



Year Five Geography Progression Steps

Year 5	Developing	Expected Standard	Exceeding	Geographical Language
Locational Knowledge	<ul style="list-style-type: none"> Pupils can locate some countries of the world on a map Pupils are becoming more accurate in locating counties and cities of the United Kingdom 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 Pupils are beginning to study aspects of the physical and human geography that have changed over time 	<ul style="list-style-type: none"> Pupils are becoming more accurate in locating countries of the world on a map Pupils are becoming more accurate in locating counties and cities of the United Kingdom Pupils can identify at least 5 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 Pupils are beginning to identify aspects of the physical and human geography that have changed over time 	<ul style="list-style-type: none"> Pupils can, mostly, locate countries of the world on a map Pupils can, mostly, locate counties and cities of the United Kingdom Pupils can identify most 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 Pupils can identify aspects of the physical and human geography that have changed over time 	<ul style="list-style-type: none"> Latitude/ Longitude. Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer/ Capricorn, Arctic/ Antarctica circle, time zone.
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 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 	<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 some 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 can identify some similarities and differences between the three in human 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 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 can identify similarities and differences between the three in human geography 	<ul style="list-style-type: none"> Rivers, hills, mountains, topographical features, land use patterns.
Human and Physical Geography	<ul style="list-style-type: none"> Pupils can describe a variety of aspects of physical geography Pupils can describe a variety of aspects of human geography 	<ul style="list-style-type: none"> Pupils can describe and understand some key aspects of physical geography Pupils can describe and understand some key aspects of human geography 	<ul style="list-style-type: none"> Pupils can describe and understand an increasing variety of key aspects of physical geography Pupils can describe and understand an increasing variety of key aspects of human geography 	<p>Physical</p> <ul style="list-style-type: none"> Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle. <p>Human</p> <ul style="list-style-type: none"> Types of settlements, land use, trade links, distribution of natural resources (energy, food, minerals and water).

<p>Geographical Skills and Fieldwork</p>	<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 can use some of the 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: sketch maps, plans and graphs, and digital technologies 	<ul style="list-style-type: none"> • Pupils can use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can use some of the eight points of a compass, four figure grid references and six figures more accurately, 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 using at least one of these methods: sketch maps, plans and graphs, and digital technologies 	<ul style="list-style-type: none"> • Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, 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 using some of these methods: sketch maps, plans and graphs, and digital technologies 	<ul style="list-style-type: none"> • Maps, atlases, globes, digital/ computer mapping, compass, grid references, sketch maps and graphs.
---	--	---	---	---