



Progression Framework

Geography

Lower Key Stage Two

Progression Framework for Geography, Lower Key Stage Two

Domain: Geographical Knowledge

The UK and the local area

Lower Key Stage Two

Progression statement	What to look for guidance (working towards expectation)	What to look for guidance (Meeting expectation)	What to look for guidance (Exceeding expectation)
<p>G.2.1.1. Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.</p>	<p>G.2.1.2. Can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. Can relate continent, country, county, city/where they live. Can locate the UK's major urban areas and locate some physical environments in the UK (e.g. use a map of the British Isles and locate and label the main British rivers).</p>	<p>G.2.1.3. 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. Can locate and describe some human and physical characteristics of the UK (e.g. use a map of the British Isles to locate and label the main British rivers, and add the names of settlements at the mouth of the rivers).</p>	<p>G.2.1.4. 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). Can locate and describe several contrasting physical environments (e.g. use a map of the British Isles to locate and label the main British rivers, add the names of settlements at the mouth of the rivers, and locate and label the mountains/hills where the source of these rivers are found).</p>

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The World and Continents

Lower Key Stage Two

Progression statement	What to look for guidance (working towards expectation)	What to look for guidance (Meeting expectation)	What to look for guidance (Exceeding expectation)
<p>G.2.2.1. Locate the world's countries, focusing on Europe and North and South America.</p>	<p>G.2.2.3.a. Can locate countries in Europe and North and South America on a map or atlas. Can describe some European and North and South American cities using an atlas (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA).</p>	<p>G.2.2.4 a. Can locate some countries in Europe and North and South America on a map or atlas. Can relate continent, country, state and city, and identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA, and describe the route).</p>	<p>G.2.2.5.a. Can locate most countries in Europe and North and South America using an atlas. Can identify states in the USA using a map, and explain and illustrate continent, country, state and city with examples (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA, describe the route and what you would expect to see on the way).</p>
<p>G.2.2.2. Identify the position and significance of latitude, longitude, the 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).</p>	<p>G.2.2.3.b. Can use a globe and map to identify the position of the poles, the equator, the northern hemisphere and the southern hemisphere, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles (e.g. in a group, make a locational map quiz or puzzle for their class to test knowledge of key points and lines on the globe).</p>	<p>G.2.2.4 b. Can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude (e.g. in a group or individually, make a locational map game, quiz or puzzle for other pupils in their class to test knowledge and understanding of latitude and longitude).</p>	<p>G.2.2.5.b. Can identify the position of the equator, the northern hemisphere and the southern hemisphere and understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, and the Prime/Greenwich Meridian, including day and night (e.g. individually or leading a group, create a locational map game, quiz or puzzle for other pupils in their class or school to test knowledge and understanding of the significance of latitude and longitude).</p>

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Domain: Geographical Understanding
Physical Themes
Lower Key Stage Two

Progression statement	What to look for guidance (working towards expectation)	What to look for guidance (Meeting expectation)	What to look for guidance (Exceeding expectation)
<p>G.2.3.1. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.</p>	<p>G.2.3.3.a. Can describe the pattern of hot or cold areas of the world and relate this to the position of the equator and the poles (e.g. prepare a report, using a map and photographs, about an animal they have chosen; this should contain details of the animal, where it lives in terms of climate and what it eats).</p>	<p>G.2.3.4.a. Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. prepare a report, using maps and photographs, about an animal they have chosen; this should contain details of the animal, where it lives in terms of climate and biome, and what it eats).</p>	<p>G.2.3.5.a. Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. Can understand the relationship between climate and vegetation (e.g. independently prepare a report, using maps and photographs, about an animal they have chosen; this should contain details of the animal, where it lives in relation to climate and biome, and how it is suited to the environment).</p>
<p>G.2.3.2. Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle.</p>	<p>G.2.3.3.b. Can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. Can describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains (e.g. with support, make a working model of a volcano, label it with the features of a volcano and describe an eruption).</p>	<p>G.2.3.4.b. Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains</p>	<p>G.2.3.5.b. Can describe several physical features and describe how they change. Can describe and name the key landscape features of river and mountain environments in the UK. Can explain the water cycle in appropriate geographical language. Can describe some of the processes associated with rivers and mountains (e.g. independently make a working model of a volcano, label it with the</p>

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		(e.g. make a working model of a volcano, label it with the features of a volcano and explain what happens when it erupts).	features of a volcano and describe how, and offer reasons why, it erupts, and relate this to one or more examples of volcanoes around the world).
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Human Themes
Lower Key Stage Two

Progression statement	What to look for guidance (working towards expectation)	What to look for guidance (Meeting expectation)	What to look for guidance (Exceeding expectation)
<p>G.2.4.1. Describe and understand key aspects of human geography, including types of settlement and land use.</p>	<p>G.2.4.2. Can identify and sequence different human environments, such as the local area and contrasting settlements such as a village or a city. Can recognise features and some activities that occur in different settlements using a range of key vocabulary. Can recognise the main land uses within urban areas and the key characteristics of rural areas (e.g. with support, using Google Earth, atlases and images, research some major cities in North and South America and identify how they are different).</p>	<p>G.2.4.3. Can identify and sequence a range of settlement sizes from a village to a city. Can describe the characteristics of settlements with different functions, e.g. coastal towns. Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar).</p>	<p>G.2.4.4. Can describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns. Can describe the main land uses within urban areas and the activities that take place there. Can describe the key characteristics of rural areas (e.g. using Google Earth, atlases and images, independently research several major cities in North and South America and suggest reasons why they are different and similar).</p>

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Understanding places and their connections

Lower Key Stage Two

Progression statement	What to look for guidance (working towards expectation)	What to look for guidance (Meeting expectation)	What to look for guidance (Exceeding expectation)
<p>G.2.5.1. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p>	<p>G.2.5.3.a. Can understand the basic physical and human geography of the UK and its contrasting human and physical environments. Can recognise that some regions are different from others (e.g. research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area).</p>	<p>G.2.5.4.a. Can understand the physical and human geography of the UK and its contrasting human and physical environments. Can explain why some regions are different from others (e.g. research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment).</p>	<p>G.2.5.5.a. Can have a good understanding of the physical and human geography of the UK and its contrasting human and physical environments. Can explain why some regions are different from others and give reasons why some are similar (e.g. research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment compared to other areas).</p>
<p>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.</p>	<p>G.2.5.3.b. Can recognise that there are physical and human differences within countries and continents. Can show awareness of the physical and human characteristics of a European region and a region in North or South America (e.g. using photos, information sheets and Google Earth, record information about one city in North America and one in South America; compare these cities, identifying one difference and one similarity).</p>	<p>G.2.5.4.b. Can describe and compare similarities and differences between some regions in Europe and North or South America. Can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special (e.g. using photos, information sheets and Google Earth, record information about one city in North America and one in South America and their surrounding areas; compare these cities, drawing out</p>	<p>G.2.5.5.b. Can offer explanations for the similarities and differences between some regions in Europe and North or South America. Can describe and compare the physical and human characteristics of some regions in North or South America. Can understand how the human and physical characteristics are connected for more than one region in Europe and North or South America (e.g. using photos, information sheets and Google Earth, record information about several</p>

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		human and physical characteristics; identify differences and similarities).	cities in North America and South America and their surrounding areas; select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities).
G.2.5.10. Establish an understanding of the interaction between physical and human processes.	G.2.5.11. Can describe how some physical processes can cause hazards to people. Can recognise that there are advantages and disadvantages of living in certain environments (e.g. investigate the impacts of the 2011 Japanese earthquake using images and internet research).	G.2.5.12. Can understand how physical processes can cause hazards to people. Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research).	G.2.5.13. Can offer reasons why physical processes can cause hazards to people. Can offer explanations for the advantages and disadvantages of living in hazard-prone areas (e.g. investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research, and investigate how people are attempting to minimise the impacts of future earthquakes).

Domain: Geographical skills and enquiry

Map and atlas work

Lower Key Stage Two

Progression statement	What to look for guidance (working towards expectation)	What to look for guidance (Meeting expectation)	What to look for guidance (Exceeding expectation)
G.2.6.1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	G.2.6.3.a. Can use a map to identify countries in Europe and/or North and South America. Can use an atlas to describe where the UK is located, and name and locate its	G.2.6.4.a. Can use a map or atlas to locate some countries and cities in Europe or North and South America. Can use a map to locate some states of the USA.	G.2.6.5.a. Can use an atlas to locate many countries, cities and key features in Europe or North and South America. Can use a map to locate the states of the USA.

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	<p>four countries and some counties; locate where they live in the UK.</p> <p>Can use an atlas to locate where they live in the UK and the UK's major urban areas (e.g. use an atlas to locate places in an atlas using the contents page).</p>	<p>Can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK.</p> <p>(E.g. Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy.)</p>	<p>Can use an atlas to name and locate a range of cities and counties in the UK (e.g. use an atlas with confidence to locate places using latitude and longitude; be able to describe the location of the place using a nested hierarchy and describe where the place is in relation to others).</p>
<p>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.</p>	<p>G.2.6.3.b. Can use a simple letter and number grid.</p> <p>Can give direction instructions up to four compass points.</p> <p>Can use large-scale maps outside (e.g. follow a local river downstream on an OS map and identify some features of the river).</p>	<p>G.2.6.4.b. Can use four-figure grid references.</p> <p>Can give direction instructions up to eight compass points.</p> <p>Can adeptly use large-scale maps outside (e.g. follow a local river downstream on an OS map, identify human and physical features along the river's course and record these with grid references).</p>	<p>G.2.6.5.b. Know that six-figure grid references can help them find a place more accurately than four-figure grid references.</p> <p>Can use the scale bar or 1 km grid to estimate distance.</p> <p>Can recognise patterns on maps and begin to explain what they show (e.g. independently follow a stretch of river downstream on an OS map and identify human and physical features along the river's course and record these with grid references; write a description of the river's course using this information).</p>

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Fieldwork and investigation

Lower Key Stage Two

Progression statement	What to look for guidance (working towards expectation)	What to look for guidance (Meeting expectation)	What to look for guidance (Exceeding expectation)
<p>G.2.7.1. Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p>	<p>G.2.7.3.a. Can make a simple sketch map. Can present information gathered in fieldwork using a simple graph. Can use digital maps to identify familiar places (e.g. using Google Earth, identify states and cities of the USA and locate them on a map).</p>	<p>G.2.7.4.a. Can make a map of a short route with features in the correct order and in the correct places. Can make a simple scale plan of a room. Can present information gathered in fieldwork using simple graphs. Can use the zoom function of a digital map to locate places (e.g. using Google Earth – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map).</p>	<p>G.2.7.5.a. Can make a detailed map of a short route with features in the correct order and in the correct places. Can make a scale plan of a room with objects in the room. Can present information gathered in fieldwork using a range of graphs. Can use the zoom function to explore places at different scales and add annotations (e.g. using Google Earth independently – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states, cities and physical features of the USA; locate them on a map).</p>
<p>G.2.7.2 Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	<p>G.2.7.3.b. Can, in a group, carry out fieldwork in the local area using appropriate techniques suggested (e.g. participate with a group to create a river in the playground using natural materials – using a watering can to form the river, observe and record what happens to the water over different materials; take photographs and label with key river features).</p>	<p>G.2.7.4.b. Can, in a group, carry out fieldwork in the local area selecting appropriate techniques (e.g. create a river in the playground using natural materials – using a watering can to form the river, observe and record what happens to the water over different materials; take photographs and label with key river features and processes).</p>	<p>G.2.7.5.b. Can plan a fieldwork investigation in the local area selecting appropriate techniques (e.g. take a lead in planning and creating a river in the playground and select a range of natural materials to use – using a watering can to form the river, observe and record what happens to the water over different materials; take photographs and annotate with key river features and processes).</p>

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