

Year 4 Geography Progression Map



We are a Right Respecting School and this statement supports the following articles from the UN Convention on the Rights of a Child

Article 13: (Freedom of expression): Every child has the right to share information in any way they choose, including by talking, drawing or writing as long as it does not harm others.

Article 28: (Right to education): Every child has the right to a primary education, which should be free. They should be encouraged to reach the highest level of education of which they are capable.

Article 29: (Goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31: (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Year 4

	Entering	Developing	Secure
Locational Knowledge	- 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	- Pupils can 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 Prime/ Greenwich Meridian and time zones and are beginning to identify their significance	- 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
Place Knowledge	- 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	- 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 - 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 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

Human and Physical Geography	• Pupils can describe some aspects of physical geography • Pupils can describe some aspects of human geography	• Pupils can describe aspects of physical geography • Pupils can describe aspects of human geography	• Pupils can describe an increased range of aspects of physical geography
Geographical Skills and Fieldwork	• 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 technologies	• 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 technologies	• 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: sketch maps, plans and graphs, and digital technologies