



St Nicholas CE Primary School

Lower Key Stage 2 Skills Progression Map

Subject: Geography

Bold Text: *National Curriculum (statutory and non-statutory)*; **Purple text:** *Cross-curricular National Curriculum links.*

<p>Year 3 Topics: Autumn: Map work Spring: Northern Hemisphere Summer: Human and physical - Rivers and Mountains</p>	<p>Year 4: Autumn: Map work Spring: Southern Hemisphere Summer: Volcanoes and earthquakes</p>
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To be Taught	Year 3	Year 4
	GRAPHICACY SKILLS	
Keys and symbols	<ul style="list-style-type: none"> - Use keys to build knowledge/research. - Start to understand complex keys eg size of symbol for quantity. - Start to understand contour lines. 	<ul style="list-style-type: none"> - Use complex keys to build knowledge eg making quantitative estimates based on size of symbol. - Understand contour lines.
Read maps	<ul style="list-style-type: none"> - Use maps [atlases, and globes] to locate and to start to describe features. - Use 4 figure grid references to build knowledge (i.e. research) - Work out simple distances from a map (eg aerial distance, or along a straight road). 	<ul style="list-style-type: none"> - Use the contents and index of an atlas. - Use oblique and aerial views. - Start to use 6 figure grid references. - Use a scale to reasonably estimate distances (eg along roads/waterways). - Start to explain ideas using a thematic map for reference.
Draw maps / plans	<ul style="list-style-type: none"> - Create a sketch map - eg of a short route, or a building plan with simple symbols. - Start to draw to scale (positive integer scaling and simple correspondence - from Maths National Curriculum) 	<ul style="list-style-type: none"> - Draw a map or plan from a description. - Create a scale-bar - Draw cross-sections (harder integer correspondence, from Maths National Curriculum)
Digital maps	<ul style="list-style-type: none"> - Start measuring distance on Digimaps. - 'Zoom' for a purpose and explain the scale. - Annotate digital maps with text/labels. 	<ul style="list-style-type: none"> - Accurately measure distance, including non-linear distances - Annotate digital maps with markers, text, photographs, hyperlinks, etc. - Use digital maps for a purpose (eg select, 'screengrab' & paste into .pub/.ppt/.doc).
Charts and graphs (Maths NC)	<ul style="list-style-type: none"> - Bar charts (eg not blocks); use more complex tables (from Maths National Curriculum). 	<ul style="list-style-type: none"> - Time graphs 'and other graphs' (from Maths National Curriculum) - Use discrete and continuous data (from Maths National Curriculum)



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<p>Use images</p>	<ul style="list-style-type: none"> - Understand and explain the reliability / purpose of different picture types (include historical silhouettes & lithographs – link to Science 'light' topic). 	<p>Compare the context & purpose (reliability) of different photographs. Use digital technologies to alter photos/images</p>
<p>FIELDWORK & PRACTICAL SKILLS</p>		
<p>Use a compass</p>	<ul style="list-style-type: none"> - Start to use eight points of a compass - and link to magnets and poles (Science) - Start to use idea of degrees to measure turns (from Maths National Curriculum). 	<ul style="list-style-type: none"> - Confidently use the eight points of a compass. - Use concepts of acute/obtuse angles, i.e. increasingly understanding turns (from Maths National Curriculum).
<p>Observe/measure</p>	<ul style="list-style-type: none"> - Start to evaluate own observations, and compare them with others'. - Start to estimate length and distance. - Measure to nearest mm, nearest 10ml, and 45° for angle. - Convert between units, eg m to cm (from Maths National Curriculum). - Start to understand the concept of area (from Maths National Curriculum). - Use scales in ones, twos, fives and tens where numbers may be missing. (from Maths National Curriculum). 	<ul style="list-style-type: none"> - Evaluate own observations and compare them with others'. - Make reasonable estimations of length and distance; start to estimate mass, capacity and angle. - Start to understand inches & miles, stone & pounds, Fahrenheit. - Understand the concept of area (from Maths National Curriculum). - Use more complex scales where some numbers may be missing (from Maths National Curriculum).
<p>Locate</p>	<ul style="list-style-type: none"> - Secure use of left and right from many perspective (eg with an upside-down map). 	<ul style="list-style-type: none"> - N/A
<p>Record</p>	<ul style="list-style-type: none"> - Take simple notes i.e. using abbreviations, deliberate misuse of grammar, etc. - Use sketch maps, tables, jotted diagrams, subdivided lists, etc. 	<ul style="list-style-type: none"> - Take quantitative and qualitative notes about observations. - Start to include continuous data. - Make simple calculations while in the field
<p>ACADEMIC SKILLS</p>		
<p>Ask questions</p>	<ul style="list-style-type: none"> - Start to frame questions and answers in geographically valid ways (eg about change/difference). 	<ul style="list-style-type: none"> - Ask and answer geographically valid questions (eg about cause and effect, reliability, change and difference).
<p>Discern relevance</p>	<p>Select information according to relevance (i.e. spot the 'main' landmarks).</p>	<ul style="list-style-type: none"> - Note connections, contrasts and trends and use these to order by relevance.
<p>Use sources (from History National Curriculum)</p>	<ul style="list-style-type: none"> - Explain the difference between primary and secondary data (from History National Curriculum). - Start to show awareness that there are different ways to represent geographical information, and that these 	<ul style="list-style-type: none"> - Recognise that geographical 'facts' can vary depending on the source, and begin to suggest reasons for this.



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	- might inform opinions and beliefs (from History National Curriculum).	
Present information	<p>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.</p> <p>Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:</p> <ul style="list-style-type: none"> - for isolated datasets in longer and coherently-structured pieces of work 	<p>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.</p> <p>Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:</p> <ul style="list-style-type: none"> - for isolated datasets in longer and coherently-structured pieces of work
Vocabulary		
For Skills & Fieldwork	<ul style="list-style-type: none"> - atlas, globe, grid, reference - North-East, South-East, South-West, North-West - area (square miles, etc), contour - population - parallel, coordinates, easting, northing, degrees, acute & obtuse angle (from Maths National Curriculum) 	<p>sort, classify, property</p> <p>From Maths National Curriculum: base, spherical, cylindrical (and other 3D shapes for FW description) concave, convex, symmetrical, reflect, construct, sketch, protractor, translation, rotation, survey, questionnaire, interpret.</p>
For Location Knowledge	<ul style="list-style-type: none"> - Regions: North East, North West, Yorkshire and the Humber, West Midlands, East Midlands, East Anglia, (Greater) London, South East, South West - Orkney, Shetland, Hebrides, archipelago - authority, council, government, borough, district, administration, municipality - Name and locate European countries and capitals - Name and locate Russia, Moscow, St Petersburg Siberia - Arctic Circle, Antarctic Circle, tropics/tropical - hemisphere (from Maths National Curriculum) 	<p>time zone, federation, union, autonomy, sovereign, state, province</p> <p>Name and locate (with their capitals): Canada, USA (also New York, San Francisco, LA) Mexico, Brazil, Argentina, Panama</p> <p>Identify location of China, Japan, Australia, India, Pakistan, Israel, Egypt, Nigeria, Kenya, South Africa</p>
For Place Knowledge	- region, case study, contrast, compare	- trend
For Human Geography	<ul style="list-style-type: none"> - settlement, locality, community, culture, energy, renewable, minerals, function, (inter)national, canal, waterway - amount, worth, expensive (from Maths National Curriculum) - million, billion (i.e. for population but not in much detail yet; million is Y5 Maths NC, billion not at all) 	<ul style="list-style-type: none"> - economic activity, trade links, land use, finance retail municipal industrial employment infrastructure, arable pastoral, mixed farming, carrying capacity, statistics, contiguous - From Science National Curriculum: impact, settlement, waste, sewage, pollution, sound pollution



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For Physical Geography	<ul style="list-style-type: none">- rivers, mountains, natural resources, characteristic- climate zones, vegetation belts (forest, grassland, tundra, desert, ice sheet), climate, soil, tropical, temperate- igneous, metamorphic, sedimentary, pressure, heat, crystals, fossil, organic (from Science National Curriculum)	<ul style="list-style-type: none">- volcano, earthquake, epicenter, zenith, focus, tectonic- biome, vegetation, region, dominant, environmental anemometer barometer- From Science National Curriculum: water cycle, precipitation, evaporation, condensation
Other relevant content from Maths National Curriculum	<ul style="list-style-type: none">- corresponding, equivalent, positive, negative, round up/down, approximate(ly), estimate, remainder, data(base), row, column, cell (from Maths National Curriculum)	<ul style="list-style-type: none">- negative numbers- increase, decrease, factor- plot, quadrant, origin