	Assessing Pupil Progress in Geography Matrix. End of Key Stage 2			
	What the National Curriculum expects:	EMERGING	DEVELOPING	SECURE
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	**Use** atlas and maps to locate the world's countries. Building up a knowledge of countries and major cities of the world	**Recognise, name** and **locate** some countries of the world and their major cities including cities in Russia, North and South America	**Recognise, name** and **locate** the continents, some countries and major cities, including those in Russia, North and South America. Have some knowledge of their environmental characteristics
	• **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	**Locate** and **name** the four countries and the capital cities of the UK and the surrounding seas (revisit KS1) on a range of maps, beginning to recognise regions (coastal, mountainous).Recognise hills, mountains and rivers on maps	**Locate, name** and **describe** some regions of the UK from their physical features. Can name some rivers and mountains of the UK	**Explain** characteristics that are associated with particular regions of the UK. Explain the difference between rural and urban areas and how land use has changed and the reasons for this. Can name main rivers and mountain ranges in the UK
	• **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)	**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) Understand that they are imaginary lines that circle the earth	**Identify** and **locate c**ountries in relation to 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)	**Understand** 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. Understand that longitude and latitude are used to pinpoint where a person or object is located, they are measured in degrees and they are an important factor in determining time zones
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	**Name** some similarities and differences about the regions studied over the key stage in terms of their physical and human features	**Understand** there are differences between physical and human aspects of regions and each is distinctive	**Explain** why aspects are **similar** and **different** in terms of physical and human geographical features of regions in The UK, Europe and N and S America

Human and physical geography	• **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	**Describe** how climate and climate zones affect growth and vegetation and there are distinct biomes. Describe features of rivers and the water cycle the processes the formation volcanoes and earthquakes and mountains **Describe** types of settlement, howl and is used, jobs and work, in the regions chosen to be studied. Describe trade and natural resources	**Describe** and **identify** climate zones around the world.Understand some of the physical processes in the formation of rivers, mountains, volcanoes and earthquakes **Name** and **describe** types of settlement, how land is used, jobs and work, in the regions chosen to be studied. Identify trade links , exporting and importing of food and resources.Can identify different types of energy and natural resources	**Demonstrate** an understanding of the key physical processes that occur around the world. Explain the landscape of regions studied in terms of how it has been shaped by volcanoes , earthquakes and rivers. **Name** and **describe** types of settlement, how land is used, jobs and work, in the regions chosen to be studied. Identify trade links , exporting and importing of food and resources.Can explain where our natural resources come from understanding the difference between renewable and non-renewable
Geographical skills and 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.	**Use maps , atlases and globes** to locate a range of places and regions studied throughout the key stage. **Use** a compass in local fieldwork. **Use** four figure grid references on OS maps of the UK and in regions studied **Use** symbols and a key **Use** scale on maps **Use** the local area to observe human and physical features **Collect** data that records and measures features in the local area and represent the data in plans and graphs **Draw** sketch maps **Use** digital maps	**Choose** maps for different reasons at different scales to identify regions and countries studied throughout the key stage **Use** the eight points of a compass in local fieldwork. **Use** four and six figure grid references on OS maps of the UK and in regions studied **Use** symbols and a key **Use** and select maps at a range of scales **Use** the local area to observe and describe human and physical features **Collect** and present data that records and measures features in the local area and represent the data in plans and graphs **Use** contour maps of the local area **Draw** sketch maps **Use** digital technologies to investigate features on maps	**Choose** and **use m**aps (physical, political) at a range of scales to identify regions and countries studied throughout the key stage **Use** the eight points of a compass in local fieldwork and on maps **Use** six figure grid references on OS maps of the UK and in regions studied **Use** and devise a map with symbols and a key **Use** and select maps at a range of scales including OS maps at a range of scales **Use** the local area to describe and explain human and physical features **Present and analyse** data that records and measures features in the local area in plans and graphs **Explain** the topography of the local area using contour maps **Draw** sketch maps of the local area **Use** digital technologies to analyse information on maps to solve problems