



Year Four Geography Progression Steps

Year 4	Developing	Expected Standard	Exceeding	Geographical Language
Locational Knowledge	<ul style="list-style-type: none"> Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map Pupils can, with increasing accuracy, locate cities of the United Kingdom Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones 	<ul style="list-style-type: none"> Pupils can name and locate countries in Europe, North and South America on a map Pupils can locate cities of the United Kingdom Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Tropics of Cancer and Capricorn, the Prime/ Greenwich Meridian and time zones and are beginning to identify their significance 	<ul style="list-style-type: none"> Pupils can confidently locate countries in Europe, North and South America on a map Pupils can locate cities of the United Kingdom and are beginning to identify counties Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones 	Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Tropics of Cancer and Capricorn, the Prime/ Greenwich Meridian and time zones
Place Knowledge	<ul style="list-style-type: none"> Pupils have studied a region of the U.K, a region in a European country and a region within North or South America for the difference between the three in physical geography Pupils have studied a region of the U.K, a region in a European country and a region within North or South America for the difference between the three in physical geography 	<ul style="list-style-type: none"> Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify at least one similarity and difference between the three in physical geography, and how these aspects have changed over time. Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify at least one similarity and difference between the three in human geography Pupils can explain their own views about locations, giving reasons. 	<ul style="list-style-type: none"> Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in human geography 	<p>Key physical features Hills, mountains, rivers, coasts, forest, ocean, sea, valley, season, weather and vegetation.</p> <p>Key human features City, town, village, factory, port, harbour</p>
Human and Physical Geography	<ul style="list-style-type: none"> Pupils can describe some aspects of physical geography Pupils can describe some aspects of human geography 	<ul style="list-style-type: none"> Pupils can describe aspects of physical geography. Pupils can describe aspects of human geography Pupils can describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> Pupils can describe an increased range of aspects of physical geography Pupils can describe an increased range of aspects of human geography 	<p>Physical geography Rivers, mountains, volcanoes, earthquakes, water cycle</p> <p>Human geography Settlements, land use, trade, distribution of natural resources (energy, food etc.)</p>
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently Pupils are using four figure grid references more accurately and are becoming increasingly accurate with symbols and key (including the use of Ordnance Survey Maps) Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital 	<ul style="list-style-type: none"> Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Pupils are becoming more confident with four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital 	<ul style="list-style-type: none"> Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: 	<ul style="list-style-type: none"> Atlas, maps, globes, sketch maps, compass, computer mapping, routes and directional/ locational language. (north, east, south, west, near, far, left and right.)

	technologies	technologies	sketch maps, plans and graphs, and digital technologies	
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