



Geography Progression Framework

Numbering system

Subject.Key Stage.Concept.Statement

Text shown in **bold** is a key term, and is defined in the Glossary.

Strand	Lower Key Stage 2			
	Progression statement	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
GEOGRAPHICAL KNOWLEDGE				
1. The UK and local area	G.2.1.1. Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.	G.2.1.2. The child can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. The child can relate continent, country, county, city/where you live. The child can locate the UK's major urban areas; locate some physical environments in the UK.	G.2.1.3. The child can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. The child can locate and describe some human and physical characteristics of the UK.	G.2.1.4. The child can describe where the UK is located, and name and locate a range of cities and counties; locate where they live in the UK using locational terminology (north, south, east, west). The child can locate and describe several contrasting physical environments.
2. The world and continents	G.2.2.1. Locate the world's countries, focusing on Europe and North and South America.	G.2.2.3.a. The child can locate countries in Europe and North and South America on a map or atlas. The child can describe some European and North and South American cities using an atlas.	G.2.2.4.a. The child can locate some countries in Europe and North and South America on a map or atlas. The child can relate continent, country, state, city. Identify states in North America using a map.	G.2.2.5.a. The child can locate most countries in Europe and North and South America using an atlas. The child can identify states in the USA using a map. Explain and illustrate, with examples, continent, country, state, city.
	G.2.2.2. 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).	G.2.2.3.b. The child can use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere; they can locate the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles.	G.2.2.4.b. The child can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude .	G.2.2.5.b. The child can identify the position of the Equator, Northern Hemisphere and Southern Hemisphere and understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian (including day and night).



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GEOGRAPHICAL UNDERSTANDING				
3. Physical themes	G.2.3.1. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.	G.2.3.3.a. The child can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles.	G.2.3.4.a. The child can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.	G.2.3.5.a. The child can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. The child can understand the relationship between climate and vegetation.
	G.2.3.2. Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle	G.2.3.3.b. The child can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. The child can describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains.	G.2.3.4.b. The child can use simple geographical vocabulary to describe significant physical features and talk about how they change. The child can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. The child can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.	G.2.3.5.b. The child can describe several physical features and describe how they change. The child can describe and name the key landscape features of river and mountain environments in the UK. The child can explain the water cycle in appropriate geographical language. The child can describe some of the processes associated with rivers and mountains.
4. Human themes	G.2.4.1. Describe and understand key aspects of human geography, including types of settlement and land use.	G.2.4.2. The child can identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city. The child can recognise features and some activities that occur in different settlements using a range of key vocabulary. The child can recognise the main land uses within urban areas and the key characteristics of rural areas.	G.2.4.3. The child can identify and sequence a range of settlement sizes from a village to a city. The child can describe the characteristics of settlements with different functions, e.g. coastal towns. The child can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.	G.2.4.4. The child can describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns. The child can describe the main land uses within urban areas and the activities that take place there. The child can describe the key characteristics of rural areas.
5. Understanding places and connections	G.2.5.1. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	G.2.5.3.a. The child can understand the basic physical and human geography of the UK and its contrasting human and physical environments. The child can recognise that some regions are different from others.	G.2.5.4.a. The child can understand the physical and human geography of the UK and its contrasting human and physical environments. The child can explain why some regions are different from others.	G.2.5.5.a. The child can have a good understanding of the physical and human geography of the UK and its contrasting human and physical environments. The child can explain why some regions are different from others and give reasons why some are similar.
	G.2.5.2. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.	G.2.5.3.b. The child can recognise that there are physical and human differences within countries and continents. The child can show awareness of the physical and human characteristics of a European region and a region in North or South America.	G.2.5.4.b. The child can describe and compare similarities and differences between some regions in Europe and North or South America. The child can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special.	G.2.5.5.b. The child can offer explanations for the similarities and differences between some regions in Europe and North or South America. The child can describe and compare the physical and human characteristics of some regions in North or South America. The child can understand how the human and physical characteristics are connected for more than one region in Europe and North or South America.
	G.2.5.10. Establish an understanding of the interaction between physical and human processes.	G.2.5.11. The child can describe how some physical processes can cause hazards to people. The child can recognise that there are advantages and disadvantages of living in certain environments.	G.2.5.12. The child can understand how physical processes can cause hazards to people. The child can describe some advantages and disadvantages of living in hazard-prone areas.	G.2.5.13. The child can offer reasons why physical processes can cause hazards to people. The child can offer explanations for the advantages and disadvantages of living in hazard-prone areas.



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GEOGRAPHICAL SKILLS AND ENQUIRY				
6. Map and atlas work	G.2.6.1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	G.2.6.3.a. The child can use a map to identify countries in Europe and/or North and South America. The child can use an atlas to describe where the UK is located, and name and locate its four countries and some counties, and locate where they live in the UK. The child can use an atlas to locate where they live in the UK and the UK's major urban areas.	G.2.6.4.a. The child can use a map or atlas to locate some countries and cities in Europe or North and South America. The child can use a map to locate some states of the USA. The child can use an atlas to locate the UK and locate some major urban areas, and locate where they live in the UK.	G.2.6.5.a. The child can use an atlas to locate many countries, cities and key features in Europe or North and South America. The child can use a map to locate the states of the USA. The child can use an atlas to name and locate a range of cities and counties in the UK.
	G.2.6.2. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	G.2.6.3.b. The child can use a simple letter and number grid. The child can give direction instructions up to four compass points. The child can use large-scale maps outside.	G.2.6.4.b. The child can use four-figure grid references. The child can give direction instructions up to eight compass points. The child can adeptly use large-scale maps outside.	G.2.6.5.b. The child knows that six-figure grid references can help you find a place more accurately than four-figure grid references. The child can use the scale bar or 1 km grid to estimate distance. The child can recognise patterns on maps and begin to explain what they show.
7. Fieldwork and investigation	G.2.7.1. Use a range of methods including sketch maps, plans and graphs, and digital technologies.	G.2.7.3.a. The child can make a simple sketch map. The child can present information gathered in fieldwork using a simple graph. The child can use digital maps to identify familiar places.	G.2.7.4.a. The child can make a map of a short route with features in the correct order and in the correct places. The child can make a simple scale plan of a room. The child can present information gathered in fieldwork using simple graphs. The child can use the zoom function of a digital map to locate places.	G.2.7.5.a. The child can make a detailed map of a short route with features in the correct order and in the correct places. The child can make a scale plan of a room with objects in the room. The child can present information gathered in fieldwork using a range of graphs. The child can use the zoom function to explore places at different scales and add annotations.
	G.2.7.2. Use fieldwork to observe, measure, record and present the human and physical features in the local area.	G.2.7.3.b. The child can, in a group, carry out fieldwork in the local area using appropriate techniques suggested.	G.2.7.4.b. The child can, in a group, carry out fieldwork in the local area selecting appropriate techniques.	G.2.7.5.b. The child can plan a fieldwork investigation in the local area selecting appropriate techniques.