



# Geography Progression Framework

## Numbering system

Subject.Key.Stage.Strand.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)	Relevant Voyagers unit(s)
<b>GEOGRAPHICAL KNOWLEDGE</b>					
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. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers.)	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. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers. Add the names of settlements at the mouth of the rivers.)	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. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers. Add the names of settlements at the mouth of the rivers. Locate and label the mountains/hills where the source of these rivers is found.)	Unit 3: Do you like to be beside the seaside? Unit 5: How does water go round and round?
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. (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.)	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. (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.)	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. (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.)	Unit 1: Where on Earth are we? Unit 4: Can you come on a great American road trip?
	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. Locate the Tropics of Cancer and Capricorn, 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.)	G.2.2.4 b. The child can identify the position of the Prime/Greenwich Meridian and understand the significance of <b>latitude and longitude</b> . (E.g. In a group or individually, make a locational map game, quiz or puzzle for other children in their class to test knowledge and understanding 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). (E.g. Individually or leading a group, create a locational map game, quiz or puzzle for other children in their class or school to test knowledge and understanding of the significance of latitude and longitude.)	Unit 1: Where on Earth are we?



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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. <i>(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.)</i>	G.2.3.4.a. The child can indicate tropical, temperate and polar <b>climate zones</b> on a globe or map and describe the characteristics of these zones using appropriate vocabulary. <i>(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.)</i>	G.2.3.5.a. The child can indicate tropical, temperate and polar <b>climate zones</b> 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. <i>(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.)</i>	Unit 2: Is climate cool?
	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. <i>(E.g. With support, make a working model of a volcano. Label it with the features of a volcano and describe an eruption.)</i>	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. <i>(E.g. Make a working model of a volcano. Label it with the features of a volcano and explain what happens when it erupts.)</i>	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. <i>(E.g. Independently make a working model of a volcano. Label it with the features of a volcano and describe how, and offer reasons why, it erupts. Relate this to one or more examples of volcanoes around the world.)</i>	Unit 3: Do you like to be beside the seaside? Unit 5: How does water go round and round? Unit 6: Can the Earth shake, rattle and roll?
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 <b>local area</b> and contrasting <b>settlements</b> 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. <i>(E.g. Using Google Earth, atlases and images with support, research some major cities in North and South America and identify how they are different.)</i>	G.2.4.3. The child can identify and sequence a range of <b>settlement</b> sizes from a village to a city. The child can describe the characteristics of <b>settlements</b> 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. <i>(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.)</i>	G.2.4.4. The child can describe the distinctive characteristics of <b>settlements</b> 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. <i>(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.)</i>	Unit 4: Can you come on a great American road trip?



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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 <b>physical and human geography</b> of the UK and its contrasting human and physical environments. The child can recognise that some regions are different from others. <i>(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.)</i>	G.2.5.4.a. The child can understand the <b>physical and human geography</b> of the UK and its contrasting human and physical environments. The child can explain why some regions are different from others. <i>(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.)</i>	G.2.5.5.a. The child can have a good understanding of the <b>physical and human geography</b> 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. <i>(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.)</i>	Unit 3: Do you like to be beside the seaside? Unit 5: How does water go round and round?
	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 <b>region</b> and a <b>region</b> in North or South America. <i>(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.)</i>	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 <b>region</b> in Europe and North or South America are connected and make it special. <i>(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 human and physical characteristics. Identify differences and similarities.)</i>	G.2.5.5.b. The child can offer explanations for the similarities and differences between some <b>regions</b> 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. <i>(E.g. Using photos, information sheets and Google Earth, record information about several 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.)</i>	Unit 3: Do you like to be beside the seaside? Unit 4: Can you come on a great American road trip?
	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 <b>processes</b> can cause hazards to people. The child can recognise that there are advantages and disadvantages of living in certain environments. <i>(E.g. Investigate the impacts of the 2011 Japanese earthquake using images and internet research.)</i>	G.2.5.12. The child can understand how physical <b>processes</b> can cause hazards to people. The child can describe some advantages and disadvantages of living in hazard-prone areas. <i>(E.g. Investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research.)</i>	G.2.5.13. The child can offer reasons why physical <b>processes</b> can cause hazards to people. The child can offer explanations for the advantages and disadvantages of living in hazard-prone areas. <i>(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.)</i>	Unit 3: Do you like to be beside the seaside? Unit 6: Can the Earth shake, rattle and roll?



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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; 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. <i>(E.g. Use an atlas to locate places in an atlas using the contents page.)</i>	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; locate where they live in the UK. <i>(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.)</i>	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. <i>(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.)</i>	Unit 2: Where on Earth are we? Unit 4: Can you come on a great American road trip?
	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. <i>(E.g. Follow a local river downstream on an OS map. Identify some features of the river.)</i>	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. <i>(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.)</i>	G.2.6.5.b. The child can know 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. <i>(E.g. Independently follow a stretch of river downstream on an OS map. 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.)</i>	Unit 5: How does water go round and round?
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 <b>fieldwork</b> using a simple graph. The child can use digital maps to identify familiar places. <i>(E.g. Using Google Earth, identify states and cities of the USA and locate them on a map.)</i>	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 <b>fieldwork</b> using simple graphs. The child can use the zoom function of a digital map to locate places. <i>(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.)</i>	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 <b>fieldwork</b> using a range of graphs. The child can use the zoom function to explore places at different scales and add annotations. <i>(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.)</i>	Unit 4: Can you come on a great American road trip?
	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 <b>fieldwork</b> in the <b>local area</b> using appropriate techniques suggested. <i>(E.g. Participate with a group to create a river in the playground using natural materials. Use 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.)</i>	G.2.7.4.b. The child can, in a group, carry out <b>fieldwork</b> in the <b>local area</b> selecting appropriate techniques. <i>(E.g. Create a river in the playground using natural materials. Use 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.)</i>	G.2.7.5.b. The child can plan a <b>fieldwork</b> investigation in the <b>local area</b> selecting appropriate techniques. <i>(E.g. Take a lead in planning and creating a river in the playground and select a range of natural materials to use. Use 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.)</i>	Unit 5: How does water go round and round?