

Geography Progression Map



	Year 3	Year 4	Year 5	Year 6
Vocabulary				
Geographical skills and enquiry	<p>Begin to ask/initiate geographical questions.</p> <p>Use non-fiction books, stories, atlases, pictures/photos and the internet as sources of information.</p> <p>Begin to collect and record evidence.</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</p> <p>Use maps, (large scale OS), atlases (junior), globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the 4 points of a compass to follow/give directions, and two-figure grid references (letter/ number) to locate features on a map, to build their knowledge of the United Kingdom and the wider world.</p> <p>Plot places on a map to show a short route experienced, with features in the correct order.</p> <p>Try to make a simple scale drawing.</p>	<p>Ask and respond to questions and offer their own ideas</p> <p>Use satellite images & aerial photographs</p> <p>Collect and record evidence with some support</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using pictures, photos & maps</p> <p>Use maps (large and medium scale OS), atlases (junior), globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use four compass points well. Learn the eight points of a compass & use letter/ number co-ordinates to locate features on a map confidently.</p> <p>Make a map of a short route experienced, with features in correct order.</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations</p> <p>Collect and record evidence with little support</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps or compare temperatures of various locations- influence on people.</p> <p>Use maps (medium scale land ranger OS maps, index and contents pages), atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Begin to use four-figure grid references, and use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Begin to draw a variety of thematic maps based on their own data.</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from filed work data on land use comparing land use vs temperature; look at patterns & explain reasons</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Follow a short route on an OS map. Describe features shown on OS map.</p> <p>Use 8 compass points confidently and accurately; use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Draw a variety of thematic maps based on their own data.</p>



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	<p>Locate places on larger scale maps e.g. map of Europe.</p> <p>Begin to draw a sketch map from a high view point.</p> <p>Begin to identify points on maps A,B and C.</p> <p>Begin to identify features on aerial/oblique photographs.</p>	<p>Make a simple scale drawing.</p> <p>Use some basic symbols and key (including the use of a simplified Ordnance Survey maps)</p> <p>Draw a sketch map from a high view point.</p> <p>Begin to identify significant places and environments</p> <p>Identify features on aerial/oblique photographs.</p>	<p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps (using symbols and a key), plans and graphs, and digital technologies.</p> <p>Compare maps with aerial photographs.</p> <p>Draw a plan view map with some accuracy</p> <p>Identify significant places and environments Find/recognise places on maps of different scales. (E.g. river Nile.)</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world).</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p>	<p>Begin to draw plans of increasing complexity. Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>Draw/use maps and plans at a range of scales. Draw a plan view map accurately</p> <p>Confidently identify significant places and environments</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps (using symbols and a key), plans and graphs, and digital technologies.</p> <p>Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p>
<p>Locational Knowledge</p>	<ul style="list-style-type: none"> • Locate the main countries of Europe inc. Russia. • Identify capital cities of Europe. • Identify longest rivers in the world, largest deserts, and highest mountains. • Compare with UK. 	<ul style="list-style-type: none"> • Locate places on a large scale map <i>e.g. Find the UK or India on a globe.</i> • On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. • Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. 	<ul style="list-style-type: none"> • Locate the main countries in Europe and North or South America. Locate and name principal cities. • Compare 2 different regions in UK rural/urban. • Locate and name the main counties and cities in England. • Linking with History, compare land use maps of UK from past with the present, focusing on land use. • Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day 	<ul style="list-style-type: none"> • On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. • Linking with local History, map how land use has changed in local area over time. • Name and locate the Arctic, Antarctic and date time zones. Describe some of the features of these geographical areas. • Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.



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				<p>Understand how these features have changed over time.</p> <ul style="list-style-type: none"> •
<p>Place Knowledge</p>	<ul style="list-style-type: none"> • Compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level. Link with Science, rocks. 	<ul style="list-style-type: none"> • 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. • Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> • Compare a region in UK with a region in N. or S. America with significant differences and similarities. E.g. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). 	<ul style="list-style-type: none"> • Compare a region in UK with a region in N. or S. America with significant differences and similarities. E.g. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.
<p>Human & Physical Geography</p>	<ul style="list-style-type: none"> • Describe and understand key aspects of: • <u>*Physical geography</u> including rivers and the water cycle, excluding transpiration, brief introduction to volcanoes and earthquakes linking to Science e.g. rock types. • <u>*Human geography</u> including trade links in the Pre-roman and Roman era. • Types of settlements in Early Britain linked to History. Why did early people choose to settle there? • Use fieldwork to observe 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. 	<ul style="list-style-type: none"> • Describe and understand key aspects of: • <u>*Physical geography</u> including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes & earthquakes. • <u>*Human geography</u> including: types of settlements in modern Britain e.g. villages, towns, cities. 	<ul style="list-style-type: none"> • Describe and understand key aspects of : • Human geography including trade between UK and Europe and ROW • Fair/unfair distribution of resources (Fairtrade). • Types of settlements in Viking, Saxon Britain linked to History. 	<ul style="list-style-type: none"> • Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. • Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T) • Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.