

Geography Progression of Knowledge and Skills

	Focus: United Kingdom Is the United Kingdom the same all over? Has the landscape and land use of the United Kingdom has changed over time?	Focus: Europe Is Europe the same all over? Includes mountains, volcanoes and earthquakes Why are water and rivers so important?	Focus: North and Central America Where do all of our things come from? How is North America similar or different to the North West of England?	Focus: South America What is life like in the Amazon and why is South America so diverse? Are we damaging our world?	
Strands	Year 3	Year 4	Year 5	Year 6	Expectation at end of key stage
Locational knowledge	<input type="checkbox"/> Know the difference between the United Kingdom, Great Britain and the British Isles <input type="checkbox"/> Know the different regions in England <input type="checkbox"/> Know where the nearest cities are in the North West <input type="checkbox"/> Name and locate the main mountains, coasts and rivers in each country in the UK using a map <input type="checkbox"/> Locate these cities on a map – London, Belfast, Cardiff, Edinburgh, Manchester, Newcastle,	<input type="checkbox"/> Name and locate numerous countries in Europe (including the location of Russia) <input type="checkbox"/> Match capital cities to their country <input type="checkbox"/> Describe and understand aspects of Europe's key topographical features, including hills, mountains, coasts and rivers. <input type="checkbox"/> Identify the position and significance of the Equator and time zones	<input type="checkbox"/> Locate and name the mainland countries of North and Central America using maps <input type="checkbox"/> Name some of the major cities of countries in North America <input type="checkbox"/> Locate the island countries of Central America. <input type="checkbox"/> Identify the significance and position of latitude, longitude, Equator, Hemispheres, the Tropics, Arctic and Antarctic Circle, the Prime/Greenwich Meridian & time zones in relation to North America	<input type="checkbox"/> Name and locate all the countries in South America using a map <input type="checkbox"/> Name and match the capital cities to countries in South America <input type="checkbox"/> Identify the position and significance of latitude, longitude, Equator, Hemispheres, the Tropics, Arctic and Antarctic Circle, the Prime/Greenwich Meridian & time zones in relation to South America and talk about	<input type="checkbox"/> 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 <input type="checkbox"/> 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,


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	<p>Glasgow, Bristol, Liverpool</p> <ul style="list-style-type: none"> Identify and explain some changes to GMJS and the local area over time Know one city in each of the regions of England 	<ul style="list-style-type: none"> Identify the Equator, Northern Hemisphere, Southern Hemisphere and the countries that lie within them. Compare and contrast areas of the North West and a region in Naples. Begin to identify significant places and environments <p>X - I can match capital cities to their country</p>	<ul style="list-style-type: none"> Discuss and identify time zones across the world Make comparisons and highlight contrasts between the Lake District and the Great Lakes Identify the significance of a country's location in North America and can identify the different environments across the continent of North America. Identify some of the counties in the North West of England Identify some of the counties in the UK Name and locate countries from which food is imported to the UK 	<p>the significance of their location.</p> <ul style="list-style-type: none"> Understand and use time zones across the world Name and locate counties and cities in the UK. 	<p>coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> 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 (including day and night)
Place knowledge	<ul style="list-style-type: none"> Know the regions of the main rivers and mountains Understand how Scotland, Wales and Northern Ireland could be split into regions, rather than as just one unit of the whole country 	<ul style="list-style-type: none"> I can build upon knowledge of the topography of the UK from Y3 and look at hills, mountains (with heights) and the rivers in Europe. Understand geographical similarities and differences through the study of human and 	<ul style="list-style-type: none"> Build upon knowledge of the topography from Y4 Europe topic and name hills, mountains, volcanoes and rivers in North America, making comparisons to those in Europe geographical similarities and differences through the study of human and physical geography of 	<ul style="list-style-type: none"> Able to draw upon my knowledge and understanding of beyond the local area. Give reasons for the impact of geographical influences/ effects on people, place or themes studied. Understand geographical similarities and 	<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

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	<input type="checkbox"/> Begin to identify significant places and environments in the UK	<p>physical geography of a region of a country in Europe</p> <input type="checkbox"/> Locate the main volcanoes in Europe <input type="checkbox"/> Begin to identify significant places and environments in Europe <input type="checkbox"/> Recognise and describe key mountains, volcanoes and plates around in Europe	<p>North West England and the Great Lakes region</p> <input type="checkbox"/> Identify significant places and environments	<p>differences through the study of human and physical geography of a region within South America</p> <input type="checkbox"/> Confidently identify significant places and environments in South America <input type="checkbox"/> Give reasons for the impact of geographical influences/ effects on people or places in South America <input type="checkbox"/> Compare and contrast areas within South America. <input type="checkbox"/> Recognise and describe biomes and vegetation belts around the world	
Human and physical geography	<input type="checkbox"/> Understand key aspects of human geography in the local area, eg. settlement, economy and land use <input type="checkbox"/> Describe and understand key aspects of physical Geography in the UK - rivers and mountains, climate zone, biome	<input type="checkbox"/> Describe and understand key aspects of physical Geography in Europe, eg. Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. <input type="checkbox"/> Understand key aspects of human geography a region of	<input type="checkbox"/> Name some human and physical places of interest across North America <input type="checkbox"/> Understand and describe key aspects of physical geography, including climate zones, biomes and vegetation belts <input type="checkbox"/> Understand and describe key aspects of human geography in a region of North America, including	<input type="checkbox"/> Give an extended description of the physical features in South America and around the world, including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes <input type="checkbox"/> Describe how some places are similar and others are different in	<p>Describe and understand key aspects of:</p> <input type="checkbox"/> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <input type="checkbox"/> Human geography, including: types of settlement and land use,

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	<ul style="list-style-type: none"> □ Describe the main physical differences between cities and villages □ Explain why people may choose to live in a village rather than a city 	<p>Europe, such as settlement, economy and land use</p> <ul style="list-style-type: none"> □ Describe the main features of a well-known city 	<p>economic activity including trade links and the distribution of natural resources (food)</p> <ul style="list-style-type: none"> • Discuss reasons why a country's climate would affect the food it can grow • Identify the steps required to import and export food and other goods to the UK 	<p>relation to their physical and human features</p> <ul style="list-style-type: none"> □ Give an extended description of the human features around the world, including types of settlement and land use, economic activity including trade links and distribution of natural resources (energy, food, minerals and water) □ Investigate how decisions about places and environments affect the future quality of people's lives. 	<p>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <ul style="list-style-type: none"> □
<p>Geographic Skills and Fieldwork</p> 	<ul style="list-style-type: none"> □ Use the four points of a compass to describe the position of different cities in relation to Manchester and when on a local walk □ Use a simple grid with letters and numbers to locate features □ Use a key to locate green spaces, residential areas, Manchester Airport and GMJS on a map 	<ul style="list-style-type: none"> □ Use computer mapping and atlases/ maps to identify famous world rivers on a world map and track their course from source to mouth □ Use 4 figure grid references to locate landmarks on a map of region of Europe □ Use atlases to find places using index/ content page □ Understand how height is shown on maps and what contours mean. 	<ul style="list-style-type: none"> □ Use ordnance survey maps to describe and compare geographical features of the North West with the Great Lakes region (e.g. rivers, mountain regions, size, population) □ Use 6 figure grid references to locate major landmarks on a map □ I can give a six-figure grid reference as the location of a point of interest □ I can use satellite images and aerial photographs to 	<ul style="list-style-type: none"> □ Show Brazil's major exports to different countries on a world map □ Measure the distance between different locations on OS maps □ Use 8 figure grid references to locate major landmarks on a map and to investigate the local area □ Use fieldwork to observe, measure, record and present the human and physical 	<ul style="list-style-type: none"> □ 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 □ Use fieldwork to observe, measure, record and

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	<ul style="list-style-type: none"> <input type="checkbox"/> Use atlases to find places using index/ content page <input type="checkbox"/> Look at hills and mountains on an OS map. Compare satellite images with a geological map <input type="checkbox"/> Observe, measure and record some of the human and physical features in the local area using sketch maps and graphs. <input type="checkbox"/> Investigate the local area, looking at types of shops, services, houses and infrastructure <input type="checkbox"/> Start to use OS maps to look at features in the local area. <input type="checkbox"/> Have experience of aerial photographs and identify known places 	<ul style="list-style-type: none"> <input type="checkbox"/> Investigate the influence of landscape on the water cycle/mm in rainfall over a week <input type="checkbox"/> Use large and medium scale OS maps <input type="checkbox"/> Use satellite images and aerial photographs to extend learning within topic 	<p>extend learning within our topic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use atlases, globes, maps and digital/ computer mapping to locate places in North America and journeys across the world <input type="checkbox"/> Use large and medium scale OS maps 	<p>features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, including W3W</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use compass bearings on a 16-point compass <input type="checkbox"/> Find main cities of each country on an atlas <input type="checkbox"/> Use OS and road maps with different scales <input type="checkbox"/> Use symbols on a map to show resources in the local area <input type="checkbox"/> Begin to draw plans of increasing complexity <input type="checkbox"/> Create maps using aerial photographs and satellite images. 	<p>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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