



GEOGRAPHY CURRICULUM

KS2 Progression

Knowledge | Skills | Vocabulary | Year 3 to Year 6

Purpose of this document

This document sets out how geographical knowledge, place understanding, geographical skills and fieldwork develop from Year 3 to Year 6 at Park Road Academy. It follows the school's KS2 Geography curriculum objectives and makes the learning sequence and increasing independence clear.

Progression principles

BUILD FROM KS1	REVISIT & DEEPEN	DEVELOP INDEPENDENCE	ANALYSE, JUSTIFY & REFINE
Recall familiar places, maps, weather and local features before extending knowledge to the UK and the wider world.	Return to locational, place, human, physical and fieldwork knowledge through increasingly complex contexts.	Select maps, data, methods and vocabulary to investigate geographical questions and communicate conclusions.	Explain patterns, relationships and change; use evidence to justify interpretations and evaluate geographical decisions.

Curriculum strands

Locational knowledge	Place knowledge	Human geography	Physical geography	Geographical skills	Fieldwork & enquiry
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KS2 Geography Curriculum Objectives

National curriculum strands and Park Road learning sequence

How to use this overview

The statutory objective is shown alongside the year-group contexts in which pupils encounter it. Progress is cumulative: pupils revisit the same geographical ideas with wider world knowledge, more precise vocabulary, stronger evidence and greater independence.

Objective / strand	Park Road sequence	Knowledge and application
Locational knowledge - world		Locate the world's countries, using maps to focus on Europe including Russia and North and South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities.
Locational knowledge - UK	Year 3: From John O Groats to Lands End: What is the UK like?	Year 3 focus on UK counties, cities, regions, topography and land use.
Locational knowledge - global coordinates	Year 3: UK study; Year 4: Europe; Year 5: North America; Year 6: South America	Latitude, longitude, hemispheres, tropics, polar circles, Prime Meridian and time zones.
Place knowledge	Year 4: What's beneath our feet? European comparison; Year 5: Water and weather North American comparison; Year 6: Why is the world warming up? South American comparison	Compare human and physical geography across the UK, Europe and the Americas.
Physical geography	Year 3: UK climate zones; Year 4: Europe biomes and climate; Year 5: North America biomes and climate; Year 6: South America biomes and climate	Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and water cycle.
Human geography	Year 3: UK settlement and land use; Year 4: Europe settlement and land use; Year 5: North America settlement, chocolate trade and food; Year 6: South America settlement, natural resources and minerals	Settlements, land use, trade links and distribution of energy, food, minerals and water.
Skills and fieldwork	Year 3-6: maps, atlases, globes, digital mapping, compass work, grid references, symbols, fieldwork and presentation	Observe, measure, record and present using sketch maps, plans, graphs and digital technologies.



Year 3 and Year 4 Geography Curriculum Map

Units, core learning and progression emphasis

Lower KS2 progression

Pupils move from a secure UK foundation towards interpreting Europe through maps, climate, land use, physical processes and fieldwork.

Year	Unit / enquiry question	Core learning and skills
Year 3	From John O Groats to Lands End: What is the UK like?	UK counties, cities, regions, climate zones, settlement and land use; locate mountains; use six-point compass and four-figure grid references.
Year 3	How have rivers and flooding shaped the UK?	Rivers and water cycle; locate rivers; local river study; observe, measure, record and present fieldwork.
Year 4	Navigating Europe: How many countries and capitals can we find?	European countries and capitals; biomes and climate; settlement and land use; locate mountains; six-point compass and four-figure grid references.
Year 4	Politics and the Environment: What has Europe got to offer?	European mountains; trade links; distribution of water and energy; locate mountains and interpret human and physical features.
Year 4	What's beneath our feet?	European comparison; rivers and volcanoes; comparison trip; locate rivers and volcanoes.



Year 5 and Year 6 Geography Curriculum Map

Units, core learning and progression emphasis

Upper KS2 progression

Pupils increasingly connect physical processes, human activity, global trade, resource use, climate and sustainability. They use more complex maps, data, fieldwork and evidence to reach justified conclusions.

Year	Unit / enquiry question	Core learning and skills
Year 5	Road trip through North America: What will we discover?	North American countries, cities and features; biomes and climate; settlement and land use; locate mountains; eight-point compass and six-figure grid references.
Year 5	How influential is North America on the chocolate industry?	Mountains; economic activity, trade links and distribution of food; locate mountains; investigate how human choices shape places.
Year 5	Water and weather: how do they shape North America?	Rivers and earthquakes; North American comparison; locate rivers; fieldwork and geographical evidence.
Year 6	Exploring South America: What geographic features will we find?	South American countries, cities and features; biomes and climate; settlement and land use; locate mountains; eight-point compass and six-figure grid references.
Year 6	Will the world ever run out of natural resources?	Mountains; economic activity, trade links and distribution of minerals; locate mountains; evaluate sustainability and resource use.
Year 6	Why is the world warming up?	Rivers and climate change; South American comparison; locate rivers; local river study; analyse causes, impacts and responses.



KS2 Geography Progression at a Glance

Year 3 foundations | Year 4 development | Year 5 extension | Year 6 end points

Progression focus

Pupils know more places, understand more connected physical and human processes, use geographical tools more accurately and explain patterns, relationships and change with increasing independence.

Strand	Year 3	Year 4	Year 5	Year 6 / end of KS2
Locational knowledge	UK counties, cities and regions; begin global location.	Locate Europe, countries and capitals; develop coordinate language.	Locate North America and major features.	Locate South America and explain global patterns and connections.
Place knowledge	Describe UK human and physical features.	Compare the UK with a European region.	Compare North America with other places.	Compare South America and explain similarities, differences and change.
Physical geography	Climate zones; rivers and water cycle.	Biomes, climate, mountains, rivers and volcanoes.	Biomes, climate, mountains, rivers and earthquakes.	Rivers, climate change and global environmental relationships.
Human geography	Settlement and land use in the UK.	Settlement, land use, water and energy in Europe.	Settlement, food trade and chocolate industry in North America.	Settlement, mineral resources, sustainability and climate impacts.
Geographical skills	Maps, atlases, globes; six-point compass; four-figure grid references.	Digital mapping, symbols and key; increased comparison and fieldwork.	Eight-point compass; six-figure grid references; data and evidence.	Independent selection of mapping, fieldwork and presentation methods.
Fieldwork and enquiry	Local river study; observe, measure and record.	Comparison trip; present geographical findings.	Use evidence to explain water, weather and trade.	Evaluate change, sustainability and responses using evidence.



Assessment and Year Readiness

Evidence, fieldwork and independent geographical thinking

Assessment principle

Assess secure knowledge, geographical vocabulary, explanation and purposeful application. A completed map or worksheet alone does not demonstrate progression: look for what pupils remember, locate, interpret, investigate, explain, justify, and communicate.

Area	Year readiness	Possible evidence
Locational and place knowledge	Can locate and describe the UK, Europe, North and South America; use latitude, longitude, hemispheres, tropics, polar circles, the Prime Meridian and time zones.	Annotated maps; oral explanation; comparative studies.
Physical and human geography	Can explain climate, biomes, rivers, mountains, volcanoes, earthquakes, water cycle, settlements, land use, trade and resources.	Diagrams; explanations; enquiry outcomes; case-study evidence.
Skills and fieldwork	Can select and use atlases, globes, digital maps, compass points, grid references, symbols and keys; observe, measure, record and present fieldwork.	Maps; fieldwork records; tables, graphs and digital presentations.
Enquiry and communication	Can ask geographical questions, identify patterns and relationships, use evidence, reach conclusions and communicate them using precise vocabulary.	Independent enquiry; presentation; justified conclusion.
Sustainability and change	Can explain how people interact with environments, evaluate resource use and climate impacts, and consider possible responses.	Resource and climate investigations; evaluation and action proposals.

Transition to Year

Pupils leave Year 6 ready to extend their locational and place knowledge, use increasingly precise maps and data, investigate physical and human processes, undertake fieldwork and evaluate environmental issues. They should be able to explain geographical patterns and change, use evidence to justify conclusions and work with increasing independence.