



Geography progression map

	Year 3	Year 4	Year 5	Year 6
Location Knowledge 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 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.	Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. To know the names of some countries and major cities in Europe and North and South America. Locating some counties in the UK and local to Brushwood. Locating some cities in the UK and local to Brushwood. Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.	Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. Locating some of the world's most significant rivers and identifying any patterns. To know that climate zones are areas of the world with similar climates. To know vegetation belts are areas of the world which are home to similar plant species. Finding the position of the Equator and describing	Locating major cities of the countries studied. Locating key physical features in countries studied on a map. Locating key human features in countries studied. Finding the position of the Equator and describing how this impacts our environmental regions. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle. To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest,	Locating major cities of the countries studied. Locating key physical features in countries studied on a map. Locating key human features in countries studied. To know the names of some of the world's most significant mountain ranges. Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe. Identifying key physical and human characteristics of the geographical regions in the UK. Explaining why a locality has changed over time, giving examples of both

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		how this impacts our environmental regions.	deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland). Understanding how land-use has changed over time using examples.	physical and human features.
Place Knowledge 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	Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing how and why humans have responded in different ways to their local environments.	Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Discussing how climates have an impact on trade, land use and settlement.	Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. To know some similarities and differences between the UK and a European mountain region. To know why tourists visit mountain regions. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Explaining how humans have used desert environments.	Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Understanding how climates impact on trade, land use and settlement. Using maps to explore wider global trading routes.

Human and Physical Geography Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Describe and understand key aspects of: 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	Mapping and labelling the seven biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place.	Mapping and labelling the seven biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing how humans can impact the environment both positively and negatively, using examples.	Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.	Understanding some of the impacts and causes of climate change. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the ‘push’ and ‘pull’ factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both
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				positively and negatively, using examples.
Geography skills and field work 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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	Beginning to choose the best approach to answer an enquiry question. Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data. Taking digital photos and labelling or captioning them. Making annotated sketches, field drawings and freehand maps to	Beginning to choose the best approach to answer an enquiry question. Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data. Begin to use a simplified Likert Scale to record their judgements of environmental quality.	Developing their own enquiry questions. Choosing the best approach to answering an enquiry question. Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question. Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data.	Developing their own enquiry questions. Choosing the best approach to answering an enquiry question. Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question. Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data.

	record observations during fieldwork. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map.	Using a questionnaire/interviews to collect qualitative fieldwork data. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map.	Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.	Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps. Using the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Accurately using 4 and 6-figure Grid References to locate features on a map. Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map.
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