features on the OS map.</p> <p>Use a scale to measure distance when drawing maps and plans at a range of scales.</p>                                    |
| <b>Fieldwork and Investigation</b> | <i>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</i> | <p>Can make a sketch map with symbols.</p> <p>Can use digital maps to identify human and physical features.</p> <p>Can present information gathered in <b>fieldwork</b> using simple graphs.</p> <p>Evaluate their sketch against the criteria. Use sketches as evidence for investigations.</p> | <p>Can make sketch maps of areas using symbols, a key and a scale.</p> <p>Can use digital maps to investigate features of an area.</p> <p>Can present information gathered in <b>fieldwork</b> using a range of graphs.</p> <p>Make a judgement about the best angle or viewpoint for the</p>  | <p>Can use digital maps to research factual information about features.</p> <p>Can present information gathered in <b>fieldwork</b> using a range of graphs and other data presentation techniques.</p> <p>Evaluate the quality of evidence a field sketch has given to the investigation.</p> <p>Explain geographical processes</p> |

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|  | <p><i>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</i></p> | <p>Evaluate the usefulness of the photo for their investigation.</p> <p>Can carry out <b>fieldwork</b> in an urban area and/or a rural area using appropriate techniques.</p> <p>Suggest questions for investigating.</p> | <p>technology recording for their investigation.</p> <p>Select and use a range of instruments in investigations.</p> <p>Can plan and carry out a <b>fieldwork</b> investigation in an urban area and/or a rural area using appropriate techniques.</p> <p>Use primary and secondary sources of evidence in investigations. Investigating places with more emphasis on large scales: contrasting and distance places.</p> <p>Analyse evidence and draw conclusions such as comparing historical maps of varying scales.</p> | <p>and patterns.</p> <p>Use editing techniques with technology to collect the evidence needed.</p> <p>Can design, plan and carry out a <b>fieldwork</b> investigation in an urban area and/or a rural area using appropriate techniques.</p> <p>Analyse evidence and draw conclusions such as from field work data on land use, looking at patterns of data and explaining reasons for it., drawing upon other sources of evidence.</p> |
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