



Progression - Geography

| Strand | Progression statement | Year 3 | Year 4 | Progression statement | Year 5 | Year 6 |
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| 1. The UK and local area | Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. | Can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. Brackley, Northants; locate where they live in the UK using locational terminology Can relate continent, country, county, city/where they live. Can locate the UK's major cities and rivers (including local rivers- the Ouse) and locate some physical environments in the UK (e.g. use a map of the British Isles and locate and label the main British rivers). Locate Brackley on a map of the UK, look at maps of Brackley and see how Brackley has changed over time. | Can describe where the UK is located, and name and locate some major urban areas . Can locate and describe some human and physical characteristics of the UK (e.g. use a map of the British Isles to locate and label the main British rivers, and add the names of settlements at the mouth of the rivers). | Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time. | Can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. - Children use maps, globes, and google earth to locate features of the UK specifically mountain ranges. Additionally, children study photographs of rivers to describe these physical environment. Can locate the UK's regions and major cities (e.g. use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK). - Children will use maps to locate the largest | Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Can recognise broad land-use patterns of the UK (e.g. use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK, as well as their own categories such as waterfall, lake or city |



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| | | Locate physical and natural features of Brackley on a map. | | | urban areas. | population). |
| 2. The world and continents | Locate the world's countries, focusing on Europe and North and South America. | Know that we live in the continent of Europe and locate it on a map. Locate continents on a map where rainforests are. | Can locate some countries in Europe and North and South America on a map or atlas. | 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. | The pupil can locate some major cities and countries of Europe and North and South America on physical maps. - Children will use maps to label countries and cities across Europe, North America and South America. The pupil can describe some key physical and human characteristics of Europe and North and South America. - Children will use contours to identify the flattest and hilliest areas of these continents. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Label the key countries, cities and mountains.) | The pupil can locate cities, countries and regions of Europe and North and South America on physical and political maps. The pupil can describe key physical and human characteristics and environmental regions of Europe and North and South America. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.) |



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| | <p>Identify the position and significance of latitude, longitude, the equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</p> | <p>Can use a globe and map to identify the position of the poles, the equator, the northern hemisphere and the southern hemisphere, the Tropics of Cancer and Capricorn, know that rainforest can be found between these tropics.</p> | <p>Can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude (e.g. in a group or individually, make a locational map game, quiz or puzzle for other pupils in their class to test knowledge and understanding of latitude and longitude).</p> | <p>Identify the position and significance of latitude, longitude, the equator, the northern hemisphere, the southern hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</p> | <p>Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude (e.g. produce a world fruit map based around a world map locating the origin of some fruits and relate this to latitude, longitude, the equator, the Tropics of Cancer and Capricorn, and climate). - Children will consider where food is imported from and will be able to locate these places on a map. Additionally, children will be able to identify the equator and the Tropics of Cancer and Capricorn on a globe.</p> | <p>Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation (e.g. produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone).</p> |
| Geographical Understanding | | | | | | |
| <p>3. Physical themes</p> | <p>Describe and understand key aspects of physical geography including climate zones,</p> | <p>Can describe the pattern of hot or cold areas of the world and relate this to the</p> | <p>Can indicate tropical, temperate and polar climate zones on a globe or map and</p> | <p>Describe and understand key aspects of physical geography, including climate zones,</p> | <p>Can understand that climate and vegetation are connected in an example of a biome,</p> | <p>Can understand how climate and vegetation are connected in biomes, e.g. the</p> |



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| | <p>biomes and vegetation belts.</p> | <p>position of the equator and the poles,, locate where most rainforests are found and use the words humpid and temperate to describe climate. Name some of the processes associated with rivers and mountains (e.g. with support, make a working model of a volcano, label it with the features of a volcano and describe an eruption). Learn about natural disasters such as earthquakes and tsunamis and describe how they are caused.</p> | <p>describe the characteristics of these zones using appropriate vocabulary (e.g. prepare a report, using maps and photographs, about an animal they have chosen; this should contain details of the animal, where it lives in terms of climate and biome, and what it eats). Can describe the water cycle using simple vocabulary, and</p> | <p>biomes and vegetation belts.</p> | <p>such as the tropical rainforest. - Children will consider where food is imported from and how climate can affect vegetation including situations such as drought. Can understand our food is grown in many different countries because of their climate (e.g. create a fruit map poster based around a world map using several fruits and labelling their countries of origin). - As part of the envionment unit, children will learn where certain foods are grown, considering why they may grow best in these countries.</p> | <p>tropical rainforest and the desert. Can describe what the climate of a region is like and how plants and animals are adapted to it. Can understand how food production is influenced by climate (e.g. produce a world fruit map showing where the fruit we eat is grown and the key aspects of the climate in these locations). Children understand that many raw products have to be imported from developing countries as the climate and land mass of the UK restrict.</p> |
| <p>Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle.</p> | <p>Can recognise different natural features such as a mountain, volcanos, rainforests, seas and river and describe them using a range of key vocabulary.</p> | <p>Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a river and mountain environment</p> | <p>Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> | <p>Can describe some key physical processes and the resulting landscape features, such as understanding the characteristics of a mountain region and how it was formed (e.g.</p> | <p>Can describe and understand a range of key physical processes and the resulting landscape features. (e.g. formations of waterfalls, oxbow lakes</p> | <p>Can describe and understand a range of key physical processes and the resulting landscape features. (e.g. formations of waterfalls, oxbow lakes</p> |



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| | | | <p>in the UK, using appropriate geographical vocabulary.</p> <p>Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</p> | | <p>make a clay model to show the formation of fold mountains of the Alps in Europe and talk about what it shows). - Children will study the causes of erosion and consider how this may change the shape of a mountain range.</p> | <p>and tributaries).</p> |
| 4. Human themes | <p>Describe and understand key aspects of human geography, including types of settlement and land use.</p> | <p>Can identify and sequence different human environments, and compare Brackley to Whitby. Describe the features of a coastal town (Whitby) and compare it to Brackley's geographical features.</p> <p>Can recognise key activities which may occur in tribal communities and compare to Brackley.</p> <p>Discuss how life in Brackley has changed along with the geographical landscape.</p> <p>Describe how communities have been affected by natural</p> | <p>Can use appropriate vocabulary associated with types of flooding and impact on settlements.</p> <p>Effect of drought in different climates and charity based relief.</p> | <p>Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> | <p>Know and understand what life is like in cities and in villages. - Children will partake in a traffic study in the local area, observing how busy roads are within the local area.</p> <p>Know the journey of how one product gets into their home in detail. - Children will study food miles, investigating how certain foods get from the country of origin to their home.</p> <p>Can describe some renewable and non-renewable energy sources. - Children</p> | <p>Know and understand what life is like in cities and in villages and in a range of settlement sizes.</p> <p>Can understand that products we use are imported as well as locally produced.</p> <p>Can explain how the types of industry in the area have changed over time.</p> <p>Can understand where our energy and natural resources come from (e.g. prepare a presentation for a decision-making exercise selecting an energy source to</p> |



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| | | disasters. Discuss the impact on communities when living near a volcano/ in a tsunami area. | | | investigate a variety of renewable and non-renewable energy sources such as solar panels, nuclear power, coal, pumped storage and CCGT, studying their features. Know where some of our main natural resources come from (e.g. take part in a decision-making exercise selecting an energy source to generate power for nearby houses). - Children design their own renewable energy house, choosing which natural resources to use. | generate power for nearby houses). Children can map the River Thames, understanding the difference between the rural location of the source compared to the densely populated middle course. |
| 5. Understanding places and connections | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. | Can understand the basic physical and human geography of the UK and its contrasting human and physical environments. Compare the climate of the rainforest to the climate of the UK. Can recognise that | | Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom. | | Children understand how the global trade network connects the world and how that has changed throughout history. Looking at local trade during the stone age compared with |



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| | | some regions are different from others (e.g. research a coastal locality (Whitby) and make a presentation to a group of people to promote the human and physical characteristics of the area). | | | | global trade in the modern ages. |
| Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America. | Can recognise that there are physical and human differences within countries and continents by comparing Northamptonshire to other counties, comparing the rainforest climate to our own . Can show awareness of the physical and human characteristics of a European region and a region in North or South America (e.g. using photos, information sheets and Google Earth, record information about one | | Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America. | Know and can share information about a African region and a region in South America, and understand that a region such as the Alps is unique (e.g. design an app/webpage/leaflet for tourists to the Alps selecting some information). - Children know and can share information about The Andes (South America) and Mount Kilimanjaro (Africa) and can compare their features. | | |



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| | city in North America and one in South America; compare these cities, identifying one difference and one similarity). | | | | |
| Establish an understanding of the interaction between physical and human processes. | Can describe how some physical processes can cause hazards to people. Learn about tsunamis, earthquakes and volcanos and how living near the ring of fire has an impact on daily lives. Can recognise that there are advantages and disadvantages of living in certain environments (e.g. investigate the impacts of the 2011 Japanese earthquake using images and internet research). | Can understand the cause and effect of flooding on both physical and human features. | Deepen an understanding of the interaction between physical and human processes. | Can explain some ways a biome (including the oceans) is valuable and under threat from human activity. - Children can consider the negative effects human activity has on the oceans and can consider why this biome is important for our survival. Understand how human activity is influenced by climate and weather. - Renewable/eco energy. Understand hazards from physical environments such as avalanches in mountain regions. Can identify an important environmental issue | Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Understand how human activity is influenced by climate and weather. Understand hazards from physical environments and their management, such as avalanches in mountain regions. Can explain several threats to wildlife/habitats (e.g. make an animation to show why the Amazon Rainforest is valuable and under threat, and why it should be |



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| | | | | | (e.g. make an animation to show why the Amazon Rainforest is valuable and why it should be protected). - Children consider the effects of climate change and human activity such as deforestation and pollution. | protected). |
| Geographical Skills and Enquiry | | | | | | |
| 6. Map and atlas work | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | Can use a map to identify areas of the world where the rainforest is located, Can use an atlas to describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. Can use an atlas to locate where they live in the UK and the UK's major urban areas (e.g. use an atlas to locate places in an atlas using | Can use a map or atlas to locate some countries. Lines of latitude and longitude. Find countries using given co-ordinates. Atlas work to locate places using latitude and longitude and describe the location of the place. Hemispheres, names of oceans, continents, polar regions. | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | Can use physical, atlases, and computer mapping to describe some key physical and human characteristics of Europe. - Children use maps, atlases, and Google Maps to study physical features of urban areas in the UK such as mountain ranges. | Can use physical maps to describe key physical and human characteristics worldwide. Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. Can use thematic maps for specific purposes (e.g. use physical and political maps to identify the Alps, its countries, cities and topography). |



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| | | the contents page). | | | | |
| | Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. | Can use a simple letter and number grid. Can give direction instructions up to four compass points. Can use large-scale maps outside (e.g. follow a local river downstream on an OS map and identify some features of the river). | Can use four-figure grid references. Use maps of the school grounds. | Use the eight points of a compass, four/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. | Can use six-figure grid references. - Children use six figure grid references to describe and locate places within the UK. Can use OS map symbols and atlas symbols. - Children use maps to locate the largest urban areas in the UK, considering map symbols. Can use maps at different scales. - Children understand they can use a 'zoom' function on Google Maps to access a map of the UK at different scales. Can recognise that contours show height (e.g. contribute to a class display of a large-scale OS map of the local area to label with photographs and information about a local issue). - Children | Can use four-figure grid references and find six-figure grid references. Can describe height and slope from a map. Can read and compare map scales (e.g. use a large-scale OS map of the local area to annotate with photographs and information about a local issue). Children practice their four and six figure grid references while mapping the River Thames. |



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| | | | | | use contour lines to identify the flattest and hilliest areas of the UK. | |
| 7. Fieldwork and investigation | Use a range of methods including sketch maps, plans and graphs, and digital technologies. | Can make a simple sketch map. Can present information gathered in fieldwork using a simple graph. Can use digital maps to identify familiar places (e.g. using Google Earth, identify states and cities of the USA and locate them on a map). | Can make a simple scale plan of the school grounds creating a key with appropriate features. Can present information gathered in fieldwork using simple graphs eg sun dial (shadow lengths) or rain collection. | Use a range of methods including sketch maps, plans and graphs, and digital technologies. | Can use digital maps to identify human and physical features. (Google Maps). Can present information gathered in fieldwork using simple graphs (e.g. research into how the local area is changing, using a selection of digital sources). - Children complete a traffic survey in the local area and present their findings in graphs. | Can make sketch maps of areas using symbols, a key and a scale. Can use digital maps to investigate features of an area. Can present information gathered in fieldwork using a range of graphs (e.g. research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers). |
| | Use fieldwork to observe, measure, record and present the human and physical features in the local area. | Can, in a group, carry out fieldwork in the local area using appropriate techniques suggested (e.g. participate with a group to create a river in the playground using natural materials – using a watering can to form the river, observe | Carry out fieldwork in the local area selecting appropriate techniques; map the school grounds with human and natural features. Measure rainfall, shadow length, wind speed and direction. | Use fieldwork to observe, measure, record and present the human and physical features in the local area. | Can carry out fieldwork in an urban area and/or a rural area using appropriate techniques (e.g. carry out an enquiry to investigate how sustainable one aspect of the school's work is; collect evidence as suggested from surveys, | Can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques (e.g. plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is; |



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| | | and record what happens to the water over different materials; take photographs and label with key river features). | | | photographs and interviews, and present findings to the head teacher and school council). - Children complete a traffic survey within outdoor learning week to collect evidence on road activity across a certain period of time. | collect evidence from surveys, photographs and interviews, and present findings to the head teacher and school council). |
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