

Geography Skills Progression Map (End of Year Expectations)



	National Curriculum	Where is it covered?	Year 3	Year 4	Year 5	Year 6
Locational 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.	Year 3 Unit 1: Climate and Weather Year 3 Unit 2: Our World Year 4 Unit 1: The Americas Year 4 Unit 3: Earthquakes and Volcanoes Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment	<ul style="list-style-type: none"> • Can indicate tropical, temperate and polar climate zones on a globe or map. • Know about the continents and countries of the world and the 'countries' and 'continents' on the world map they have made. • Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them. • Can identify on a globe or map the position of the Prime/Greenwich Meridian. • Can describe the significance of latitude and longitude. 	<ul style="list-style-type: none"> • Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador). • Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). • Can use a map to locate some states of the USA (e.g. California). • Can use a map or atlas to locate some countries and cities in Europe or North and South America. 	<ul style="list-style-type: none"> • Can describe key physical and human characteristics and environmental regions of Europe. • Can locate cities, countries and regions of South America on physical and political maps. • Can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin). 	<ul style="list-style-type: none"> • Can identify and locate a national or international environmental issue and explain why it is an issue
	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.	Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts Year 4 Unit 2: Rivers and the Water Cycle Year 5 Unit 1: Changes in our Local Environment Year 6 Unit 3: Our World in the Future	<ul style="list-style-type: none"> • Can locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited). • Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). 	<ul style="list-style-type: none"> • Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers. • Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. 	<ul style="list-style-type: none"> • Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season). 	<ul style="list-style-type: none"> • Can name and locate types of industry in the area and give reasons why they have changed over time. • Can describe and give reasons for local land use and suggest how this might change in the future.
	Identify the position and significance of latitude, longitude, equator, northern hemisphere,	Year 3 Unit 1: Climate and Weather Year 3 Unit 2: Our World	<ul style="list-style-type: none"> • Can identify the position of the Prime/Greenwich Meridian and understands the significance of latitude 	<ul style="list-style-type: none"> • Can describe and compare the physical and human characteristics of some regions in North or South 	<ul style="list-style-type: none"> • Can describe the location of South America and Amazon Basin, the UK, latitude, hemisphere, etc. 	<ul style="list-style-type: none"> • N/A

	southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Year 4 Unit 1: The Americas Year 4 Unit 3: Earthquakes and Volcanoes Year 5 Unit 1: South America – The Amazon	and longitude (e.g. describe how climate varies with latitude and in relation to equator, tropics and poles). • Can talk about time zones and day and night.	America. • Can offer explanations for the similarities and differences between some regions in North or South America (e.g. relate to north and south hemispheres and distance from the equator) • Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc.		
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.	Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts Year 4 Unit 1: The Americas Year 5 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 1: South America – The Amazon	• Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone).	• Can identify and sequence a range of (North and/or South American) settlement sizes from a village to a city. • Can describe the characteristics of settlements with different functions. • Can describe and compare the physical and human characteristics of some regions in North or South America. • Offer explanations for the similarities and differences between some regions in North or South America. • Can describe how the human and physical characteristics are connected for one or two regions in North or South America (e.g. using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas, select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities).	• Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. • Can describe how a (local) region has changed and how it is different from another region of the UK. • Can give information about a region of Europe and its physical environment, climate and economic activity. • Know that human activity is influenced by climate and weather and can give examples. • Can describe hazards from physical environments and their management, such as avalanches in mountain regions. • Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons. • Can illustrate how human activity is influenced by climate and weather. • Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).	N/A

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.	<p>Year 3 Unit 1: Climate and Weather</p> <p>Year 3 Unit 3: Coasts</p> <p>Year 4 Unit 2: Rivers and the Water Cycle</p> <p>Year 4 Unit 3: Earthquakes and Volcanoes</p> <p>Year 5 Unit 2: Europe – A Study of the Alpine Region</p> <p>Year 6 Unit 3: Journeys – Trade</p> <p>Year 5 Unit 1: South America – The Amazon</p> <p>Year 6 Unit 2: Protecting the Environment</p> <p>Year 6 Unit 3: Our World in the Future</p>	<ul style="list-style-type: none"> • Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. • Can describe how physical processes can cause hazards to people. • Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change). • Can use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts). • Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding). 	<ul style="list-style-type: none"> • Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change. • Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. • Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. • Can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc. • Can describe some advantages and disadvantages of living in hazard-prone areas (eg dangers of rivers and mountains). • Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts). 	<ul style="list-style-type: none"> • Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. • Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest). • Can compare the Amazon and Alpine regions, identifying similarities and differences. • Can describe how a mountain region was formed. • Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. • Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps). • Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps). 	<ul style="list-style-type: none"> • Can describe and understand a range of key physical processes and the resulting landscape features. • Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. • Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions.
	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.	<p>Year 3 Unit 3: Coasts</p> <p>Year 4 Unit 1: The Americas</p> <p>Year 4 Unit 3: Earthquakes and Volcanoes</p> <p>Year 5 Unit 1: South America – The Amazon</p> <p>Year 5 Unit 2: Europe – A Study of the Alpine Region</p> <p>Year 6 Unit 3: Journeys –</p>	<ul style="list-style-type: none"> • Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. • Can describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks. 	<ul style="list-style-type: none"> • Can describe the characteristics of (North American) settlements with different functions. • Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are 	<ul style="list-style-type: none"> • Can describe key physical and human characteristics and environmental regions of Europe. • Can identify and justify deforestation as an environmental issue. • Can describe where our energy and natural resources come from. • Can identify as environmental issues, and begin to explain, several threats to wildlife/habitats 	<ul style="list-style-type: none"> • Can describe how food production is influenced by climate. • Know that products we use are imported as well as locally produced. • Can name our energy sources and natural resources. • Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber).

Geographical Skills and Fieldwork

		Trade Year 6 Unit 2: Protecting the Environment		different and similar).	(e.g. deforestation).	
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Year 3 Unit 1: Climate and Weather Year 3 Unit 2: Our World Year 3 Unit 3: Coasts Year 4 Unit 1: The Americas Year 4 Unit 2: Rivers and the Water Cycle Year 4 Unit 3: Earthquakes and Volcanoes Year 5 Unit 1: South America – The Amazon Year 5 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Journeys – Trade Year 6 Unit 3: Our World in the Future	<ul style="list-style-type: none"> • Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics) • Can talk about the ‘globe’ they started with and how they made it into a map, the challenges they faced and how they overcame them. • Can use most of the vocabulary introduced in the unit when talking about their map. • Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). 	<ul style="list-style-type: none"> • Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America. • Can use a map to locate some states of the USA (e.g. use an atlas to locate places and be able to describe the location of the place using a nested hierarchy). • Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song ‘Route 66’, locate the places mentioned on a map of the USA to show a route across the USA and describe the route). • Can use the zoom function of a digital map to locate places (e.g. using Google Earth, starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map). • Can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes). 	<ul style="list-style-type: none"> • Can locate Brazil and the Amazon Basin and River and describe features studied. • Can locate and describe several physical environments in the UK. • Can locate the UK’s major urban areas. • Can use maps to locate the Alps and identify the physical features of the region. • Can use base maps to create their own maps of the Alpine region. 	<ul style="list-style-type: none"> • Can use a range of resources to locate national and global environmental issues. • Can use digital maps to investigate and describe features of an area. • Can use maps to locate places and countries that locally available products come from. 	
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.	Year 3 Unit 2: Our World Year 4 Unit 1: The Americas Year 5 Unit 1: Changes in our Local Environment Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future	<ul style="list-style-type: none"> • Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). • Can use directional language and grid references when talking about locations. 	<ul style="list-style-type: none"> • Can give direction instructions up to eight compass points. • Can make a map of a route with features in the correct order and in the correct places. 	<ul style="list-style-type: none"> • Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions). 	<ul style="list-style-type: none"> • Can use and talk about a variety of maps of South America and Brazil, using appropriate geographical vocabulary and conventions (e.g. compass directions, symbols). • Can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK 	

					<p>issues.</p> <ul style="list-style-type: none"> • Can make sketch maps of the local area using symbols, a key and a scale.
<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 Unit 1: Climate and Weather</p> <p>Year 3 Unit 3: Coasts</p> <p>Year 4 Unit 2: Rivers and the Water Cycle</p> <p>Year 5 Unit 1: South America – The Amazon</p> <p>Year 5 Unit 1: Changes in our Local Environment</p> <p>Year 5 Unit 2: Europe – A Study of the Alpine Region</p> <p>Year 6 Unit 2: Protecting the Environment</p> <p>Year 6 Unit 3: Journeys – Trade</p> <p>Year 6 Unit 3: Our World in the Future</p>	<ul style="list-style-type: none"> • Can use fieldwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary. 	<ul style="list-style-type: none"> • In a group, can carry out fieldwork in the local area selecting appropriate techniques (e.g. to create a river in the playground using natural materials, use a watering can to form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes). 	<ul style="list-style-type: none"> • Can use fieldwork to investigate key questions and begin to answer them. • Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps. 	<ul style="list-style-type: none"> • Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key. • Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital. • Can record/list products available locally and say whether they are produced locally and/or imported.