

# St Margaret's CEVA Primary School Progression Map



## Subject: Geography

**Intent:**  
 In Geography, we intend to inspire pupils with a curiosity and fascination about the world around them and give them opportunities to explore the Earth in which we live. Pupils will gain knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We intend to develop children's competency in the geographical skills through the use of fieldwork, maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Autumn	EYFS	Key Stage 1		Key Stage 2			
	Year R Autumn	Year 1 Autumn 1	Year 2 Autumn 1	Year 3 Autumn 2	Year 4 Autumn 1	Year 5 Autumn 1	Year 6
Knowledge	<p>To know the name of the town our school is in.</p> <p>To know about the features of the immediate environment.</p> <p>To know there are many countries around the world.</p> <p>To draw information from a simple map.</p> <p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments.</p>	<p><b>What a Wonderful World</b></p> <p>To name and locate the world's seven continents and five oceans (LK1)</p> <p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (HP1)</p> <p>To recognise landmarks and basic human and physical features. (HP2, HP3)</p> <p>To use basic geographical vocabulary to refer to key physical and human features. (HP2, HP3)</p>	<p><b>Human and physical geography/ Map work</b></p> <p>Naming, locating and identifying characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. (LK2)</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (HP1)</p> <p>Identify key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (HP2)</p> <p>Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p><b>The UK</b></p> <p>I can identify countries within the UK and their key topographical features. (LK4)</p> <p>I can name and locate the counties and cities of the UK. (LK4)</p> <p>I can show I know the physical and human features of my locality. (HP4, HP5)</p> <p>I understand why there are similarities and differences between places (PK2)</p> <p>I know how the landscape has changed over time. (PK2)</p>	<p><b>India</b></p> <p>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. (HP5)</p> <p>Understand geographical similarities and differences through the study of human and physical geography (HP4, HP5)</p>	<p><b>Volcanoes</b></p> <p>Describe and understand key aspects of physical geography in the context of volcanoes. (HP4)</p> <p>To 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 characteristics (volcanoes) (LK3)</p>	Focus on History Unit

	<p>To know about and recognise the signs of Autumn.</p> <p>To know about the features of the world.</p>		<p>(HP3)</p> <p>To identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. (LK1, LK2)</p> <p>To recognise landmarks and basic human and physical features. (HP2, HP3)</p>				
Skills	<p>Making observations.</p> <p>Observational drawings.</p> <p>To ask questions.</p> <p>To recognise a map.</p> <p>Looking at and taking photos.</p>	<p>To use maps, atlases and globes to name and locate five oceans and seven continents. (LK1)</p> <p>To use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. (GS1)</p> <p>To use simple compass directions. (GS2)</p> <p>To use aerial photographs to recognise landmarks. (GS2)</p>	<p>Using world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans. (GS1)</p> <p>Using simple compass directions and locational and directional language to describe the location of features and routes on a map. (GS2)</p> <p>Devise a simple map; and use and construct basic symbols in a key. (GS2)</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic features. (GS2)</p> <p>To explore digital maps. (GS1)</p>	<p>I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues? (PK2)</p> <p>I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photographs. (GS4)</p> <p>I can communicate findings in appropriate ways.</p> <p>I can use and interpret maps, find countries and key features. (GS4)</p> <p>I can use four figure grid references. (GS5)</p> <p>I can use the 8 points of a compass. (GS5)</p> <p>I can make plans and maps using symbols and keys. (GS4)</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (GS4)</p> <p>To use a variety of maps to find different features. (GS4)</p> <p>To use geographical terminology to compare and contrast countries and land use. (LK3)</p> <p>To ask and answer geographically valid questions.</p> <p>They can create maps using more complex keys.</p> <p>They can zoom in and out on digital maps purposefully. (GS4)</p> <p>They will have a basic understanding of 'scale' and how to measure this on a map. (GS4)</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (GS4)</p> <p>To use a variety of sources to obtain information. (GS4)</p> <p>To present information clearly and in a variety of ways.</p> <p>To use geographical vocabulary to explain.</p> <p>To explore contour lines on maps. (GS4)</p>	

Spring	EYFS	Key Stage 1			Key Stage 2		
	Year R	Year 1 Spring 1	Year 2 Spring 1-2	Year 3 Spring 1	Year 4 Spring	Year 5 Spring 1	Year 6 Spring 1
Knowledge	<p>To recognise some environments are different to the one in which we live.</p> <p>To know about and recognise the signs of Winter and Spring.</p> <p>To know about features of my own immediate environment and how they may vary from each other</p>	<p><b>Our Country</b></p> <p>Name and locate countries and capital cities of UK. (LK2)</p> <p>Compare the city and countryside. (HP2, HP3)</p> <p>Knowing the difference between a town, village and city. (HP2, HP3)</p> <p>Discuss basic human and physical features. (HP2, HP3)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (PK1)</p>	<p><b>Comparing and contrasting Kenya</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (PK1)</p> <p>To recognise landmarks and basic human and physical features. (HP2, HP3)</p> <p>To identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. (LK1)</p>	<p><b>Mountains, rivers and coasts</b></p> <p>To begin to identify physical geography, including mountains, rivers and coasts. (HP4)</p> <p>To discuss the parts of a river and the water cycle. (HP4)</p> <p>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. (LK4)</p> <p>I understand geographical similarities and differences through the study of human and physical geography. (HP4, HP5)</p>	<p><b>Focus on history unit</b></p>	<p><b>Oceans</b></p> <p>To recap the water cycle. To recap the features of a river. (Covered in Year 3) (HP4)</p> <p>To locate different parts of the UK and explore coasts. (LK4)</p> <p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, (focus on rivers) (LK3)</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade</p>	<p><b>Our Changing World</b></p> <p>To understand and describe weathering and erosion. (HP4)</p> <p>To explore coasts, how they are formed and how they have changed. (HP4)</p> <p>The changing make-up of the UK and international European borders. (LK3)</p> <p>To give reasons why landscapes change. (HP4)</p> <p>To predict how factors may change future landscapes. (HP4)</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (HP4)</p>

						links, and the distribution of natural resources including energy, food, minerals and water – <i>in the context of Oceans.</i> (HP5)	
Skills	<p>Making observations.</p> <p>Making comparisons.</p>	<p>Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks. (GS1)</p> <p>Produce a journey line. (GS1)</p> <p>To use maps, atlases and globes to identify the UK and its countries. (GS1)</p> <p>To use aerial photographs to recognise features. (GS2)</p> <p>To use observational skills. (GS1)</p>	<p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans. (GS1)</p> <p>To use aerial photographs to identify human and physical features. (GS2)</p> <p>To devise a simple map; and use and construct basic symbols in a key. (GS2)</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. (GS3)</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (GS4)</p> <p>Compare human and geographical features. (GS4)</p> <p>To ask geographical questions to find out information.</p>		<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features. (GS4)</p> <p>To begin to use measuring tools, including on digital maps. (GS4)</p> <p>To discuss advantages and disadvantages of human features. (HP5)</p> <p>To draw clear diagrams.</p> <p>To present information clearly and in a variety of ways.</p> <p>Explain the usefulness, reliability and relevance of information.</p>	<p>To 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. (GS6)</p> <p>To use measuring tools, including on digital maps. (GS4)</p> <p>To start to group observations and collected data, into complex tables, and diagrams.</p> <p>To ask and answer perceptive questions in geographically valid ways and organise information by relevance; politely critiquing others.</p>

						<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. <b>(GS6)</b></p>	
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Summer	EYFS	Key Stage 1		Key Stage 2			
	Year R Summer 1	Year 1 Summer 1	Year 2 Summer	Year 3 Summer 2	Year 4 Summer 1-2	Year 5 Summer 1	Year 6 Spring 2/ Summer 1
Knowledge	<p>To know about features of my own immediate environment and how they may vary from each other</p> <p>To know about features of my own immediate environment and how they may vary from each other.</p> <p>To recognise the signs of Summer.</p> <p>To know that some things in the world are man-made and some things are natural.</p>	<p><b>Our School</b> Begin to recognise familiar places in their local area. (HP2, HP3)</p> <p>Use aerial photographs to recognise basic human and physical features (GS2, HP2, HP3)</p> <p>Recognise basic map symbols and begin to understand the need for a key (GS2)</p>	<p><i>Focus on history this term</i></p>	<p><b>Atlases and Maps – European country study</b></p> <p>To locate the world’s countries, using maps to focus on Europe (and its position in relation to Russia). (LK3)</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. (PK2)</p>	<p><b>Rainforests</b></p> <p>To name the countries covered by the Amazon rainforest and locate rainforests around the world, label the hemispheres and equator (LK3, LK5)</p> <p>To name and describe the features and layers of the rainforest and research. (HP4, LK5)</p> <p>To recognise that people have differing quality of life living in different locations and environments. (PK1)</p> <p>To explore deforestation; effects, use of woods, impact on locality, effect on local tribes, discussing and evaluating opinions etc (PK1)</p> <p>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. (PK1)</p> <p>Human geography, including: types of settlement, land use, economic activity including trade links, and the distribution of natural resources including energy,</p>	<p><b>Magnificent Mountains</b></p> <p>To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on mountains. (LK3)</p> <p>To 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) – focus on mountains. (LK4)</p> <p>To describe and understand key aspects of physical geography, including: mountains. To know how mountains are made. To explore mountain climates. To explore mountain tourism and travel. (HP4)</p> <p>To 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. (HP5)</p>	<p><b>World Geography</b></p> <p>To 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) (LK5)</p> <p>How to reduce our carbon footprint? (HP5)</p> <p>What is extreme weather and how does it occur? (HP4)</p> <p>Types of settlements (HP5)</p> <p><i>Opportunity to reinforce key misconceptions and gaps in knowledge.</i></p>

					food, minerals and water. (HP5)		
Skills	<p>Making observations.</p> <p>Making comparisons.</p> <p>Drawing information from a simple map.</p>	<p>Use maps and plan a route. (GS2)</p> <p>Use simple compass directions (NESW). (GS2)</p> <p>Use simple fieldwork skills to study the geography of the school. (GS3)</p> <p>To use their observation skills to describe what they can see and recognise familiar places around them. (GS3)</p> <p>They can use basic geographical vocabulary and ask questions.</p> <p>They can make simple recordings of what they have seen and heard. (GS3)</p>		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (GS4)</p> <p>To can use four figure grid references. (GS5)</p> <p>To use the 8 points of a compass. (GS5)</p> <p>To use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. (GS4)</p> <p>To make observations and compare them with others.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (GS4)</p> <p>To use maps, atlases and globes to name, locate and explain the importance of rainforests. (GS4)</p> <p>To use a variety of maps to find different features. (GS4)</p> <p>To use geographical terminology to discuss and debate key issues.</p> <p>To evaluate their own observations and compare them with others. (PK1)</p> <p>To ask and answer geographically valid questions (eg about cause and effect, change and difference). (PK1)</p> <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. (GS6)</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features. (GS4)</p> <p>To use the contents and an index of an atlas. (GS4)</p> <p>To understand how contour lines are used. (GS4)</p> <p>To use geographical vocabulary to describe, discuss and debate.</p> <p>To ask and answer geographical questions about mountain ranges. (HP4)</p> <p>To present information clearly and in a variety of ways.</p> <p>To explain the usefulness, reliability and relevance of information.</p> <p>To begin to use measuring tools, including on digital maps. (GS4)</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (GS4)</p> <p>To explain how different maps can give different perspectives. (GS4)</p> <p>To 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. (GS5)</p> <p>To ask and answer perceptive questions in geographically valid ways and organise information by relevance; politely critiquing others.</p>

## Impact (End Points)

EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children can explore the natural world around them, making observations. They know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Children can understand some important processes and changes in the natural world around them.</p> <p>Children can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><b>EYFS vocabulary</b></p> <p>Seasons – Autumn/ Winter/ Spring/ Summer</p>	<p>A Year 1 geographer will be able to name the 7 continents, 5 oceans and UK countries. They are starting to consider how the UK is the same or different to another country. They talk about weather patterns in the UK and the location of hot and cold countries. They can identify the equator and the north and south poles.</p> <p>They can explore and discuss a variety of maps and globes. They can use photos and aerial photos to identify features. They can use their observation skills to describe what they can see and recognise familiar places around them. They can use basic geographical vocabulary and ask questions. They can make simple recordings of what they have seen and heard.</p> <p><b>Year 1 vocabulary</b></p> <p>Map Aerial photo</p>	<p>A Year 2 geographer will be able to talk about the UK, its capital cities and seas. They can compare how the UK is the same or different to a non-European country. They can recognise a variety of human and physical features of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>They make observations and use aerial photos, simple maps and simple atlases to find locations and features. They can explore a digital map independently. They can use basic maps with a key and are starting to make their own maps with a key. They can use the 4 compass directions. They can use simple fieldwork and observational skills to study the geography of their school and its grounds and record their ideas in a variety of ways. They can use aerial photographs and plan perspectives to recognise landmarks and basic features.</p> <p><b>Year 2 vocabulary</b></p>	<p>A Year 3 geographer will have a comprehensive understanding of the UK. They will be able to compare part of the UK to part of a European country. They will be able to talk about mountains, rivers and coasts. They will know how a river changes from source to sea because of geographical processes.</p> <p>They will ask geographical questions and answer them using their knowledge. They are able to confidently use a variety of atlases and maps and can identify features on a digital map. They can use 4 figure grid references and start to use 8 points of a compass. They can make observations and compare them with others.</p>	<p>A Year 4 geographer will know about key features of India and be able to compare this with the UK. They can identify and discuss key human and geographical features. They will be able to locate rainforests around the world (with a focus on South America) and discuss their features. They can talk about tribes and understand deforestation, its causes and effects.</p> <p>They will have a broader experience of using maps to study other countries. They can create maps using more complex keys. They can zoom in and out on digital maps purposefully. They will have a basic understanding of 'scale' and how to measure this on a map. They can use geographical vocabulary taught to help them evaluate their own observations and compare them with others. They will ask and answer geographically valid questions (eg about cause and effect, change and difference).</p> <p><b>Year 4 vocabulary</b></p> <p>time zone,</p>	<p>A Year 5 geographer will be able to speak in detail about volcanoes, Oceans and mountains. They can talk about both physical and human features in the UK and around the world.</p> <p>They have experience of using a wide variety of maps and understand how contour lines are used. They can use the contents and an index of an atlas.</p> <p>They can record their observations in a variety of ways including note taking, table, sketches, diagrams etc. They can make notes on digital maps.</p> <p>They can use geographical vocabulary to explain different ideas and processes. They can explain the usefulness, reliability and relevance of information.</p>	<p>A Year 6 geographer will be able to use a wide vocabulary of geographical terms to explain their understanding of the UK, Europe and our world. They can discuss and debate global issues including climate change and the effect this has. They will be able to comment on the impact of humans on the environment. They will be able to explain how the physical features of a country impact on land use and industry.</p> <p>They can confidently navigate maps, atlases, digital mapping, OS maps, globes etc . They can explain how different maps can give different perspectives. They can use measuring tools, including on digital maps. They are confident in using four and six figure grid references as well as scales, symbols and keys. They can start to group observations and collected data into complex tables and diagrams. They regularly ask and answer perceptive questions in geographically valid ways and organise information by relevance; politely critiquing others.</p> <p><b>Year 6 vocabulary</b></p> <p>Physical weathering, chemical weathering, biological weathering,</p>

Country Environment	compass, direction North, South, East, West	atlas, key, symbol, globe	<b>Year 3 vocabulary</b>	state, region	<b>Year 5 vocabulary</b>	erosion
See/ observe	Continents: Europe, Africa, Asia, North & South America, Antarctica, Australia (Oceania, Australasia)	environment, surroundings, location, landmark	Atlas, globe, grid, reference	economic activity, trade links, land use, finance, retail, municipal, industrial, natural resources	Volcanoes: Composite, shield, cinder cones, crust, layer, lava, magma, crater, formation	Border
Same (similar), different		weather/ climate	UK, Europe, Russia (and European country of choice)	rainforest, forest floor, understory layer, canopy layer, emergent layer.	Oceans: water cycle, ecology, ecosystem, sustainable, marine, current, policy, habitat	Invasion, political, development, Regeneration, protection
Animals/ plants	Oceans: Pacific, Atlantic, Indian, Arctic, Southern (Antarctic)	local, left, right, beyond, further, furthest, higher, lower, route, map, plan	Compass points: North- East, South-East, South- West, North-West	Tribe, native Deforestation, impact	Leisure, industry, conservation	Carbon footprint
Changes	UK countries: England, Scotland, Wales, Northern Ireland	<i>Continents/ Oceans</i>	Regions: North East, North West, Yorkshire and the Humber, West Midlands, East Midlands, East Anglia, (Greater) London, South East, South West.	volcanoes, earthquakes	Contour, height, mountain, range, foot, summit, face, ridge, peak climate	Settlement
Map Photo	Capital city North Pole, South Pole, equator	UK countries and capital cities. English Channel, North Sea, Irish Sea, Celtic Sea	Orkney, Shetland, Hebrides, Hemisphere	climate tropical, temperate		latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones
Near/ far	Observe/ observation	Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Human features: city, town, village, factory, farm, house, office, port, harbour and shop.	region, case study, contrast, compare rivers, mountains, coast, water cycle, landscape natural resources, characteristics, compass point, grid reference	vegetation belt		

## National Curriculum links key

### Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

#### Locational knowledge

- name and locate the world's seven continents and five oceans **(LK1)**
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **(LK2)**

#### Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **(PK1)**

#### Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles **(HP1)**

use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather **(HP2)**
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **(HP3)**

#### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage **(GS1)**
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key **(GS2)**
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. **(GS3)**

## Key stage 2

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 knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

### 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 **(LK3)**
- 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 **(LK4)**
- 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) **(LK5)**

### 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 **(PK2)**

### 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 **(HP4)**
- 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 **(HP5)**

### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **(GS4)**
- 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 **(GS5)**
- 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. **(GS6)**