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**Geography Curriculum Progression**

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|  | **KS2** | | | |
| **Year3** | **Year 4** | **Year 5** | **Year 6** |
| Key Vocabulary | I am beginning to develop a wider geographical vocabulary, using some terms such as routes, community, clouds, rainfall, key, urban, rural, human& physical to describe places or geographical features in different ways.  I am beginning to apply the vocabulary of other subjects such as Maths and Science when describing geographical features and processes. | I continue to develop a wider geographical vocabulary, using terms such as routes, community, clouds, rainfall, key, urban, rural, human & physical to describe places or geographical features in different ways.  I am beginning to apply the vocabulary of other subjects such as Maths and Science when describing geographical features and processes. | I introduce precise geographical words when describing geographical places features & processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region raw material, energy, fuel, power natural resource labour.  I use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes.  I can provide some detail of geographical regions of the UK & their identifying physical and human characteristics using specific geographical vocabulary. | I introduce precise geographical words when describing geographical places features & processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region raw material, energy, fuel, power natural resource labour.  I confidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes.  I can provide greater detail of geographical regions of the UK & their identifying physical and human characteristics using specific geographical vocabulary. |
| Location & Place Skills | I can locate some of the world’s countries, using maps.  I can name and locate geographical regions of the UK & their identifying physical and human characteristics, including ***some*** cities and ***some*** key topographical features including hills, mountains, coasts and rivers.  I understand how some aspects of human and physical geography have changed over time. | I can locate the world’s countries, using maps to focus on Europe (including Russia): environ-mental regions, key physical or human characteristics, countries, and major cities.  I can understand geographical similarities and differences of human & physical geography of a region of the UK and in a European country | I know some of the world’s countries, focusing on North America concentrating on environmental regions, key physical or human characteristics, countries, and major cities.  I can name/ locate cities & counties of the UK  I know more about the geographical regions of the UK & their identifying physical and human characteristics, including ***more*** cities and detail of the key topographical features including naming some UK hills, mountains & rivers or types of coasts  I can explain how aspects of human and physical geography have changed over time.  I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N. or S. America. (I also draw on the case study of Europe in lower KS2). | I know some of the world’s countries, focusing on South America concentrating on environmental regions, key physical or human characteristics, countries, and major cities.  I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N. or S. America. (I also draw on the case study of Europe in lower KS2).  I can identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones (incl. day & night). |
| Human & Physical Geography Enquiry and Communication Skills | I am beginning to describe & understand key aspects of: physical geography, including rivers and mountains.  I can explain volcanoes/ earthquakes in simple terms.  I can describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the locations and countries studied.  I can identify differences between places.  I can communicate geographical information in a variety of ways, including through maps and writing at length  I apply mathematical skills when using geographical data etc. | I can describe & understand key aspects of: physical geography, including rivers and mountains.  I can explain volcanoes/ earthquakes in simple terms.  I can describe the water cycle using a diagram.  I can describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the locations and countries studied.  I can identify differences between places.  I can communicate geographical information in a variety of ways, including through maps and writing at length  I apply mathematical skills when using geographical data etc. | I can describe processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time  I can understand key aspects of: physical geography e.g. climate zones, biomes and vegetation belts.  I can describe in detail types of settlement, land use, economic activity including trade links.  I can describe the distribution of natural resources including energy, food, minerals & water in the continents & countries I have studied.  I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied.  I know location of places of global significance, their defining physical & human characteristics and how they relate to one another  I regularly use/ apply maths skills in my work. | I can describe processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time  I can understand key aspects of: physical geography e.g. climate zones, biomes and vegetation belts.  I can describe in detail types of settlement, land use, economic activity including trade links.  I can describe the distribution of natural resources including energy, food, minerals & water in the continents & countries I have studied.  I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied.  I know location of places of global significance, their defining physical & human characteristics and how they relate to one another  I regularly use/ apply maths skills in my work. |
| Fieldwork Skills | I use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs  I can conduct surveys.  I can carry out a simple questionnaire.  I am able to use simple equipment to measure and record.  I can investigate the local area, looking at types of shops, services and houses.  I apply mathematical skills in data handling to Geography fieldwork. | I use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs  I can conduct surveys.  I can carry out a simple questionnaire.  I am able to use simple equipment to measure and record.  I can investigate the local area, looking at types of shops, services and houses.  I apply mathematical skills in data handling to Geography fieldwork. | I use fieldwork to observe, measure & record human & physical features in the local area using a range of methods, including sketch maps, plans, graphs& digital technologies.  I can collect, analyse & communicate with range of data gathered in experiences of fieldwork to show I under-stand some geographical processes.  I can carry out a focused in depth study, looking at issues/changes in the area.  I can imagine how & why area may change in future. | I use fieldwork to observe, measure & record human & physical features in the local area using a range of methods, including sketch maps, plans, graphs& digital technologies.  I can collect, analyse & communicate with range of data gathered in experiences of fieldwork to show I under-stand some geographical processes.  I can carry out a focused in depth study, looking at issues/changes in the area.  I can imagine how & why area may change in future. |
| Globe, Map & Plan Reading Skills | I can locate the world’s countries using maps, atlases and globes.  I can use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including. cities, rivers, mountains, hills, key topographical features, land-use patterns;  I can use atlases to find places using index/ contents.  I can understand need for a key.  I understand the purpose of maps.  I am beginning to understand scale and distance on a map, using and applying mathematical skills. | I can locate the world’s countries, using maps to focus on Europe concentrating on their environmental regions, key physical or human characteristics, countries, and major cities.  I can use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including. cities, rivers, mountains, hills, key topographical features, land-use patterns;  I can use atlases to find places using index/ contents.  I can understand need for a key.  I understand the purpose of maps.  I am beginning to understand scale and distance on a map, using and applying mathematical skills. | I can use 1:10.000 and1:25.000 Ordnance Survey maps.  I can use a globe & maps & some OS symbols on maps to name and locate UK counties & cities  I can locate the world’s countries, using maps to focus on North America.  I realise purpose, scale, symbols and style are related.  I can use maps, atlases, globes and digital/computer mapping to locate countries& describe features studied.  I can understand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps | I can use 1:10.000 and1:25.000 Ordnance Survey maps.  I can use a globe & maps & some OS symbols on maps to name and locate UK counties & cities  I can locate the world’s countries, using maps to focus on South America.  I realise purpose, scale, symbols and style are related.  I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS).   I can use maps, atlases, globes and digital/computer mapping to locate countries& describe features studied.  I can show the position and significance of latitude, longitude, Equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, and time zones (including day & night) using a globe.  I can understand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps |
| Map Work Skills | I can use the 8 points of a compass.  I can use simple grids with letters and numbers and 4-figure coordinates to locate features.  I am beginning to use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world.  I can create a map of evidence from fieldwork e.g. sketch annotated views.  I can use plans.  I can use aerial photos and satellite images.  I can begin to use smaller scale aerial views.  I can use oblique aerial views. | I can use the 8 points of a compass.  I can use simple grids with letters and numbers and 4-figure coordinates to locate features.  I can use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world.  I can map evidence from fieldwork e.g. sketch annotated views.  I can use plans.  I can use aerial photos and satellite images.  I can begin to use smaller scale aerial views.  I can use oblique aerial views. | I can use Ordnance Survey maps at different scales.  I can, draw a detailed sketch map using symbols and a key. I know directions in neighbourhood.   I can align a map with route.  I can use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world.  I can understand and use  6 figure grid references to  Interpret OS maps. | I can use Ordnance Survey maps at different scales.  I can, draw a detailed sketch map using symbols and a key. I know directions in neighbourhood.   I can align a map with route.  I can use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world.  I can understand and use  6 figure grid references to  Interpret OS maps. |