**Progression document in Geography KS2**

**Golden Threads- Trade, Settlement, Community-Church, Power, Invasion  
Substantive Knowledge- What the children need to know at the of the year  
Procedural Knowledge- Knowing how to do something that can be done/skills  
Second order concepts- this considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that children gradually become more expert by thinking like a geographer.  
Second order concepts - the knowledge being imparted at any given point**

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| **Place, Scale and Space** | **Environment (physical and human processes)** | **Interconnections** | **Environment Impact and sustainability** | **Cultural Awareness and Diversity** |

**Strategies used to develop Disciplinary Knowledge**Pupils develop a more detailed knowledge of their locality, the United Kingdom and the wider world through ***selecting and synthesising*** information from a range of sources, using more complex geographical techniques, to ***explain* *through more informed responses*** the physical and human features they ***observe*** and the interaction of people with them, **using more sophisticated subject-specific vocabulary**

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| **NC subject content** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Place and Locational**  **Knowledge** | Name and locate several countries in Europe including France, Germany, Spain and Italy.  Identify capital cities of Europe. Would this go in 4?  Identify countries first then capitals?  Name different cities of the UK and the human and physical characteristics. Identify and locate highest mountains/volcanoes in the world.  Compare with UK?  Locate north and south Americas | On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions (habitats link).  Locate and name the main counties and cities in England. Locate and name the main counties and cities in/around Stockport  Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.  Identify and locate largest deserts in the world. | Locate the main countries in Europe and North or South America. Locate and name principal cities.  Compare 2 different regions in UK rural/urban.  Names and locate counties of the UK and the human and physical features.  Identify the position and significance of latitude/longitude and the Greenwich Meridian.  Linking with science, time zones, night and day | Consolidate longitude and latitude with regards to the placement of countries?   Identify their main environmental regions, key physical and human characteristics, and major cities.  Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.    Understand how these features have changed over time.  Identify and locate the longest rivers in the world. |
| **Human and Physical Geography** | Describe and understand key aspects of: Brief introduction to Volcanoes and earthquakes linking to Science: rock types.  Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.    Types of settlements in Early Britain linked to History. Why did early people choose to settle there? | Human geography including trade links in the Pre-roman and Roman era. Describe and understand key aspects of:   Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.  Types of settlements in modern Britain: villages, towns, cities. | Describe and understand key aspects of:  Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T  Types of settlements in Viking, Saxon Britain linked to History  Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes, mountains and vegetation belts. | Describe and understand key aspects of :  Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)  Fair/unfair distribution of resources (Fairtrade).  Human geography including trade between UK and Europe and ROW |
| **Field Work** | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  Begin to use fieldwork to observe 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. | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Italy, Rome, Greece, and Athens.  Learn the eight points of a compass, four-figure grid references. 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. | Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied.  Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their  Knowledge of the United Kingdom in the past and present.  Confidently use fieldwork to observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps, plans and graphs, and digital technologies | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Extend to 6 figure grid references with teaching of latitude and longitude in depth.  Expand map skills to include non-UK countries. Confidently use fieldwork to observe, measure and record the human and physical features in the local area accurately using a range of methods, including sketch maps, plans and graphs, and digital technologies. |

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| **Enquiry Skills** | Use skills and sources of evidence to respond to a range of geographical questions.  Offer reasons for some of their observations and judgements about places.  Offer explanations for the location for some human and physical features in different localities. | Use skills and sources of evidence to respond to a range of geographical questions.  Offer reasons for some of their observations and judgements about places.  Offer explanations for the location for some human and physical features in different localities | Draw on their knowledge and understanding to suggest suitable geographical questions for study.  Use a range of geographical skills and evidence to investigate places and themes. | Identify relevant geographical questions.  Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes.  They reach plausible conclusions and present their findings both graphically and in writing. |
| **Map Skills** | Use pairs of coordinates and four compass points. -Introduce need for a key and standard symbols.  Spatial matching, boundary matching; eg. country boundary on a different scale map.  Make a map of a short route with features in the correct order.  Use larger scale map outside/use maps of other localities | Begin to use 4-figure grid reference to locate features on a map.  Introduce need for a key and standard symbols.  Make own maps of real places with increasing accuracy.  Use a variety of maps of different scale to locate places. | Use 4-figure grid reference to locate features on a map. Use eight compass points.  Draw a map using symbols and a key, awareness of OS symbols.  Measure straight line distance on a plan.  Draw a variety of thematic plans, based on own data. | Use 6-figure grid reference to locate features on OS map.  Use OS standard symbols.  Scale reading and drawing, comparison of map scale.  Draw scale plans of increasing complexity.  Follow route on small-scale OS map and describe features seen. |