

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Location 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
- 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
- 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

- 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

Pupils should be taught to:

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
 - 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

Geographical skills and fieldwork

- 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 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.

	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	<ul style="list-style-type: none"> •Use correct geographical words to describe a place and the events that happen there •Identify key features of a locality by using a map •Begin to use 4 figure grid references? •Accurately plot NSEW on a map 	<ul style="list-style-type: none"> •Carry out a survey to discover features of cities and villages •Find the same place on a globe and in an atlas •Label the same features on an aerial photograph as on a map •Plan a journey to a place in England 	<ul style="list-style-type: none"> •Collect information about a place and use it in a report •Map land use •Find possible answers to their own geographical questions? •Make detailed sketches and plans; improving their accuracy later •Plan a journey to a place in 	<ul style="list-style-type: none"> •Confidently explain scale and use maps with a range of scales •Choose the best way to collect information needed and decide the most appropriate units of measure •Make careful measurements and use the data

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	<ul style="list-style-type: none"> •Use some basic OS map symbols •Make accurate measurement of distances within 100Km 	<ul style="list-style-type: none"> •Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.) 	<p>another part of the world, taking account of distance and time</p>	<ul style="list-style-type: none"> •Use OS maps to answer questions •Use maps, aerial photos, plans and web resources to describe what a locality might be like
Physical Geography	<ul style="list-style-type: none"> •Use maps and atlases appropriately by using contents and indexes •Describe how volcanoes are created •Describe how earthquakes are created •Confidently describe physical features in a locality •Locate the Mediterranean and explain why it is a popular holiday destination •Recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE) 	<ul style="list-style-type: none"> •Describe the main features of a well-known city •Describe the main features of a village? •Describe the main physical differences between cities and villages •Use appropriate symbols to represent different physical features on a map 	<ul style="list-style-type: none"> •Explain why many cities of the world are situated by rivers •Explain how a location fits into its wider geographical location; with reference to physical features •Explain how the water cycle works •Explain why water is such a valuable commodity 	<ul style="list-style-type: none"> •Give extended descriptions of the physical features of different places around the world •Describe how some places are similar and others are different in relation to their human features •Accurately use a 4 figure grid reference? •Create sketch maps when carrying out a field study
Human Geography	<ul style="list-style-type: none"> •Describe how volcanoes have an impact on people's lives •Confidently describe human features in a locality •Explain why a locality has certain human features •Explain why a place is like it is •Explain how the lives of people living in the Mediterranean would be different from their own 	<ul style="list-style-type: none"> •Explain why people are attracted to live in cities •Explain why people may choose to live in a village rather than a city •Explain how a locality has changed over time with reference to human features •Find different views about an environmental issue? What is their view •Suggest different ways that a locality could be changed and improved 	<ul style="list-style-type: none"> •Explain why people are attracted to live by rivers •Explain how a location fits into its wider geographical location; with reference to human and economical features •Explain what a place might be like in the future, taking account of issues impacting on human features 	<ul style="list-style-type: none"> •Give an extended description of the human features of different places around the world •Map land use with their own criteria •Describe how some places are similar and others are different in relation to their physical features

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Geographical Knowledge	<ul style="list-style-type: none"> •Name a number of countries in the Northern Hemisphere •Locate and name some of the world's most famous volcanoes •Name and locate some well-known European countries •Name and locate the capital cities of neighbouring European countries •Be aware of different weather in different parts of the world, especially Europe 	<ul style="list-style-type: none"> •Locate the Tropic of Cancer and the Tropic of Capricorn •Know the difference between the British Isles, Great Britain and UK •Know the countries that make up the European Union •Name up to six cities in the UK and locate them on a map •Locate and name some of the main islands that surround the UK •Name the areas of origin of the main ethnic groups in the UK & in their school 	<ul style="list-style-type: none"> •Name and locate many of the world's major rivers on maps •Name and locate many of the world's most famous mountain regions on maps •Locate the USA and Canada on a world map and atlas •Locate and name the main countries in South America on a world map and atlas 	<ul style="list-style-type: none"> •Recognise key symbols used on ordnance survey maps •Name the largest desert in the world? •Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles •Explain how the time zones work
Challenging	<ul style="list-style-type: none"> •Work out how long it would take to get to a given destination taking account of the mode of transport •Explain why a locality has certain physical features •Explain how people's lives vary due to weather •Name the two largest seas around Europe 	<ul style="list-style-type: none"> •Give accurate measurements between 2 given places within the UK •Explain how a locality has changed over time with reference to physical features •Explain how people are trying to manage their environment •Name the counties that make up the home counties of London •Name some of the main towns and cities in Yorkshire and Lancashire? 	<ul style="list-style-type: none"> •Work out an accurate itinerary detailing a journey to another part of the world •Explain what a place (open to environmental and physical change) might be like in the future taking account of physical features •Report on ways in which humans have both improved and damaged the environment •Begin to recognise the climate of a given country according to its location on the map 	<ul style="list-style-type: none"> •Define geographical questions to guide their research •Use a range of self selected resources to answer questions •Plan a journey to another part of the world which takes account of time zones •Understand the term sustainable development. Use it in different contexts •Explain how human activity has caused an environment to change •Analyse population data on two settlements and report on findings and questions raised •Name and locate the main

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				<p>canals that link different continents.</p> <ul style="list-style-type: none">•Name the main lines of latitude and meridian of longitude
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