Geography Progression Overview – LKS2

Cycle A	KS2 National Curriculum Requirements	Year 3/ 4 Autumn Term 2 Why do some earthquakes cause more damage than others?	Year 3/ 4 Spring Term 1 How can we live more sustainably?	Year 3/ 4 Summer Term 2 Why are jungles so wet and deserts so cold?
Human and Physical	Describe and understand key aspects of: Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Children should understand that the magnitude of an earthquake is measured using the Richter scale. Know that the outer layer of the Earth is called the crust and is broken into huge blocks called tectonic plates. Earthquakes tend to occur mostly along the cracks or boundaries of tectonic plates (faults) all around the world where one plate meets another. Understand that earthquakes are a form of natural disaster and should understand devastation that earthquakes can cause. The plates of the Earth are not stationary but move very slowly in different directions. Children know that earthquakes happen every day across the	Understand that sustainability is about living in a way that improves quality of life, without damaging the environment. Know that Renewable energy from a source such as wind that is never used up (infinite) Non-renewable energy from a source such as oil which will eventually be used up (finite) Children know that solar energy is energy received from the sun. They should understand that it cannot be used directly so we must convert it into other forms of energy. Solar panels convert sunlight into electricity for us. This is sustainable	Children should understand that weather is the conditions of the atmosphere including temperature, rainfall, cloud cover, wind strength and direction at one moment in time. (Flashback to learning in KS1 about weather) Children should understand that climate is the average pattern of weather that a place receives over 30 years. Children should understand that the UK never gets really hot or really cold: a temperate climate. They should learn that the UK has a temperate climate.

Geography Progression Overview – LKS2

		world. Earthquakes that measure low on the Richter scale are not felt by humans and are only detected using sensitive scientific recording instruments. Children know that where an earthquake happens contributes to how much damage is caused. They understand that richer countries typically experience less devastation from earthquakes that poorer countries. Also that the time of day affects the level of destruction, injury and death, as well as where the epicentre of the earthquake strikes. Children understand that most volcanoes tend to occur where volcanoes are frequent. Red-hot liquid rock called magma rises up through cracks in the rocks of the Earth's crust and erupts out onto the surface as lava. The biggest cracks are where one block or plate of the Earth's crust meets another, such as between the Pacific Plate and Indo-Australian	Wind turns the blades of the turbine, which spins a shaft that connects to a generator to make electricity. Another renewable and sustainable form of energy. Understand that some people and organisations oppose the building of wind and solar farms. Know that fossil fuels are non-renewable and not sustainable. Know that human created greenhouse gasses contribute to global warming – they should know that this is the main disadvantage of using fossil fuels to generate electricity. Children recognise that in the UK the main sources of energy have changed since 2015, They should recognise we are collectively taking steps to love more sustainably.	

Geography Progression Overview – LKS2

		Plate through the centre of New Zealand. Children can describe and explain the six stages in the formation of a volcano.	Children can recognise that solar cookers can improve the lives of some of the poorest people in the world.	
Locational knowledge	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify 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	Be able to name the continents and locate New Zealand on a map. Know that New Zealand is in the continent of Australasia. Children should be able to locate the city of Christ Church on a map of New Zealand. Children should be able to explain why New Zealand has so many earthquakes and be able to explain why the distribution of earthquakes and volcanoes is comparable.	Name the continents and locate Nepal on a map. Identify the continent in which Nepal is in.	Know that rainfall in England is heavier in the west and north and decreases the further east you travel. Winds that travel across the UK come in a south westerly direction in both winter and summer. As the wind travels to the UK they blow over the Atlantic Ocean. As they blow for thousands of kilometres over the Atlantic Ocean, the prevailing winds absorb a lot of moisture which then falls as rain when they reach the UK – most falls on the land they meet first (the west) and consequently less rain falls to the east

Geography Progression Overview – LKS2

	time zones (including day and night)			
Geography Skills & Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		Children can identify areas of sustainability energy; litter; waste; water; transport, healthy living; biodiversity; school grounds; global perspective; green procurement and pupil participation. Through collecting, recording and displaying data they should be able to suggest ways in which we can live more sustainably within out school. Children can plan a journey	Children should be able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Using maps children should be able to locate their home settlement. The should understand that Ouston is in the North East of England and be able to identify North, South, East and West on a map of the UK.

Geography Progression Overview – LKS2

Place Knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography.	Children should know that earthquakes occur frequently in New Zealand in both the north island and the south island. Know that the country of New Zealand sits right on top of the crack between one plate and another. In New Zealand the Indo-Australian Plate and Pacific Plate are crashing into each other head on. Children should understand that when one plate plunges below another in this way the rocks are forced to bend and plates crash into each other in this way they grind against each other. When the rocks 'stick' together, huge stresses build up until they slip apart causing massive amounts of energy to be released as they do so. The surface of the Earth above is shaken or 'quakes', thus earthquake.	Know that in Nepal, many people rely on agriculture for work and income. Nepal is one of the poorest countries in the world and much of Nepal's population do not have electricity.	The UK has a temperate climate. Understand that even in a small country like the UK the climate of one place can be very different to the climate of another. Children should use prior knowledge of the equator to suggest why the North of the UK is colder than the South of the Uk.

Geography Progression Overview – LKS2

Key Vocabulary		Magnitude; Epicentre; Tectonic plates; Fault line; Seismic waves; Richter scale; Infrastructure; Population density; Development; Aftershock; Hazard; Vulnerability	Sustainability; Renewable energy; Non-renewable; Carbon emissions; Fossil fuels; Conservation; Resource management; Biodiversity; Climate change; Energy efficiency; Consumption; Pollution	Climate; Biome; Tropical; Equatorial; Precipitation; Convection; Condensation; Humid; Drought; Distribution; Latitude; Adaptation

Geography Progression Overview – LKS2

Cycle B	KS2 National Curriculum Requirements	Year 3/ 4 Autumn Term 2 Beyond the Magic Kingdom: What is the Sunshine State really like?	Year 3/ 4 Spring Term 1 Why do so many people in the world live in megacities?	Year 3/ 4 Summer Term 2 How is India saving the tiger?
Human and Physical	Describe and understand key aspects of: Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Children should understand the physical and human geography of Florida, recognising it as a state within the USA located on a peninsula bordered by the Atlantic Ocean and Gulf of Mexico. Children can identify and describe key human features, including tourism, theme parks and the Kennedy Space Centre, and explain how these contribute to Florida's economy. They understand that the Magic Kingdom attracts millions of visitors annually, demonstrating the importance of leisure and recreation industries. Children should understand the relationship between climate and human activity, recognising that Florida's warm, sunny climate	Children should develop an understanding of settlement and urbanisation, recognising that a megacity is a city with a population exceeding 10 million. They understand that more than half of the world's population live in urban areas, with higher proportions in developed countries such as the UK. Children can identify and describe key human features of megacities, including high-rise buildings, transport networks, industry and services, and explain how these support high population density. They understand that many megacities are located in densely populated regions (particularly Asia) due to larger continental populations.	Children should understand the interrelationship between human activity and the natural environment, recognising that tigers are an endangered species whose population has declined due to deforestation, agriculture and poaching. Children can identify and describe the key characteristics of the Bengal tiger and its habitat, understanding that in tropical forest environments (jungles) shaped by hot, wet and humid climates. They understand how animals are adapted to their environment. Children should understand the concept of climate zones and biomes, recognising that tropical, temperate and polar regions have distinct patterns of temperature and

Geography Progression Overview – LKS2

		attracts tourism and influences lifestyle. They can compare this with the UK and explain differences in temperature, precipitation and sunshine hours. Children understand that natural hazards such as hurricanes occur in tropical regions. They can explain how hurricanes form over warm oceans and understand the impact they have on people and environments, including damage to buildings and need for evacuation. Children develop understanding of environmental issues and conservation, including why sea turtles are endangered due to both natural predators and human activity, and how conservation strategies help protect species. Children should understand that physical geography influences human decisions, including why the Kennedy Space Centre is located in Florida (proximity to the Equator and ocean launch paths).	Children should understand and explain the push and pull factors of urbanisation, recognising that employment opportunities, housing, and access to services are key reasons people migrate to cities. They understand that economic growth leads to urban expansion (e.g. Milton Keynes). Children develop knowledge that cities can grow for different reasons, including: • Economic opportunities (jobs, industry, business growth) • Political decisions (e.g. Brasília as a planned capital city) • Historical importance (e.g. Baghdad as a centre of trade, learning and civilisation) Children can compare advantages and disadvantages of city life, understanding issues such as pollution, congestion, housing shortages and inequality, alongside	rainfall, which influence vegetation and human activity. Children can explain the causes and impacts of the monsoon, understanding that seasonal winds bring heavy rainfall that is both essential for agriculture and a cause of flooding. Children understand that human actions can both damage and protect environments, recognising conservation strategies such as: • Protected reserves and reforestation • Anti-poaching measures • Education and international cooperation Children can evaluate the effectiveness of conservation efforts, understanding that tiger populations in India have begun to increase slightly due to government intervention.

Geography Progression Overview – LKS2

			benefits such as employment, services and accessibility.	
Locational knowledge	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify 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 (including day and night)	Children can locate North America and the USA, identifying Florida as a state within it. They know the seven continents and major oceans and can locate key countries in North and Central America. Children can identify and locate the states of the USA, understanding that there are 50 states and recognising key features such as contiguous states and time zones. Children develop understanding of latitude and its significance, recognising that places closer to the Equator (e.g. Florida) are generally warmer and receive more direct sunlight. Children can locate major physical and human features, including: • Florida peninsula • Central America and Maya region	Children can locate and identify the distribution of megacities globally, recognising that the majority are in Asia, with far fewer in continents such as Oceania. Children can name and locate major global cities and regions, including: • Top 10 megacities globally • Major cities in South America (e.g. Brasília) • Major UK cities and fastest-growing settlements Children understand how population distribution varies across continents, linking this to the location of megacities. They know that Asia contains approximately two-thirds of the world's population, influencing the concentration of large cities.	Children can locate India within Asia, identifying its position in relation to the Equator, Tropic of Cancer and surrounding countries. Children understand the global distribution of tigers, recognising that their range has reduced significantly over time, now largely limited to parts of South and South-East Asia. Children can identify key geographical features of India, including: • Tropical forest regions • Major cities and regions • Areas of tiger reserves Children should understand how latitude influences climate, recognising why India experiences a tropical monsoon climate.

Geography Progression Overview – LKS2

		• Major US cities and physical features		
Geography Skills & Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Children can use maps, atlases and globes to: • Locate Florida, the USA and surrounding regions • Identify continents, countries and major physical features • Understand spatial relationships at different scales Children can interpret and present geographical data, including: • Creating choropleth maps to show visitor patterns • Interpreting climate graphs to compare regions • Using maps with keys, symbols and scales Children can analyse patterns and draw conclusions, such as:	Children can use maps, atlases and digital mapping to: • Locate megacities and describe their position globally • Identify countries and continents of key cities • Compare spatial patterns and distributions Children can collect, analyse and present data, including: • Calculating and comparing population density • Creating rankings, tables, bar charts and graphs • Interpreting thematic maps (e.g. population distribution maps) Children can compare and synthesise information from multiple sources, including photographs, maps and data sets, to explain patterns (e.g. why	Children can use maps, atlases and globes to: • Locate India and regions of tiger distribution • Compare past and present spatial patterns • Use compass directions, grid references and keys Children can interpret and present geographical data, including: • Constructing and analysing climate graphs • Comparing climate data across locations (e.g. UK, India, polar regions) • Applying mathematical skills (mean, range, comparison) Children can analyse geographical evidence and evaluate reliability, including: • Understanding how tiger populations are estimated

Geography Progression Overview – LKS2

		• Why tourists come from certain countries (linked to wealth and accessibility) • How climate influences travel decisions • How location affects economic activity Children can use geographical reasoning and enquiry, including: • Comparing places • Evaluating reliability of data • Forming judgements (e.g. best time to visit Florida, conservation decisions)	megacities cluster in certain regions). Children can use geographical reasoning to: • Suggest and justify explanations (e.g. reasons for city growth) • Draw conclusions about urban living Present findings through discussion, writing and presentations	using sampling and extrapolation • Critiquing the validity of data collection methods Children can use enquiry skills to explain and justify conclusions, such as: • Reasons for declining tiger populations • Impacts of climate on people • Effectiveness of conservation strategies
Place Knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography.	Children understand similarities and differences between Florida and the UK, particularly in relation to climate, lifestyle and environment. Children should know that Florida is a peninsula, meaning it is surrounded by water on three sides, and can compare it with other global peninsulas.	Children understand similarities and differences between cities across the world, including: • UK cities vs rapidly growing cities (e.g. Milton Keynes) • Historic cities (e.g. Baghdad) vs modern planned cities (e.g. Brasília) • Cities in developed vs developing regions	Children understand similarities and differences between India and the UK, particularly in relation to: • Climate (monsoon vs temperate) • Lifestyle and agriculture • Environmental challenges Children should know that India has a tropical monsoon climate, with distinct wet and dry seasons

Geography Progression Overview – LKS2

		Children develop knowledge of Central America and the Maya civilisation, understanding its historical significance and possible reasons for its decline, including conflict, environmental damage and drought. Children understand that places are shaped by both human and physical processes, such as: • Tourism development (Magic Kingdom) • Government and scientific activity (Space Centre) • Environmental protection (Everglades, sea turtles) Children recognise that quality of life varies globally, influencing travel patterns and economic activity.	Children should know that Baghdad became the first city to reach one million people around AD 900 due to its role as a centre of trade, learning and political power. Children understand that Brasília was purpose-built in 1960 to redistribute population and economic activity away from Brazil's coast, demonstrating how government decisions influence settlement patterns. Children recognise that cities in different regions experience contrasting challenges, such as favelas and overcrowding in Brazil compared to planned expansion in UK cities.	that create both opportunities and challenges for people such as farmers. Children understand that the Bengal tiger lives in tropical forest habitats, and that these environments are under threat from population growth and land use change. Children recognise the importance of sustainable development, understanding the need to balance: • Economic needs (farming, development) • Environmental protection (forests, biodiversity) Children develop understanding of global responsibility, recognising that conservation requires cooperation between governments and organisations worldwide.
Key Vocabulary		Peninsula; Tourism; Climate; Equator; Latitude; Hurricane; Conservation; Ecosystem; Population density; Infrastructure; Hazard; Precipitation	Megacity; Urbanisation; Population density; Settlement; Migration; Economy; Infrastructure; Distribution; Accessibility; Congestion; Pollution; Employment	Endangered; Conservation; Habitat; Biodiversity; Deforestation; Climate zone; Monsoon; Precipitation; Adaptation; Ecosystem; Distribution; Sustainability