

Progression of Geography skills – Lower Key Stage 2

Curriculum Areas	Year 3	Year 4
Locational knowledge	Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.	- Name and locate counties, cities and geographical regions of the United Kingdom (Lake District) and recognise their identifying human and physical characteristics. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).
Place knowledge	- Locate the world's countries, focusing on the world. - Settlements in the UK – show understanding of how settlements have developed in Britain. - Understand how towns, ports and cities develop and organised.	Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting European country.
Human and Physical Geography	- Describe and understand key aspects of human geography, including types of settlement and land use. - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. - Establish an understanding of the interaction between physical and human processes.	- Describe and understand key aspects of physical geography including the water cycle. - Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within UK. - Establish an understanding of the interaction between physical and human processes.
Map skills	- Use maps, Goggle Earth, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use simple compass directions (North, south, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.	- 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. - Use simple compass directions (North, south, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.
Fieldwork	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.	- 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. - Use a range of methods including sketch maps, plans and graphs, and digital technologies.
Geographical Enquiry	- Begin to ask and answer questions based on topic using a range of sources (i.e. what is this place like?). - Follow teacher led enquiries, to ask and respond to questions within a geographical context. - Use information books/pictures as sources of information. - Investigate their surroundings. - Make observations about where things are e.g. within school or local area national or international. - Make appropriate observations about why things happen. - Make comparisons between human and physical features of different places. - Provide investigations and challenging questions in Geographical contexts that provide opportunities for creative and collaborative solutions.	- Begin to ask and answer questions based on topic using a range of sources (i.e. what is this place like?). - Follow teacher led enquiries, to ask and respond to questions within a geographical context. - Use information books/pictures as sources of information. - Investigate their surroundings. - Make observations about where things are e.g. within school or local area, national or international. - Make appropriate observations about why things happen. - Make comparisons between human and physical features of different places. - Provide investigations and challenging questions in Geographical contexts that provide opportunities for creative and collaborative solutions.
Communicating Geographically	- Express their own views about people, places and the environment. - Communicate in different ways including through numerical and quantitative skills, maps and pictures. - Communicating using Geographical vocabulary. - Communicate through writing at length.	- Express their own views about people, places and the environment. - Communicate in different ways including through numerical and quantitative skills, maps and pictures. - Communicating using Geographical vocabulary. - Communicate through writing at length.