Badger Hill PRIMARY SCHOOL

Geography Progression of Skills Lower KS2

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
Lower KS2	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. **Linked Units:** 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 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. **Linked Units:** Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts Year 4 Unit 2: Rivers and the Water Cycle 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). **Linked Units:** 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	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. **Linked Units:** Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts Year 4 Unit 1: The Americas	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. **Linked Units:** Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts Year 4 Unit 2: Rivers and the Water Cycle Year 4 Unit 3: Earthquakes and Volcanoes 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. **Linked Units:** Year 3 Unit 3: Coasts Year 4 Unit 1: The Americas Year 4 Unit 3: Earthquakes and Volcanoes	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **Linked Units:** 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 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. **Linked Units:** Year 3 Unit 2: Our World Year 4 Unit 1: The Americas 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. **Linked Units:** Year 3 Unit 1: Climate and Weather Year 3 Unit 3: Coasts (if possible) Year 4 Unit 2: Rivers and the Water Cycle
Year Three–end of year expectations	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 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 indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.	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 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. 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). Can identify the position of the Prime/Greenwich Meridian and understands the significance of latitude 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.		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). 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.	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). Can use directional language and grid references when talking about locations. Can use fieldwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary.
Year Four –end of year expectations	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 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. 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 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	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.	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). 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. Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America.

	Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can describe and compare the physical and human characteristics of some regions in North or South 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.	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 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). 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 different and similar).	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 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).