

Geography – progression in knowledge and skills



National curriculum statutory coverage for Key Stage 2

Location knowledge

- To 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
- To 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
- To 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)

Place knowledge

- To 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

Human and physical geography

- To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

Geographical skills and fieldwork

- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- To 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
- To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Progression of Geographical knowledge and skills

| | Locational Knowledge | Place Knowledge | Human and physical geography | Geographical skills and fieldwork |
|--------|--|---|---|---|
| Year 3 | <ul style="list-style-type: none"> • I can name the seven continents of the world independently. • I can compare the seven continents by size, number of countries and population. • I can name several different countries in each continent. • I can name some major capital cities of the world. • I know where the North and South Poles are. I know what the Northern and Southern Hemispheres are. • I know which hemisphere each continent is in. • I know what the Eastern and Western Hemispheres are. • I can name some countries that are in the Northern and Southern Hemispheres. • I know that the terms 'longitude' and 'latitude' are used to describe position on world maps and globes. • I know that the tropic of Cancer and tropic of Capricorn are lines of latitude. • I know that the tropics describes the area between the tropics of Cancer and Capricorn. • I know what the prime meridian is. • I can locate the country and continent of deserts and desert cities. | <ul style="list-style-type: none"> • I can compare two different countries and state their similarities and differences. | <ul style="list-style-type: none"> • I know that places have different climate zones depending on where they are located, such as desert, arctic and tropical. • I can describe what some of the climate zones of the world are like. • I can identify key physical features of the seven continents, including the tallest mountain and longest river in each. • I can describe the difference between human and physical geography. • I can use a variety of sources to find out about the physical and human geography of a particular country. I can describe the basic features of some climate zones. • I know what the terms 'import' and 'export' mean. • I know that a lot of foods are imported and exported around the world. • I can explain how land in tropical biomes is being changed to enable more food to be produced. • I can describe what the term 'deforestation' means. • I can describe ways farm land is used in Mediterranean climate zones. • I can describe the difference between arable and pastoral farming. • I can explain how land is used to produce food in the UK. • I can gather and explain information about UK food trade links. • I can name and locate the major deserts of the world. • I can use line graphs and charts to explore and compare climate data for deserts around the world. • I can explain how erosion and other processes create different desert formations. | <ul style="list-style-type: none"> • I can label each of the seven continents on a world map. • I can locate countries in a particular continent on a world map. • I can use given clues to help me locate a country on a world map. • I know that I can use an atlas and the internet to find where countries are located in the world. • I can use a climate zone map to identify what a country's climate is like. • I can locate major capital cities of the world on a map. • I can use a climate zone map to identify where ice cap, tundra, boreal, temperate, subtropical and tropical climate zones are located. • I can read a timezone map and use it to answer questions about two different locations. • I can use a map with a key to identify deserts on a world map. |

| | | | | |
|--------|---|---|--|---|
| | | | <ul style="list-style-type: none"> • I can describe some of the ways in which humans use deserts, such as mining, solar farms, military testing and recreation. • I can describe some of the ways in which people use desert land to live. • I can use independent research to find out about the human geography of a desert city. • I can describe and discuss the causes and consequences of desertification. | |
| Year 4 | <ul style="list-style-type: none"> • I can name different countries in Europe. • I can name the seas and oceans surrounding Europe. • I can identify modern settlements that have developed from an early settlement. • I can explain how settlements have developed over time. • I know that the UK's industries are dependent on geographical areas. | <ul style="list-style-type: none"> • I can compare the human and physical geography of London and Paris. • I can ask and answer questions to help me compare and contrast London and Paris. • I can identify and discuss the features of different settlements. • I can use my local knowledge when exploring maps. | <ul style="list-style-type: none"> • I can identify European countries based on human features, such as language, flag and currency. • I can identify the capital cities of Europe. • I can compare two European capital cities according to their human and physical features. • I can use independent research to explore the human and physical features of a particular European country. • I can suggest land features early settlers would need to consider when choosing a settlement location. • I can design a settlement incorporating necessary human and physical features. • I understand the concept of trade links. • I understand the concept of an economy. • I can identify a variety of jobs that belong to different sectors. • I know what some of the UK's top industries are. • I can describe how climate and landscape help determine a country's industries. • I can explain how unemployment affects people in the UK and around the world. • I can explain how child labour around the world affects the economy. | <ul style="list-style-type: none"> • I can locate the countries of Europe, including Russia, on a map of Europe. • I can locate the capital cities of Europe on a map. I can identify map symbols and abbreviations on an Ordnance Survey map. • I can use online mapping software and Ordnance Survey maps to identify different features. • I can use online mapping software and Ordnance Survey maps to describe the areas between settlements. • I can create a plan of a fictional settlement. • I can use a map of the UK to identify where different industries are more prevalent. • I can annotate a world map to show different industries in different countries. |

| | | | | |
|-------------------|---|--|--|---|
| <p>Year 5</p> | <ul style="list-style-type: none"> • I can describe key geographical features of the UK and its countries. • I know that the UK can be split into regions and that each region contains several counties. • I can identify and name the counties of the UK. • I can name the countries of South America. • I can use my understanding of the Tropics of Cancer and Capricorn, and the equator, to predict what the climate in South America might be like. | <ul style="list-style-type: none"> • I can use a variety of geographical sources, including maps, to compare an area of the UK with an area of South America. • I can compare and contrast the human and physical features of Brazil and the UK. | <p>I can explore the human and physical features of a particular town or city in the UK.</p> <ul style="list-style-type: none"> • I know the difference between a hill and a mountain. • I can describe how different mountains are formed. • I can name and locate mountain ranges of the UK. • I know the difference between a sea and an ocean. • I can identify, locate and describe different • I can explain the process of the water cycle using appropriate vocabulary, such as precipitation, condensation, evaporation and transpiration. • I can describe the role rivers play in the water cycle. • I can explain the journey of a river from source to mouth in detail, including vocabulary such as delta, tributary and meander. • I can explain the processes of erosion, transportation and deposition in relation to rivers. • I can describe why rivers are useful, such as for transportation, wildlife habitats, energy, farming and leisure. • I can describe the causes of river pollution and its effect on the environment. • I can generate geographical questions about a particular river and use a variety of sources to find the answers. <p>coastal areas of the UK, using vocabulary such as erosion, coastal stacks and cliffs.</p> <ul style="list-style-type: none"> • I can name and locate the major rivers of the UK. | <ul style="list-style-type: none"> • I can place the four countries and capital cities of the UK on a map, along with other places, such as the Isle of Wight and Shetland Islands. • I can use given clues to locate the counties of England on a map. • I can use a map to answer true or false questions about the location of a county. • I can locate the major towns and cities of the UK on a map. I can use a world map to identify major rivers around the world. • I can locate the countries of South America on a map. • I can use political maps and climate maps to identify the climate zones of South America. • I can use a topographical map to locate the mountain ranges of South America. • I can use a map of plate tectonics to identify the location of the Andes. • I can create a colour key on a map of South America to denote key industries. |
|-------------------|---|--|--|---|

| | | | | |
|--------|--|--|---|---|
| | | | <ul style="list-style-type: none"> • I know that rivers start their journey at the source and end their journey at the mouth. • I can identify and describe the different climate zones of South America. • I know that the Andes are the major mountain range of South America. • I can use plate tectonics to describe how mountains are formed. • I know what a volcano is and how they are formed. • I know the differences between the three types of volcanos. • I know how humans use the Andes for things like natural resources, hydroelectric dams and tourism. • I can compare and contrast aspects of the human geography of South America, such as population, life expectancy, language, religions and currency. • I know that the main industries of South America are agriculture and timber. • I can name some key industries in different South American countries. • I can use independent research to find out key details of the human and physical geography o | |
| Year 6 | <ul style="list-style-type: none"> • I know where some places of extreme temperature are located. • I know that there are lots of different types of settlements, that they all have different purposes and that these purposes can change over time. • I know that settlements can be split into different zones, including commercial, residential, industrial, | <ul style="list-style-type: none"> • I can compare my local area with an area in North America by generating and answering questions about the human and physical geography of both places. | <ul style="list-style-type: none"> • I know that the first layer of the Earth's atmosphere is called the troposphere and that it is here that weather occurs. • I can use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them. • I can explain what a drought is and some of the causes and effects. • I can explain why some areas get more rain than others in relation to the water cycle. | <ul style="list-style-type: none"> • I can use fieldwork to observe where some of the UK's natural resources can be found. • I can use fieldwork to identify different examples of land use in my local area. • I can use fieldwork to take photos and make notes about my local area, then use this |

| | | | | |
|--|---|--|---|---|
| | <p>educational, forests, parks and commons.</p> <ul style="list-style-type: none"> • I can identify the countries of North America. • I can match North American capital cities with their correct country. | | <ul style="list-style-type: none"> • I can describe some extreme weather phenomena around the world, including tornados, tropical storms, hail storms and blizzards. • I can describe the effects of extreme weather phenomena on the environment and people affected. • I can use plate tectonics to describe what earthquakes are and why they happen. • I know what the Richter scale is. • I can describe the effects of earthquakes on the environment and people affected. • I know that tsunamis occur when there are earthquakes on the ocean floor. • I can describe what happens when a volcano erupts. • I know the difference between high-order and low-order services in a settlement. • I know which products are exported from the UK, their value, their share of UK exports and the main importer countries. • I can name many of the natural resources that are found in the UK. • I can identify UK commodities that are made or produced in my local area. • I can describe land use around my school, explaining how I feel about different areas and what I would change. • I can compare local climate data with climate data for other parts of the UK. • I know how different winds can affect the climate of different parts of the UK. <p>I can compare the climates of different parts of North America using graphs.</p> <ul style="list-style-type: none"> • I can match a description of a climate to a corresponding bar graph. • I can describe some of the main geographical features of North America, such as the Grand Canyon, Niagara Falls and the Hubbard Glacier, and how they were formed. | <p>information to make a corresponding map or model.</p> <ul style="list-style-type: none"> • I can use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me. • I can use fieldwork to gather information about the vegetation and wildlife of a local river. • I can use fieldwork to gather weather data about my local area. • I can use fieldwork to gather information about rock type, vegetation and wildlife on a local hill or mountain. • I can use a topographical map to identify the major mountain ranges of the UK. • I can use given information about the location of North American countries to label a map of North America. • I can use a time zone map to state what the time would be in different places in North America compared to the UK, and vice versa. |
|--|---|--|---|---|

| | | | | |
|--|--|--|---|--|
| | | | <ul style="list-style-type: none">• I can compare the features of North American capital cities, and order cities by population and area.• I can use independent research to find out about the human and physical geography of a particular North American country. | |
|--|--|--|---|--|