**Geography Progression**

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| **National Curriculum**<br>Locational Knowledge<br>♣ 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)<br>Place knowledge<br>♣ 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<br>Human and physical geography<br>♣ describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and mountains ♣ 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 | | | | |
| | Locational Knowledge<br>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 | Locational Knowledge<br>locate the world's countries, using maps to focus on Europe (including the location of Russia)<br><br>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 | Locational Knowledge<br>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>Human and physical geography<br>describe and understand key aspects of vegetation belts, rivers and the water cycle | Locational Knowledge<br>locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>Human and physical geography<br>describe and understand key aspects of volcanoes and earthquakes, |

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| Human Geography | Describe the human characteristics of a place by using details; how is the land used?<br><br>Briefly explain what life is like in cities<br><br>Describe how volcanoes and earthquakes affect the areas where they happen (people and the place.) | Develop the description of the human characteristics of a place- food, tourism.<br><br>Understand and explain what life is like in cities and compare life in at least 2 different cities from across Europe<br><br>Develop the description of the human characteristics of a place- food, tourism.<br><br>Understand that the products we use are imported as well as locally produced.<br><br>Understand where our energy and natural resources come from | Continue to develop the description of the human characteristics of a place- food, tourism and begin to compare and contrast with places previously studied.<br><br>Identify and sequence a range of settlement sizes | Explain how volcanoes and earthquakes affect the areas where they happen (people and the place.)<br><br>Describe and understand the human characteristics of places from across the globe and be able to explain the difference in places including economic activity and trade links.<br><br>Understand that the products we use are imported as well as locally produced<br><br>Compare and contrast what life is like in a range of settlements urban- MK, – island – Mexico , coastal area –Cornwall |
| Physical Geography | Describe a costal environment in the UK – Cornwall and compare this to Milton Keynes<br><br>Compare two regions of the UK, MK and Cornwall to a place in Europe – Poland | Identify and describe the characteristics of tropical, temperate and polar climate zones on a globe or map using appropriate vocabulary.<br><br>Begin to understand how climate and vegetation are connected in biomes- Rainforest<br><br>Describe what the climate of a region is like and how plants and animals are adapted to it | Describe the water cycle in sequence using appropriate vocabulary.<br><br>Describe the processes associated with rivers using appropriate vocabulary.<br><br>Continue to develop understating in how climate and vegetation are connected in biomes- aquatic and desert. | Describe and understand the key physical processes involved in volcanoes and earthquakes and the resulting landscape features<br><br>Describe and understand a range of key physical processes and the resulting landscape features – coastal erosion. |

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| | | Understand how food production is influenced by climate. | Begin to compare and contrast biomes from across the world<br><br>Understand how food production is influenced by different climates. | |
| Environment and Impact | Develop an understanding of how different environments make up the MK- villages, cities, counties, rural, urban, costal.<br><br>Use knowledge of human and physical features in the UK to compare to areas in Europe<br><br>Through research of current sources, begin to develop an understanding of climate change and the current impact on our world | Develop an understanding of how different environments make up Europe- villages, cities, counties, rural, urban, costal.<br><br>Explain some ways biomes (rainforest) are valuable, why they are under threat and how they can be protected.<br><br>Describe some similarities and differences between regions in the UK and regions in Europe<br><br>Through research of current sources and field work in the local area, develop an understanding of the human contribution to climate change | Explain some ways biomes (oceans) are valuable, why they are under threat and how they can be protected.<br><br>Explain several threats to wildlife/habitats from across studies of different biomes.<br><br>Describe and compare similarities and differences between some regions in South America.<br><br>Through research of current sources, develop an understanding of how climate change can be further prevented | Understand how physical processes can cause hazards to people – volcanoes and earthquakes.<br><br>Describe some advantages and disadvantages of living in hazard-prone areas.<br><br>Describe and compare similarities and differences between some regions in North America and compare and contrast to all places studied across the globe<br><br>Through all research on climate change, begin to develop an understanding of the future of our Earth and how we can be preventing further damage |

## Mapping and Fieldwork

| | Year 3 | Year 4 | Year 5 | Year 6 |
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| **National Curriculum**<br>♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>♣ 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<br>♣ 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. | | | | |
| Using and Interpreting | Use atlases, maps and globes that are labelled to locate places.<br><br>Use large scale maps outside<br><br>Make and use simple route maps<br><br>Use vertical aerial photographs and online mapping (Google Earth) to locate places<br><br>Locate photos of features on maps.<br><br>Give maps a title to show their purpose.<br><br>Recognise that contours show height and slope | Use atlases, maps and globes and online mapping (Google Earth) to independently locate places<br><br>Use maps at more than one scale.<br><br>Locate photos of features on maps.<br><br>Use oblique and aerial views.<br><br>Recognise some patterns on maps and begin to explain what they show.<br><br>Use thematic maps.<br><br>Explain what places are like using maps at a local scale.<br><br>Confidently using maps and aerial views to help talk about places that are studied | Starting to relate maps to each other and to vertical aerial photographs.<br><br>Use a range of viewpoints up to satellite.<br><br>Use index and contents page of atlas.<br><br>Use thematic maps for specific purposes (Biomes and population).<br><br>Starting to know that purpose, scale, symbols and style are related.<br><br>Appreciate different map projections. | Confidently relate maps to each other and to vertical aerial photographs.<br><br>Follow routes on maps<br><br>Developing knowledge that purpose, scale, symbols and style are related.<br><br>Starting to interpret distribution maps and use thematic maps for information.<br><br>Starting to follow a route on 1:50 000 Ordnance Survey map; describe and interpret relief features.<br><br>Use maps to research factual information about locations and features. |

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| | Starting to use maps and aerial views to talk about for example, views from high places.<br><br>Use the scale bar to estimate distance. | | Use maps to research factual information about locations and features.<br><br>Use models and maps to talk about contours and slope.<br><br>Use a scale bar on all maps. | Use a range of viewpoints up to satellite.<br><br>Use models and maps to talk about contours and slope.<br><br>Use a scale bar on all maps |
| Position and Interpretation | Use simple grids.<br><br>Give direction instructions up to 4 cardinal points.<br><br>Starting to use 4- figure coordinates to locate features | Give direction and instructions up to 8 cardinal points.<br><br>Confidently using 4- figure coordinates to locate features.<br><br>Know that 6 figure Grid References can help you find a place more accurately than 4-figure coordinates<br><br>Starting to use latitude and longitude in an atlas or globe. | Developing use of 6 figure coordinates to locate features.<br><br>Applying knowledge of directions and instructions to 8 cardinal points.<br><br>Starting to align a map with a route.<br><br>Follow a river and give co-ordinates and directions for specific points<br><br>Using latitude and longitude in an atlas or globe to describe a position of a place | Confidently using 4 and 6-figure coordinates to locate features.<br><br>Confidently applying knowledge of directions and instructions to 8 cardinal points.<br><br>Confidently aligning a map with a route.<br><br>Confidently using latitude and longitude in an atlas or globe |
| Drawing | Starting to make a map of a short route with features in correct order.<br><br>Starting to make a map of small area with features in correct places. | Confidently make a map of a short route with features in correct order<br><br>Confidently make a map of small area with features in correct places | Make sketch maps of an area using symbols and key.<br><br>Use agreed and Ordnance Survey symbols. | Make sketch maps of an area using symbols and key.<br><br>Design maps from descriptions. |

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| | Starting to use plan views.<br><br>Give maps a key with standard symbols.<br><br>Use a simple scale (e.g. 1cm2 = 1m2) to create a scale plan view | Confidently use plan views.<br><br>Use some Ordnance Survey style symbols<br><br>Make a scale plan of a room to scale using at least 1cm2 = 1m2 | | Draw thematic maps for example, local open spaces.<br><br>Draw scale plans, choosing an appropriate scale and be able to justify why this is the best scale for the map<br><br>Use standard symbols |
| Fieldwork<br><br>*(Italics= fieldwork opportunities)* | Analyse primary data, identifying any patterns observed from within the local area<br><br>Create a graph to represent data observed<br>*Investigate local buildings, land use, and local facilities and explore issues of environmental quality and value* | Ask geographical questions<br><br>*Visit a woodland are to study the trees, plants and animals, as an ecosystem and compare to other biomes*<br><br>*Explore issues of sustainability in everyday life (e.g. energy generation and use, water supply and use)* | Investigate a geographical hypothesis using a range of fieldwork techniques.<br><br>From the observed data, present findings and give a brief conclusion<br>*Investigate and record different weather phenomena through observation and by using standard measurement devices (e.g. thermometers, rain gauges and anemometers)*<br><br>*Research sustainability in everyday life, including how everyday goods (e.g. food or clothing) are produced and traded, as well as consumption, waste and recycling* | Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques<br><br>*Investigate how buildings, land use and local facilities have changed over time; and investigate local development plans through visits to derelict sites, empty shops or buildings or places where developments (e.g. road, housing, industrial, retail or leisure schemes) are proposed* |