



Geography Whole School Progression Map

Year Group	Place	Space	Scale	Physical and Human Processes
<p><i>Previous Knowledge and Skills (to be tested)</i></p>	<p>Know that... Know that a symbol on a map, just like a picture, represents a place or feature in the real world</p> <p>Know that when reading coordinates, you read across the x-axis and up/down the y-axis</p> <p>Know that when reading coordinates the point at which the lines or row/columns intersect is the location of the place/feature</p> <p>Know how to... Follow a route on a map with symbols</p> <p>Describe and follow a journey between two places/features using 4 figure compasses (NSEW). E.g. Move north two steps, then west three steps.</p> <p>Describe and follow a journey between two places/features using letter/number co-ordinates as the start and finish.</p>	<p>Know that... Know that the boundary of a country can be marked by a physical feature such as a mountain range</p> <p>Know that the boundary of a country can be invisible but marked by a line on a map</p> <p>Know that a map can show a small area of land or a large area of land</p> <p>Know that when reading coordinates, you read across the x-axis and up/down the y-axis</p> <p>Know that when reading coordinates the point at which the lines or row/columns intersect is the location of the place/feature</p> <p>Know how to... Match boundaries (e.g. find same boundary of a country on different scale maps)</p> <p>Identify features using 4 figure compasses (NSEW). E.g. The Nile runs from south to north in Egypt.</p>	<p>Know that... Know that a symbol is a simpler version of a pictorial representation of a real-world object</p> <p>Know that standard symbols are used across lots of different maps to make them easier for people to understand and become familiar with</p> <p>Know that a key provides the names of a symbol to avoid having to label each symbol on a map</p> <p>Know how to... Draw or make a map of a real location that includes human and physical features</p> <p>Start to use standard symbols</p>	<p>Know that... Know that in an area, some things are there naturally whereas some things have been put there by humans</p> <p>Understand that geographers use evidence to understand the past</p> <p>Understand that evidence based on more than one source makes it more reliable</p> <p>Know how to... Record findings from fieldwork</p> <p>Collect data using a tally survey</p> <p>Use geographically numerical descriptive language</p> <p>Ask geographical questions. E.g. Where is this location? What is it like to live in this location? What natural and manmade features are in this location?</p> <p>Link data to conclusions</p>



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		Identify features using letter/number co-ordinates		
5	<p>Know that... Know that when reading four-figure grid references the first two numbers represent the x-axis and the second two numbers represent the y-axis</p> <p>Know that four-figure grid references take you to a box within the grid, not just a specific point like a co-ordinate</p> <p>Know that latitude and longitude are a system of lines used to describe the location of any place on Earth.</p> <p>Know that lines of longitude run in a north-south direction. Although these are only imaginary lines, they appear on maps and globes as if they actually existed.</p> <p>Know how to... Use four figure grid references to identify features on a map, including the use of a key</p> <p>Use lines of longitude and latitude on a map to locate a feature</p>	<p>Know that... Know that an aerial photograph is a photograph taken from above</p> <p>Know that an Ordnance Survey map is a detailed map produced by the British government map-making organisation</p> <p>Understand that a geographical investigation is where you use inquiry skills such as sketching to generate and answer questions about an area</p> <p>Understand that a geographical pattern is similarities in observations that can be used to describe an environment</p> <p>Know how to... Compare two landscapes using maps and aerial photographs</p> <p>Describe the features shown on an OS map by using the key and symbols.</p> <p>Draw a map with positioning of key features located accurately in</p>	<p>Know that... Know that a large-scale map is one that shows lots of detail, normally over a smaller area</p> <p>Know that a small-scale map is one that shows less detail, normally over a larger area</p> <p>Know how to... Locate places and features on a range of maps (variety of scales)</p> <p>Begin to use 8 figure compass directions when describing landscapes. E.g. Mount Vesuvius is located north-west of Pompeii</p>	<p>Know that... Understand that a geographical process is a sequence of actions that shape or change our environment</p> <p>s</p> <p>Know that gathering information can happen through observations (seeing and making judgements) and speaking to people (ask people questions about how they interact with the area)</p> <p>Know how to... Select appropriate methods for data collection such as interviews, questionnaires, observations</p> <p>Evaluate the quality of evidence collected and suggest improvements</p> <p>Ask geographical questions. E.g. What is this landscape like? How has it changed over time? What made it change? How is it currently changing? What could make the evidence we have collected unreliable?</p>



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		relation to one another and use OS symbols Use sketches as evidence in an investigation. Annotate sketches to describe and explain geographical processes and patterns		
6	<p>Know that...</p> <p>Know that photographs are accurate snapshots of an area but go out of date</p> <p>Know that capturing movement is not possible in a sketch or photograph, so video can be used or data collection which can be presented in a graph over time</p> <p>Know how to...</p> <p>Select field sketching from a variety of techniques</p> <p>Evaluate their sketch against set criteria and improve it</p>	<p>Know that...</p> <p>Know that an Ordnance Survey map is a detailed map produced by the British government map-making organization</p> <p>Know that six-figure grid references are split into two groups of three digits</p> <p>Know that the first two digits of the first group represent the numbers on the x-axis</p> <p>Know that the first two digits of the second group represent the numbers on the y-axis</p> <p>Know that the last digit of each group of three represents going across/up the box as if it were split equally into ten columns and rows</p> <p>Know how to...</p>	<p>Know that...</p> <p>Know that when giving an 8 figure compass direction, north or south come first, then east or west. E.g. NE, NW, SE, SW</p> <p>Know that map scale is the relationship between distance on the map and distance in real life</p> <p>Know how to...</p> <p>Find and recognise places on maps of different scales.</p> <p>Use 8 figure compasses directions when describing and comparing places and landscapes. E.g. the Isle of Dogs is north-west of Greenwich park.</p> <p>Begin to use 6 figure grid references by finding the location of a place or feature</p>	<p>Know that...</p> <p>Know that geographical artefacts such as maps and aerial photographs can tell us about human behaviour, such as settlement choices</p> <p>Understand that a geographical investigation is where you use inquiry skills such as sketching to generate and answer questions about an area</p> <p>Know that there are limitations of fieldwork sketches, such as accuracy because they are drawn by humans</p> <p>Understand that field work carried out by humans gives a snapshot of one moment in time, however, digital equipment can be used to gather data over time for a more accurate assessment (e.g. an electronic weather vane)</p> <p>Know how to...</p>



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		<p>Follow a short route on an OS map, using symbols and a key</p> <p>Follow a short route on a variety of scaled maps</p> <p>Use six-figure grid references to describe a location on a map, including the use of a key</p>	<p>Draw a map that shows appropriate distance between places or features based on a given scale</p>	<p>Make geographical conclusions based on analysis of a landscape using maps and aerial photographs. E.g. Many mines can be found in the north-east of South Africa which shows that this region is richer in resource. This land could be under conflict if many people want the resource.</p> <p>Use sketches as evidence in an investigation.</p> <p>Select field sketching from a variety of techniques</p> <p>Annotate sketches to describe and explain geographical processes and patterns.</p> <p>Use digital technology to gather information over time. Ask geographical questions. E.g. What is this landscape like? How is it changing? What patterns can be seen/how has the pattern changed?</p>
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Assessing for the Expected Standard: For a pupil to reach the Expected standard in Geography by the end of KS2, most knowledge and skills need to be secure (i.e: all knowledge and most skills secured).

Assessing for the Greater Depth Standard: For a pupil to reach the Greater Depth standard in Geography by the end of KS2, all knowledge and skills as stated above need to be very secure so that mastery to be achieved (all knowledge and skills secured).



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The subject material and content in KS3 develop upon this knowledge and these skills to further deepen pupils' understanding of History and its subject content.

<p>7</p>	<p>Know that... Know how to articulate the location of somewhere, in a grammatically sensible way (X is north of Y, south to Z etc).</p> <p>Know visually the look of key geographically significant places on maps of differing scales (E.g steep land brown on physical geography maps)</p> <p>Know how to... Identify and interpret contour lines on a map</p> <p>Use an 8 compass rose to differentiate between "from/to/of"</p> <p>Distinguish between describing north and south on maps of various size (e.g. UK is in Western Europe, but Scotland is the North of UK etc.)</p>	<p>Know that... Know the steps for accurate locating symbols on OS maps using 6FGR.</p> <p>Know that physical and natural features are displayed on OS maps</p> <p>Know the process to distinguish between different Geographical features on OS maps (e.g. Upper course of river compared to Lower course)</p> <p>Know that OS maps can be used to gather information to describe a landscape/land use of an area.</p> <p>Know how to... Accurately read 6 Figure Grid references (E.g. focusing on 2/3 or 8/9 points)</p> <p>Describe the landscape of an area by interpreting OS maps and aerial maps referring to relief, physical and human features.</p>	<p>Know that... Know the procedure for accurately measuring straight and curved line distances (e.g. ruler/string)</p> <p>Know that a conclusion can be drawn from a data set</p> <p>Know a range of techniques to analyse findings (mean, mode, median)</p> <p>Know what anomalies are and how to spot them</p> <p>Know how to... Accurately measure straight and curved line distances to calculate distance on a route</p> <p>Analyse findings of Geographical investigations</p> <p>Interpret a range of Geographical data presentation techniques (bar chart, scatter graphs, choropleth maps, pie charts, pictograms etc)</p>	<p>Know that... Know that maps can change over time, due to physical and human processes/activities</p> <p>Know that a fieldwork is a data collection and presentation technique</p> <p>Know the advantages and disadvantages of using field sketches</p> <p>Know that Geography aims to explore enquiry questions</p> <p>Know the difference between primary and secondary data sources (collected by oneself or somebody else)</p> <p>Know how to... Use drawings and maps in a sequential way to describe a process (E.g. formation of oxbow lake)</p>
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		<p>Applying/recognising Geographical features studied (e.g. different courses of a river, tributaries, points of confluence)</p> <p>Make predictions of how the land may change in the future (e.g. as a result of river flooding causing levees etc.)</p>	<p>Differentiate a range of primary and secondary data presentation techniques</p> <p>Differentiate any anomalies within a data set</p> <p>Accurately draw and present data in a range of techniques (bar graphs, scatter diagrams etc.)</p>	<p>Use fieldwork opportunities to practice annotated and details field sketches specifying between physical and human features</p> <p>Evaluate the effectiveness of field sketches</p> <p>Differentiate a range of primary and secondary data collection techniques</p> <p>Assess the reliability of the data gathered from the source (primary or secondary)</p>
8	<p>Know that... Draw and accurately annotate landscaped map of a key geographical area to support learning of key features within a Y8 unit (E.g. Tectonics)</p> <p>Know how to... Predict how a map may change over time, as a result of Geographical processes.</p>	<p>Know that... Know key features than enable an area to be recognised/identified.</p> <p>Know that the closer the contours the steeper the land</p> <p>Know the process to distinguish between different Geographical features on OS maps (e.g. Headlands, bays, stacks stumps)</p> <p>Know the steps to gather information from OS maps to describe a landscape/land use of an area.</p>	<p>Know that... Know the procedure to work out conversions on maps of different scales (e.g. 1:25,000 and 1:50,000)</p> <p>Know when field sketches are useful to use in Geographical Investigation</p> <p>Know the key features needed to be included on a field sketch to may geographical links/assumptions</p> <p>Know the steps in analysing complex data sets</p>	<p>Know that... Know a range of data collection techniques</p> <p>Know the suitability, reliability and validity of a range of data collection techniques for that specific data collection/enquiry</p> <p>Know that the land may change in the future, from looking at information on the map (e.g. as a result of coastal erosion)</p> <p>Know how to...</p>



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		<p>Know that certain landforms may change an area on a map</p> <p>Know that maps need to be updated in order to maintain accuracy</p> <p>Know how to...</p> <p>Use and interpret gradient, contour and spot height when planning a route/recognising an area.</p> <p>Applying/recognising Geographical features studied in the Y8 Unit of work on maps (e.g. coastal landforms E.g. headlands, bays)</p>	<p>Know a range of data analysis techniques (range, upper and lower quartile, interquartile range)</p> <p>Know which is appropriate presentation method to select, given the data set.</p> <p>Know how to...</p> <p>Use various scales of OS maps to be able to make comparisons between different sizes of areas (using primarily 1:50:000 OS maps)</p> <p>Use various scales of OS maps to be able to calculate straight and curved line distances (using primarily 1:50,000 OS maps)</p> <p>Make predictions of how the land may change in the future (E.g. as a result of coastal erosion, what landforms may appear)</p> <p>Suggest alternative methods to field sketching that may enable same data to be collected</p> <p>Justify why this alternative approach may be more suitable/effective</p> <p>Analyse more challenging data sets (large quality of data samples, data samples with decimal numbers etc)</p>	<p>Assess the reliability of the data collection technique to be used</p> <p>Assess the suitability of the data collection technique to be used (E.g. why would a Likert scale be more beneficial for environmental quality than questionnaire)</p> <p>Identifying areas at risk on maps and suggest human interactions to manage this (E.g. hard and soft engineering)</p>
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			<p>Evaluate the advantages and disadvantages of a range of data presentation techniques</p> <p>Accurately interpret Geographical data and link it back to hypothesis, fieldwork aim</p>	
<p><i>Future Knowledge and Skills (Y9 to GCSE)</i></p>	<p>Know that...</p> <p>Know that contour lines group together areas of land of the same height, therefore affecting the relief of the land</p> <p>Know how symbols and information on OS maps can provide details of an areas relief and geographical features</p> <p>Know a range of strategies and approaches for completing maps</p> <p>Know how to...</p> <p>Identify major relief features on maps and relate cross-sectional drawings to relief features to make decisions about certain routes</p> <p>Make assumptions about the steepness and shape of the land, due to the contour lines</p>	<p>Know that...</p> <p>Know multiple strategies for gathering increasingly complex information (E.g. Likert scales, questionnaires, radar maps.)</p> <p>Know a range of sampling measures for collecting data</p> <p>Know that multiple techniques of data gathering can increase the accuracy and validity of data collection</p> <p>Know the usefulness of field sketches on a Geographical fieldtrip</p> <p>Know the limitations of field sketches on a Geographical fieldtrip</p> <p>Know the features and properties of a field sketch in helping to solve a Geographical enquiry</p> <p>Know how to...</p>	<p>Know that...</p> <p>Know a range of data analysis techniques (mean, medium, mode, range)</p> <p>Know a range of data presentation techniques for fieldwork data (radar diagram, pie chart, word cloud)</p> <p>Know how to analyse geographical data for an unseen/unfamiliar data set</p> <p>Know a range of visual, graphical and cartographic methods of data presentation (e.g. radar diagrams, work clouds etc)</p> <p>Know how to...</p> <p>Draw valid conclusion from Geographical data set</p>	<p>Know that...</p> <p>Know which techniques are more suited to physical and human fieldwork enquiries</p> <p>Know that conclusions can be biased (show false positive/negative)</p> <p>Know that results can not automatically be generalised to another situation/location/investigation</p> <p>Know that maps can be a data presentation tool</p> <p>Know that maps can be influenced by both human and physical factors</p> <p>Know that maps can be used display numerical and statistical information</p>



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	<p>Create electronic maps using software E.g. DigiMaps Complete maps (E.g. isoline, flowline etc)</p>	<p>Evaluate the effectiveness of a range of data gathering/collection techniques</p> <p>Show how to measure and record data using different sampling methods (E.g. random, opportunity or stratified). Suggest improvements of how to gather and obtain more reliable and accurate fieldwork data.</p> <p>Complete a field sketch on both the human and physical fieldwork trip</p>	<p>Make judgement in order to present data in the most visually accurate matter Use Geographical Information Systems (GIS) to view, analyse and interpret places and data</p> <p>Description, explanation and adaptation of presentation methods</p> <p>Use various scales of OS maps to be able to make comparisons between different sizes of areas (using primarily 1:25000 OS maps)</p> <p>Use various scales of OS maps to be able to calculate straight and curved line distances (using primarily 1:25,000 OS maps)</p>	<p>Know that maps can have additional features added to them to provide information about geographical processes (E.g. direction of plate movement)</p> <p>Know that symbols on OS maps can provide an insight to how landscapes have changed over a period of time</p> <p>Know that maps can infer activities, natural or human occurring in that landscape (E.g. appearance of roads, settlements can suggest deforestation.</p> <p>Know how to... Identify geographical landforms, natural vegetation, land-use and settlement</p> <p>Suggest how these may impact the area under investigation</p> <p>Evaluate the effectiveness of field sketches</p> <p>Evaluation of geographical enquiry</p> <p>Identification of problems of data collection methods.</p>
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				<p>Articulation of how to improve investigation</p> <p>Display a range of Cartographic skills relating to a variety of maps at different scales (OS Maps, Atlas Maps, Maps in association with photographs)</p> <p>Accurately complete maps using additional Figure/Numerical Data (E.g. completing the Pacific Ring of Fire)</p> <p>Analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps.</p> <p>Applying/recognising Geographical features studied in the Y9 Unit of work on maps (E.g. tectonic plate boundaries)</p> <p>Identifying areas at risk on maps in a more abstract way by analysing the distance plates move annually (E.g. of tectonic collision)</p> <p>Draw inferences about the physical and human landscape by interpretation of map evidence,</p>
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				<p>including patterns of relief, drainage, settlement, communication and landuse</p> <p>Infer human activity from map evidence, including tourism/deforestation</p>
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