



Geography Progression of Skills  
Upper Key Stage 2

Strand	Progression Statement	What to look for guidance (Working towards)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
<b>Geographical knowledge</b>				
<b>1. The UK and local area</b>	G.2.1.5. Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time.	G.2.1.6. Can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. Can locate the UK's regions and major cities (e.g. use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK).	G.2.1.7. Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Can recognise broad land-use patterns of the UK (e.g. use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK, as well as their own categories such as waterfall, lake or city population)	G.2.1.8. Can locate and describe a range of contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change.  Can locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time.  Can identify broad land-use patterns of the UK (e.g. create a 'Top Trumps' game for other groups in the class for rivers, mountains in the UK, as well as their own categories



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<p><b>2. The world and continents</b></p>	<p>G.2.2.6.a. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>	<p>G.2.2.7.a. The pupil can locate some major cities and countries of Europe and North and South America on physical and political maps. The pupil can describe some key physical and human characteristics of Europe and North and South America. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Label the key countries, cities and mountains.)</p>	<p>G.2.2.8.a. The pupil can locate cities, countries and regions of Europe and North and South America on physical and political maps. The pupil can describe key physical and human characteristics and environmental regions of Europe and North and South America. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.)</p>	<p>G.2.2.9.a. The pupil can locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions. The pupil can describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America. (E.g. Independently use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains. Add annotations to identify the main physical, human and cultural characteristics of</p>
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	<p>G.2.2.6.b. Identify the position and significance of latitude, longitude, the equator, the northern hemisphere, the southern hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/ Greenwich Meridian and time zones (including day and night).</p>	<p>G.2.2.7.b. Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude (e.g. produce a world fruit map based around a world map locating the origin of some fruits and relate this to latitude, longitude, the equator, the Tropics of Cancer and Capricorn, and climate).</p>	<p>G.2.2.8.b. Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation (e.g. produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone).</p>	<p>G.2.2.9.b. Can locate places studied in relation to the equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation (e.g. produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone; consider how these fruits could be grown nearer to home).</p>
<b>Geographical Understanding</b>				



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<b>3. Physical themes</b>	<p>G.2.3.6.a. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</p>	<p>G.2.3.7.a. Can understand that climate and vegetation are connected in an example of a biome, such as the tropical rainforest. Can understand that animals and plants are adapted to the climate. Can understand our food is grown in many different countries because of their climate (e.g. create a fruit map poster based around a world map using several fruits and labelling their countries of origin).</p>	<p>G.2.3.8.a. Can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. Can describe what the climate of a region is like and how plants and animals are adapted to it. Can understand how food production is influenced by climate (e.g. produce a world fruit map showing where the fruit we eat is grown and the key aspects of the climate in these locations).</p>	<p>G.2.3.9.a. Can understand how climate and vegetation are connected in a range of biomes, such as the tropical rainforest, a hot desert, or the Arctic. Can explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it. Can relate climate to food production (e.g. produce a world fruit map based around a world map using several fruits and identifying the climate zones where they grow).</p>
	<p>G.2.3.6.b. Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>G.2.3.7.b. Can describe some key physical processes and the resulting landscape features, such as understanding the characteristics of a mountain region and how it was formed (e.g. make a clay model to show the formation of fold mountains of the Alps in Europe and talk about what it shows).</p>	<p>G.2.3.8.b. Can describe and understand a range of key physical processes and the resulting landscape features. Can understand how a mountain region was formed (e.g. make a clay model to show the formation of fold mountains of the Alps in Europe and annotate it with simple explanations of what it shows).</p>	<p>G.2.3.9.b. Can describe and understand some key physical processes and the resulting landscape features. Can understand how fold mountain regions are formed (e.g. make clay models at stages in the formation of fold mountains of the Alps in Europe and write a commentary to show how the mountains</p>



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<b>4. Human Themes</b>	G.2.4.5. Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	G.2.4.6. Know and understand what life is like in cities and in villages. Know the journey of how one product gets into their home in detail. Can describe some renewable and non-renewable energy sources. Can describe different types of industry currently in the local area. Know where some of our main natural resources come from (e.g. take part in a decision-making exercise selecting an energy source to generate power for nearby houses).	G.2.4.7. Know and understand what life is like in cities and in villages and in a range of settlement sizes. Can understand that products we use are imported as well as locally produced. Can explain how the types of industry in the area have changed over time. Can understand where our energy and natural resources come from (e.g. prepare a presentation for a decision-making exercise selecting an energy source to generate power for nearby houses).	G.2.4.8. Know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world. Can understand that our shopping choices have an effect on the lives of others. Can explain how, and offer reasons why, the types of industry in the area have changed over time. Understand where our energy and natural resources come from, and the impacts of their use (e.g. take a lead in a presentation in a decision-making exercise selecting an energy source to
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<b>5. Understanding places and connections</b>	<p>G.2.5.6.a. Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.</p>	<p>G.2.5.7.a. Understand how a region has changed (e.g. produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed).</p>	<p>G.2.5.8.a. Understand how a region has changed and how it is different from another region of the UK (e.g. produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed, including the views of local people).</p>	<p>G.2.5.9.a. Understand how and why their region and other regions have changed, and how the regions of the UK are distinctive (e.g. produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed, including the views of local people and the future impact of the development of the Queen Elizabeth Park).</p>
	<p>G.2.5.6.b. Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.</p>	<p>G.2.5.7.b. Know and can share information about a European region and a region in North or South America, and understand that a region such as the Alps is unique (e.g. design an app/webpage/leaflet for tourists to the Alps selecting some information).</p>	<p>G.2.5.8.b. Know information about a region of Europe and North or South America, its physical environment and climate, and economic activity (e.g. design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment).</p>	<p>G.2.5.9.b. Can understand the importance of a region in Europe and in North or South America, its human and physical environment, and how they are connected (e.g. design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment; refine the item based on feedback).</p>



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	<p>G.2.5.14. Deepen an understanding of the interaction between physical and human processes.</p>	<p>G.2.5.15. Can explain some ways a biome (including the oceans) is valuable and under threat from human activity. Understand how human activity is influenced by climate and weather. Understand hazards from physical environments such as avalanches in mountain regions. Can identify an important environmental issue (e.g. make an animation to show why the Amazon Rainforest is valuable and why it should be protected).</p>	<p>G.2.5.16. Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Understand how human activity is influenced by climate and weather. Understand hazards from physical environments and their management, such as avalanches in mountain regions. Can explain several threats to wildlife/habitats (e.g. make an animation to show why the Amazon Rainforest is valuable and under threat, and why it should be protected).</p>	<p>G.2.5.17. Can explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future. Understand how human activity is influenced by climate and weather. Understand the causes of hazards from physical environments and their management, such as avalanches in mountain regions. Understand that no single type of energy production will provide all our energy needs (e.g. make an animation to show why the Amazon Rainforest is valuable and how it should be protected).</p>
<b>Geographical Skills and Enquiry</b>				



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<b>6. Map and atlas work</b>	<p>G.2.6.6.a. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>G.2.6.7.a. Can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America. Can use globes and atlases to locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude (e.g. use physical and political maps to identify the Alps and the countries this region spreads across).</p>	<p>G.2.6.8.a. Can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America. Can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. Can use thematic maps for specific purposes (e.g. use physical and political maps to identify the Alps, its countries, cities and topography).</p>	<p>G.2.6.9.a. Can use atlases to identify the distinct characteristics of some regions of Europe or North and South America. Can use globes and atlases to accurately locate places by their latitude and longitude (e.g. use physical and political maps to identify the Alps, its countries, cities and topography, and factors that make this region distinct).</p>
	<p>G.2.6.6.b. Use the eight points of a compass, four/six-figure grid references, 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.2.6.7.b. Can use four-figure grid references. Can use OS map symbols and atlas symbols. Can use maps at different scales. Can recognise that contours show height (e.g. contribute to a class display of a large-scale OS map of the local area to label with photographs and information about a local issue).</p>	<p>G.2.6.8.b. Can use four-figure grid references and find six-figure grid references. Can describe height and slope from a map. Can read and compare map scales (e.g. use a large-scale OS map of the local area to annotate with photographs and information about a local issue).</p>	<p>G.2.6.9.b. Can use four/six-figure grid references with ease and accuracy. Can describe the shape of the land from contour patterns. Can work confidently with a range of maps from large-scale street maps to 1:50,000 maps (e.g. use a large-scale OS map of the local area to annotate with photographs and information about a local issue linking these to a range of features on the map).</p>





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<b>7. Fieldwork and investigation</b>	<p>G.2.7.6.a. Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p>	<p>G.2.7.7.a. Can make a sketch map with symbols. Can use digital maps to identify human and physical features. Can present information gathered in fieldwork using simple graphs (e.g. research into how the local area is changing, using a selection of digital sources).</p>	<p>G.2.7.8.a. Can make sketch maps of areas using symbols, a key and a scale. Can use digital maps to investigate features of an area. Can present information gathered in fieldwork using a range of graphs (e.g. research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers).</p>	<p>G.2.7.9.a. Can use digital maps to research factual information about features. Can present information gathered in fieldwork using a range of graphs and other data presentation techniques (e.g. plan an investigation to find out how the local area is changing using a range of digital sources).</p>
	<p>G.2.7.6.b. Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	<p>G.2.7.7.b. Can carry out fieldwork in an urban area and/or a rural area using appropriate techniques (e.g. carry out an enquiry to investigate how sustainable one aspect of the school's work is; collect evidence as suggested from surveys, photographs and interviews, and present findings to the head teacher and school council).</p>	<p>G.2.7.8.b. Can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques (e.g. plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is; collect evidence from surveys, photographs and interviews, and present findings to the head teacher and school council).</p>	<p>G.2.7.9.b. Can design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques (e.g. design, plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is; collect evidence from surveys, photographs and interviews, and present findings to the school's governing body).</p>