



Stapleford Abbotts Primary Academy - Geography Curriculum Progression Document KS2

| Locational Knowledge | Year 3 | Year 4 | Year 5 | Year 6 |
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| | <p><u>National Curriculum</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North & South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. - Name and locate counties & 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. - Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, the tropics of Cancer & Capricorn, Arctic and Antarctic Circle, The Prime/Greenwich Meridian & time zones (including day and night) | | | |
| | <ul style="list-style-type: none"> - Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. - Locate the world's countries, using maps to focus on Europe (including Russia). - Name and locate counties and cities of the UK. -Name and locate geographical regions of areas studied (UK is objective) and <ul style="list-style-type: none"> • human and physical characteristics | <ul style="list-style-type: none"> - Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features. -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. - Name and locate counties and cities of the UK. -Name and locate geographical regions (of the UK and also outside the UK) and: <ul style="list-style-type: none"> - their human/physical characteristics | <ul style="list-style-type: none"> - Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features. -Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on: their environmental regions; <ul style="list-style-type: none"> • key physical and human characteristics; • key countries; • major cities. | <ul style="list-style-type: none"> - Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. -Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on: <ul style="list-style-type: none"> - their environmental regions; - key physical and human characteristics; - key countries; - major cities. |



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| | <ul style="list-style-type: none">• key topographical features• land use patterns, understanding how some of these aspects have changed over time. | <ul style="list-style-type: none">- key topographical features;- land use patterns, understanding how some of these aspects have changed over time. <p>-Understand the significance and position of:</p> <ul style="list-style-type: none">• the northern and southern hemispheres• the equator• the Arctic and Antarctic circle. | <ul style="list-style-type: none">-Name and locate counties and cities of the UK.-Name and locate geographical regions (of the UK and also outside the UK) and:<ul style="list-style-type: none">• their human/physical characteristics• key topographical features. <p>-Understand the significance and position of:</p> <ul style="list-style-type: none">• the Tropics of Cancer and Capricorn;• the northern and southern hemispheres;• the equator;• the Arctic and Antarctic circle. | <ul style="list-style-type: none">-Name and locate counties and cities of the UK.-Name and locate geographical regions of the UK and:<ul style="list-style-type: none">- their human/physical characteristics- key topographical features;- land use patterns, understanding how some of these aspects have changed over time. <p>-Understand the significance and position of:</p> <ul style="list-style-type: none">- the Prime/Greenwich Meridian and time zones (including day and night)-NEW- the Tropics of Cancer and Capricorn;- the northern and southern hemispheres- the equator- the Arctic and Antarctic circle. |
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| | Year 3 | Year 4 | Year 5 | Year 6 |
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| Place Knowledge | <u>National Curriculum</u> Pupils should be taught 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 | | | |
| | - Interpret their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings. - Begin to compare place - Begin to understand simple reasons for similarities and differences. -Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European Country. | Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings. - More skilled at comparing places - Understand some reasons for similarities and differences between places. -Understand geographical similarities and differences through the study of a region of the UK and a region in South America. | - Understand simply what a number of places are like, how and why they are similar and different. - Understand simply how and why they are changing -Understand geographical similarities and differences through the study of a region of the UK and a region in South America. | - Understand in some detail what a number of places are like and how and why they are similar and different - Understand how and why places are changing. -Understand geographical similarities and differences through the study of a region within the UK. |
| Human and Physical Geography | Year 3 | Year 4 | Year 5 | Year 6 |
| | <u>National Curriculum</u> Pupils should be taught 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. | | | |



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| | <ul style="list-style-type: none"> - Can identify patterns. - Interpret how places change and the links between people and the environment. -Describe and understand key aspects of physical geography in the local area -Describe and understand key aspects of human geography, including: <ul style="list-style-type: none"> • types of settlement and land-use; • distribution of natural resources including energy, food and minerals. | <ul style="list-style-type: none"> - Describe and understand a key aspect of human and physical geography. - Can identify patterns. - Demonstrate how places change and some links between people and the environment. - Describe and understand key aspects of physical geography including mountains, volcanoes, earthquakes and the water cycle. -Describe and understand key aspects of human geography, including: <ul style="list-style-type: none"> • types of settlement and land-use; • distribution of natural resources water. | <ul style="list-style-type: none"> - Describe and understand a key aspect of human and physical geography. - Know simple spatial patterns in physical and human geography. - Know the conditions which influence those patterns, and the processes which lead to change. - Show a simple understanding of the links between places, people and environments. -Describe and understand key aspects of physical geography including climates, biomes, vegetation belts and rivers. -Describe and understand key aspects of human geography, including land use and economic activity. | <ul style="list-style-type: none"> - Describe and understand a key aspect of human and physical geography. - Know about some spatial patterns in physical and human geography, - Know the conditions which influence those patterns, and the processes which lead to change. - Show some understanding of the links between places, people and environments -Describe and understand key aspects of physical geography of areas studied -Describe and understand key aspects of human geography of places studied, including: <ul style="list-style-type: none"> - trade links; - economic activity; - the distribution of natural resources (energy, food, minerals and water). |
| Geographical Skills and Fieldwork | Year 3 | Year 4 | Year 5 | Year 6 |



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National Curriculum

Pupils should be taught to:

- 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 to build their knowledge of the UK and the wider world.
- 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.

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| | <ul style="list-style-type: none"> - Can confidently use a range of maps and images. - Can confidently use compass directions: North, South, East and West to follow and give directions to build knowledge of the UK and the wider world. - Can use letter and number coordinates to locate features on a map. - Can make links to different observations in the local area. - Can use a camera, video or audio to gather appropriate data. - Can draw a sketch map with simple annotations showing human and physical features of the local area. - Can draw a simple map of familiar short routes using OS symbols. - Can confidently ask geographical questions about places and environments and express opinions to a range of people. - Can measure accurately using a tally and standard units. - Can identify benefits and limitations of data collection methods. | <ul style="list-style-type: none"> - Can confidently use globes, atlases, images, aerial photos and begin to use computer mapping. - Can identify the eight point compass directions: N, NE, E, SE, SW,W and NW to follow and give directions to build knowledge of the UK and wider world. - Can use four-figure grid references to locate features on a map. - Can make clear links between different observations in the local area. - Can use a camera and locate labelled photos on a map. - Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area. - Can draw an accurate map of a short route using OS symbols. - Can devise and ask questions using geographical vocabulary to recognise that others may think differently. - Can answer questions about places and environments to aid investigation and express their different opinions relating to issues. | <ul style="list-style-type: none"> - Can confidently use an atlas including the contents page and index. - Can confidently use the eight point compass directions: N, NE, E, SE, SW,W and NW to follow and give directions to build knowledge of the UK and wider world. - Can accurately use four- figure grid references on an OS map and attempt six- figure references. - Can make clearly explained links between observations in the local area. - Can use a camera and locate annotated photos on a map. - Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area, using OS symbols and a key. - Can devise and ask questions using geographical vocabulary and make notes during the interview to express my own opinions and recognise why others may have different points of view. - Can ask questions to carry out an investigation and express the | <ul style="list-style-type: none"> - Can confidently use a range of maps, atlases, images, globes and digital mapping. - Can confidently and accurately use the eight point compass directions: N, NE, E, SE, SW,W and NW to follow and give directions to build knowledge of the UK and wider world. - Can accurately use six- figure grid references on an OS map. - Can make clearly explained links between observations in the local area and the wider world to identify patterns. - Can use a camera and locate annotated photos on a map. - Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area. - Can draw a variety of maps, sketches and plans with accurate symbols, keys and scale. - Can devise and ask questions using geographical vocabulary and make notes during the interview to express my own opinions and recognise why others may have different points of view. - Can ask a range of geographical |
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| | <p>-Use maps, atlases, globes and digital/computer mapping to locate countries studied.</p> <p style="color: green; text-align: center;">Map in classroom always referred to when relevant. Atlases, globes and Google Maps to locate places.</p> <p>-Use:</p> <ul style="list-style-type: none"> the eight points of a compass (used 4 in KS1); four figure grid references (never used before); symbols and keys; to build their knowledge of the UK and wider world. <p>-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.</p> <p>- Can present data and findings simply using maps, graphs and digital technologies.</p> | <p>- Can measure using simple instruments, digital technologies and can measure more than one aspect at once.</p> <p>- Can describe the benefits and limitations of data collection methods.</p> <p>- Can present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher led question to child led conclusion.</p> <p>- Can reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction.</p> <p>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p style="color: green; text-align: center;">Map in classroom always referred to when relevant. Atlases, globes and Google Maps to locate places.</p> <p>-Use:</p> <ul style="list-style-type: none"> the eight points of a compass (introduced in Year 3) | <p>opinions from a range of points of view.</p> <p>- Can measure human and physical features in the local area using a range of appropriate instruments.</p> <p>- Can simply justify data collection methods.</p> <p>- Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion.</p> <p>- Can reach a description and explain the conclusion to the fieldwork question or prediction that is backed up with evidence.</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p style="color: green; text-align: center;">Map in classroom always referred to when relevant. Atlases, globes and Google Maps to locate places.</p> <p>-Use:</p> <ul style="list-style-type: none"> the eight points of a compass (already used in | <p>questions to carry out an investigation and explain opinions from a range of different points of view.</p> <p>- Can accurately measure human and physical features in the local area using a range of appropriate instruments.</p> <p>- Can confidently justify and evaluate data collection methods.</p> <p>- Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion.</p> <p>- Can reach a described and explained conclusion to the fieldwork question or prediction that is backed up with data and evidence.</p> <p>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>-Use:</p> <ul style="list-style-type: none"> the eight points of a compass (already used in Year 3 ,4 and 5 so should be very confident) |
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| | <p>- Can reach a thoroughly described conclusion to the fieldwork question or prediction.</p> | <ul style="list-style-type: none">• four figure grid references (introduced in Year 3)• symbols and keys (including use of Ordnance Survey maps)• to build their knowledge of the UK and wider world. <p>-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.</p> | <p>Year 3 and 4 so should be confident)</p> <ul style="list-style-type: none">• six figure grid references (only know 4)• symbols and keys of Ordnance Survey maps (introduced some in Year 4 but not looked at coastal ones).• to build their knowledge of the UK and wider world. <p>-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.</p> | <ul style="list-style-type: none">• six figure grid references (introduced in Year 5)• symbols and keys of Ordnance Survey maps (introduced in Year 4)• to build their knowledge of the UK and wider world. <p>-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.</p> |
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