



Geography progression map – knowledge and skills

INTENT

National Curriculum statement

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.

IMPLEMENTATION - overview

	Year 3	Year 4	Year 5	Year 6
Locational knowledge and maps/ atlases	UK and Europe <ul style="list-style-type: none"> Where is the UK in the world? Geographical understanding (human, physical) of Bristol, counties, England, Scotland, Wales and N.Ireland Name & locate major cities of Britain Continents 	UK and Europe (including Russia) <ul style="list-style-type: none"> Continents - revisit Name and locate major countries throughout Europe (map/ atlas) Name and locate major European cities and capitals (map/ atlas) UK/ European Oceans and rivers 	UK, North America <ul style="list-style-type: none"> Environmental regions of the UK - hills, mountains, coasts and wider topography How has UK landscape changed over time? (link to History) Locate countries and regions within North America, including physical, human and environmental characteristics (Canada/ USA/ major cities and human characteristics/ rivers/ mountain ranges) 	UK, South America <ul style="list-style-type: none"> Latitude and longitude Time zones including Prime/ Greenwich/ Meridian time zones (link to Science in Y5 – earth, Sun and Moon) Hemispheres – major countries around the world Equator, tropics of cancer/Capricorn Arctic and Antarctic circle Locate countries and cities within South America
Place knowledge	Focus on comparing:	Focus on comparing:	Focus on comparing:	Focus on comparing:

<p>(places and characteristics – comparing and contrasting)</p>	<ul style="list-style-type: none"> • Bristol • Barcelona 	<ul style="list-style-type: none"> • Rural Britain • Scandinavia 	<ul style="list-style-type: none"> • Yosemite National Park • Brecon Beacons Physical geography, mountains, earthquakes 	<ul style="list-style-type: none"> • Wales • Patagonia? (Chile and Argentina) • Region of South America e.g. link to Maya or area of South America and compare to UK • Human and physical Geography of South America
<p>Human and physical</p>	<ul style="list-style-type: none"> • Trade, settlement and land use • Volcanoes (link to Science - rocks and soils) 	<ul style="list-style-type: none"> • Water cycle • Water distribution • Rivers 	<ul style="list-style-type: none"> • Distribution of natural resources – minerals, energy, food and water (e.g. clay, iron, gold, silver, tin, fossil fuels) • Earthquakes/ volcanoes (revisit)/ mountains 	<p>Climate zones Biomes and vegetation belts</p> <ul style="list-style-type: none"> • Trade links – local, globalisation, fair trade
<p>Field work/ investigation</p>	<p>Eight compass points to build knowledge of the United Kingdom Understanding globes, maps and atlases</p>	<p>Eight compass Symbols and keys for OS maps points to build knowledge of the United Kingdom Understanding globes and atlases Observe, measure, record and present human features in the local areas using sketch maps</p>	<p>Four figure grid references to build knowledge of the wider world Understanding globes and atlases Observe, measure, record and present geographical features in the local areas using plans and graphs</p>	<p>6 figure grid references to build knowledge of the wider world Understanding globes and atlases Observe, measure, record and present human and geographical features in the local areas using digital technologies</p>

IMPLEMENTATION - progression

	Year 3
Skills: field work and investigation (enquiry)	Follow a route on a map with some accuracy. (e.g. whilst orienteering) Create a map of a short route experienced, with features in correct order and including symbols
Skills: using maps and atlases (locational)	Locate places in the UK and Europe on larger scale maps e.g. map of Europe. Use and create a key Use 4 compass points to follow/give directions, begin to use 8 points. Use letter/no. co-ordinates to locate features on a map. Name and locate countries in Britain, counties and major cities (compare – similarities and differences) Locate and continents
Knowledge: places and characteristics	Comparing two locations: Bristol and Barcelona Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.
Knowledge: human and physical geography	Volcanoes – Link to rocks, how are they formed and where are they found. What is trade? Why is it important? How does it work? Settlement and land use in the UK. Where are the settlements and possible reasons for these. What is the land used for? Is it different in different areas? Why?
Knowledge: key concepts	Where is the UK in the world? Locate and name continents, countries and counties. Understand the similarities and differences between human and physical geography of Bristol and Barcelona. What is trade and how does it work on the UK? How is the land used – give possible reasons for this.
Key concepts revisited – connections, contrasts, similarity and difference	Revisit the world's 7 continents and 5 oceans. Countries of the United Kingdom and their capitals. Four compass points How to compare two places, what to look for.

	Year 4
Skills: field work and investigation (enquiry)	<p>Make a map of a route experienced, with features in correct order;</p> <ul style="list-style-type: none"> · Make a simple scale drawing. <p>Locate places on large scale maps, (e.g. Find UK or Norway on a globe)</p> <ul style="list-style-type: none"> · Follow a route on a large scale map.
Skills: using maps and atlases (locational)	<p>Name and locate major countries throughout Europe (including Russia) using different scaled maps.</p> <p>Locate major European cities and capitals using maps of different size and scales.</p> <p>UK/ European Oceans and rivers.</p> <p>Match boundaries found on different maps.</p> <p>Use symbols and keys from the OS map to locate features.</p> <p>Use 8-point compass points to give / follow directions.</p>
Knowledge: places and characteristics	<p>Comparing two locations: Rural Britain and Scandinavia</p> <p>Compare human and physical geography (eg. Temperature, rainfall, buildings, land use)</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps Extend to satellite images and aerial photos.</p>
Knowledge: human and physical geography	<p>Describe and understand the key aspects of the Water cycle and rivers. Where are they in the UK, how does this affect land use? – previous knowledge. Why is the water cycle important?</p> <p>Human geography including the distribution of water.</p>
Knowledge: key concepts	<p>Water cycle and water distribution.</p> <p>Comparison of Rural Britain and Scandinavia</p> <p>Locating major countries, capital and cities within Europe</p> <p>Oceans and rivers</p>
Key concepts revisited – connections, contrasts, similarity and difference	<p>Revisit continents and countries of the UK. Where are the counties? Which are local to us?</p> <p>Eight compass points</p> <p>How to compare two places, what to look for.</p> <p>Settlement and land use – link to rivers.</p>

	Year 5
Skills: field work and investigation (enquiry)	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p> <p>How have landscapes changed over time?</p> <p>Use sketches as evidence in an investigation</p> <p>Evaluate the quality of the evidence Select photography from a range of techniques as the most appropriate for the evidence they need</p> <p>Annotate sketches to describe and explain geographical processes and patterns</p>
Skills: using maps and atlases (locational)	<p>Use 8 compass points;</p> <p>Use 4 figure co-ordinates to locate features on a map</p> <p>Measure straight line distance on a plan.</p> <p>Find/recognise places on maps of different scales.</p> <p>Compare maps with aerial photographs. What is similar, why might they be different?</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find US, OS map to find local village.)</p> <p>Begin to use atlases to find out about other features of places. (e.g. location of the mountain ranges)</p> <p>Draw a sketch map using symbols and a key;</p> <p>Use/recognise OS map symbols.</p>
Knowledge: places and characteristics	<p>Comparing two places, Yosemite National park and Brecon Beacons.</p> <p>Physical geography.</p> <p>Countries and regions within North America</p>
Knowledge: human and physical geography	<p>Describe and understand the key aspects of earthquakes, hills, mountains and coasts. Locate countries and regions within North America, including physical, human and environmental characteristics (Canada/ USA/ major cities and human characteristics/ rivers/ mountain ranges)</p>
Knowledge: key concepts	<p>How has UK landscape changed over time? (link to History)</p> <p>Comparison of Brecon Beacons and Yosemite National Park</p> <p>Describe and understand then key aspects of earthquakes and mountains.</p> <p>Physical characteristics of the UK including hills, coasts, mountains and rivers.</p>
Key concepts revisited – connections, contrasts, similarity and difference	<p>Revisit rivers of the UK. Symbols and keys of OS maps.</p> <p>UK physical geography</p> <p>Continent location</p> <p>Oceans</p>

	Year 6
Skills: field work and investigation (enquiry)	<p>Suggest questions for investigating using primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>
Skills: using maps and atlases (locational)	<p>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p> <p>Use a scale to measure distances.</p> <p>Draw/use maps and plans at a range of scales.</p> <p>Draw a variety of thematic maps based on their own data.</p> <p>Draw plans of increasing complexity.</p> <p>Follow a short route on an OS map. Describe features shown on OS map.</p> <p>Independently locate places on a world map.</p> <p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p>Use/recognise OS map symbols;</p> <p>Use atlas symbols.</p>
Knowledge: places and characteristics	<p>Comparing two places, Region of South America e.g. link to Maya or area of South America and compare to UK</p> <p>Human and physical Geography of South America</p> <p>Latitude and longitude</p> <p>Time zones including Prime/ Greenwich/ Meridian time zones Hemispheres – major countries around the world</p> <p>Equator, tropics of cancer/Capricorn</p> <p>Arctic and Antarctic circle</p> <p>Locate countries and cities within South America</p>
Knowledge: human and physical geography	<p>Climate zones , what are they are where?</p> <p>Biomes and vegetation belts, where, what is the impact?</p> <p>Trade links – local, globalisation, fair trade how do these work? What is the impact of them?</p>
Knowledge: key concepts	<p>Identify position and significance of Latitude and longitude</p> <p>Time zones including Prime/ Greenwich/ Meridian time zones Hemispheres – major countries around the world</p>

	<p>Equator, tropics of cancer/Capricorn Arctic and Antarctic circle South America Study compared to UK 6 figure grid references and use of digital technologies.</p>
Key concepts revisited – connections, contrasts, similarity and difference	<p>4 figure grid references Comparisons of places. Year 5 science. Earth sun and moon. Continent location</p>