

Key Stage 2 Geography Knowledge progression.



	Year 3 ARE	Year 4 ARE	Year 5 ARE	Year 6 ARE
Contextual world knowledge (Investigate places)	Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features.	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
Understanding (Investigate patterns)	Interpret their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They begin to compare places, and understand simple reasons for similarities and differences.	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences. Describe geographical similarities and differences between countries. Describe how the locality has changed over time.	Understand simply what a number of places are like, how and why they are similar and different, and how and why they are changing. They know simple spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show simple understanding of the links between places, people and environments.	Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments. Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe how countries and geographical regions are interconnected and interdependent. Describe geographical diversity across the world.
Geographical enquiry (Communicating geographically)	Be able to investigate places and environments by asking and responding to simple geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.	Be able to investigate places and environments independently by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.	Be able to carry out investigations using different geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and simply explain their opinions, and recognise why others may have different points of view.	Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions with evidence, and recognise and explain why others may have different points of view. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

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Specific progression in fieldwork	Can make links to different observations in the local area. Can use a camera, video or audio to gather appropriate data. Can draw a sketch map with simple annotations showing human and physical features of the local area. Can confidently ask questions to a range of people. Can measure accurately using a tally and standard units. Can identify benefits and limitations of data collection methods. Can present data and findings simply using maps, graphs and digital technologies. Can reach a thoroughly described conclusion to the fieldwork questions or prediction.	Can make clear links between different observations in the local area. Can use a camera and locate labelled photos on a map. Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area. Can devise and ask questions using geographical vocabulary to recognise that others may think differently. Can measure using simple instruments, digital technologies and can measure more than one aspect at once. Can describe the benefits and limitations of data collection methods. Can present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher-led question to child-led conclusion. Can reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction.	Can make clearly explained links between observations in the local area. Can use a camera and locate annotated photos on a map. Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area. Can devise and ask questions using geographical vocabulary to recognise why others may have a different point of view. Can measure human/physical features in the local area using a range of appropriate instruments. Can simply justify data collection methods. Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child-led question to child-led conclusion. Can reach a described and explained conclusion to the fieldwork question or prediction that is backed up with evidence.	Can make clearly explained links between observations in the local area and the wider world to identify patterns, Can use a camera and locate annotated photos on a map. Can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area. Can devise and ask questions using geographical vocabulary to recognise why others may have a different point of view. Can measure human/physical features in the local area using a range of appropriate instruments. Can confidently justify and evaluate data collection methods. Can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child-led question to child-led conclusion. Can reach a described and explained conclusion to the fieldwork question or prediction that is backed up with evidence.
Specific progression in map skills	Can confidently use a range of maps and images. Can locate countries and describe features studied in the KS2 NC. Can confidently use compass directions: N,S,E,W to follow and give directions to build knowledge of UK and the wider world. Can use letter and number coordinates to locate features on a map. Can draw a simple map of a familiar short route using OS map symbols. Can ask geographical questions about places and environments and express opinions.	Can confidently use globes, atlases, images, aerial photos and begin to use computer mapping. Can locate countries and describe features. Can identify the 8-point compass directions to follow and give directions to build knowledge of UK and the wider world. Can use four-figure grid references to locate features on a map. Can draw an accurate map of a short route using OS map symbols. Can ask and answer questions about places and environments to aid investigations and express their different opinions relating to issues.	Can confidently use an atlas including the contents page and index. Can locate countries and describe features. Can confidently use the 8-point compass directions to follow and give directions to build knowledge of UK and the wider world. Can use four-figure grid references to locate features on a map and attempt six-figures. Can draw a sketch map using OS map symbols. Can ask questions to carry out an investigation and express the opinions from a range of points of view.	Can confidently use a range of maps, atlases, images, globes and digital mapping Can locate countries and describe features. Can confidently use the 8-point compass directions to follow and give directions to build knowledge of UK and the wider world. Can accurately use six-figure grid references on an OS map. Can draw a variety of maps, sketches and plans with accurate symbols, keys and scale. Can ask questions to carry out an investigation and express the opinions from a range of different points of view.

Key Stage 2 Geography Knowledge progression.



<http://digimapforschools.edina.ac.uk>

	Using and interpreting	Position and orientation	Drawing	Symbols	Perspective and scale	Digital map making
Year 3 and 4	I can use atlases, maps and globes. I can use large scale maps outside. I can use maps at more than one scale. I can make and use simple route maps. I can locate photos of features on maps. I can use oblique and aerial views. I can recognise some patterns on maps and begin to explain what they show. I can give maps a title to show their purpose. I can use thematic maps. I can explain what places are like using maps at a local scale. I recognise that contours show height and slope.	I can use simple grids. I can give direction instructions up to 8 cardinal points. I can use 4-figure coordinates to locate features. I know that 6-figure Grid References can help you find a place more accurately than 4-figure coordinates.	I can make a map of a short route with features in correct order. I can make a map of small area with features in correct places.	I can use plan views regularly. I can give maps a key with standard symbols. I can use some Ordnance Survey style symbols.	I can use maps and aerial views to help me talk about for example, views from high places I can make a simple scale plan of room with whole numbers for example, $1 \text{ sq.cm} = 1 \text{ square tile on the floor moving onto } 1\text{cm}^2 = 1\text{m}^2$. I can use the scale bar to estimate distance. I can use the scale bar to calculate some distances. I can relate measurement on maps to outdoors (using paces or tape).	I can use the zoom function to locate places. I can use the zoom function to explore places at different scales. I can add a range of annotation labels and text to help me explain features and places. I can highlight an area on a map and measure it using the Area Measurement Tool. I can use grid references in the search function I can use the grid reference tool to record a location. I can highlight areas within a given radius. I can add photographs to specific locations.
	Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500), aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500 and 1:10 000, 4-figure coordinates. Have experience: of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates. Introduce: what 6-figure Grid References mean, 8 cardinal points, greater independence in using digital mapping tools. Context: a range of places in the wider locality and in contrasting localities, fieldwork in the wider locality.			Suggested Digimap For Schools Activities Treasure Hunt Picture Detectives Artful Maps Patterns of land use Flying High: White –Tailed Eagles Teifi Travels A Taste of Scotland Landscape Fingerprints		

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	Using and interpreting	Position and orientation	Drawing	Symbols	Perspective and Scale	Digital map making
Year 5 & 6	I can relate maps to each other and to vertical aerial photographs. I can follow routes on maps saying what is seen. I can use index and contents page of atlas. I can use thematic maps for specific purposes. I know that purpose, scale, symbols and style are related. I can appreciate different map projections. I can interpret distribution maps and use thematic maps for information I can follow a route on 1:50 000 Ordnance Survey map; I can describe and interpret relief features.	I can use 4 and 6-figure coordinates to locate features. I can give directions and instructions to 8 cardinal points. I can align a map with a route. I can use latitude and longitude in an atlas or globe.	I can make sketch maps of an area using symbols and key. I can make a plan for example, garden, play park; with scale. I can design maps from descriptions. I can draw thematic maps for example, local open spaces. I can draw scale plans.	I can use agreed and Ordnance Survey symbols. I appreciate maps cannot show everything. I can use standard symbols I know 1:50.000 symbols and atlas symbols.	I can use a range of viewpoints up to satellite. I can use models and maps to talk about contours and slope. I can use a scale bar on all maps. I can use a linear scale to measure rivers. I can describe height and slope using maps, fieldwork and photographs. I can read and compare map scales. I can draw measured plans for example, from field data.	I can find 6-figure grid references and check using the Grid Reference Tool. I can combine area and point markers to illustrate a theme. I can use maps at different scales to illustrate a story or issue I can use maps to research factual information about locations and features. I can use linear and area measuring tools accurately.
More Able Y6	Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500); aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500, 1:10 000, 1:25 000. 1:50 000 4 and 6-figure coordinates. Have experience: of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates Introduce: what 6 figure Grid References mean and how to calculate them. Context: a range of places at different scales and with different themes, fieldwork in the wider and distant locality.					
	Suggested Digimap For Schools Activities Fantasy Maps Weather Warning! Coastal Mysteries Landscape Poetry Lighthouse for Sale My Top Tourism Trail It's a Rubbish Footprint! Extreme GB Map Detectives Emergency Rescue!					

See also Mapping our Globe <http://www.geography.org.uk/resources/mappingourglobe/#top>

Think pieces and Resources Making Maps <http://www.geography.org.uk/gtip/thinkpieces/makingmaps/#786>