



	EYFS – Nursery and Reception	Key Stage 1 - Year 1 and Year 2	Lower Key Stage - Year 3 and Year 4	Upper Key Stage - Year 5 and Year 6
--	------------------------------	---------------------------------	-------------------------------------	-------------------------------------



Locational Knowledge	Identifying land and water on a map or globe. Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).	Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city. Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which continent they live in. Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map which country they live in and locating its capital city. Showing on a map the oceans nearest the continent they live in. Locating the surrounding seas and oceans of the UK on a map of this area . Confidently locating the capital cities of the four countries of the UK on a map of this area.	Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating key physical features in countries studied including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a map and identifying any patterns. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Locating some of the world's most significant rivers and identifying any patterns. Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Beginning to locate the twelve geographical regions of the UK.	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. Locating many counties in the UK. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land use has changed over time using examples.
-----------------------------	--	--	---	--



			Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features. Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle.	Explaining why a locality has changed over time, giving examples of both physical and human features. Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe.
--	--	--	---	--



Place Knowledge	Discussing how environments in stories and images are different to the environment they live in.	Naming and beginning to describe some key similarities between their local area and a small area of a contrasting non-European country. Naming and beginning to describe some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place	Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing climates and their impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Explaining how humans have used desert environments. Using maps to explore wider global trading routes.



Human and Physical Geography	Observing weather across the seasons.	Describing how the weather changes with each season in the UK.	Mapping and labelling the six biomes on a world map.	Describing and understanding the key aspects of the six biomes.
	Observing and discussing the effect the changing seasons have on the world around them. Beginning to use the names of the seasons in the correct context. Making observations about the features of places (in stories, photographs or in the school grounds/local area). Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area)	Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. Recognising and describing some physical features of a location using subject-specific vocabulary. Recognising and describing some human features of a location using subject-specific vocabulary. Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles. Describing and understanding the differences between a city, town and village.	Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways. Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features.	Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. Describing and understanding economic activity, including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied.



			Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples	Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples.
--	--	--	--	--



Geographical skills and fieldwork	Ask questions about the world around them. Commenting on the features they see in their school and school grounds. Answering simple questions, guided by the teacher. Representing some of the features they notice in their school and school grounds. Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Creating real or imaginary maps even if features are indistinguishable	Question: Asking questions about the world around them Question: Recognising there are different ways to answer a question. Observe: Commenting on and discussing the features they see in their school and school grounds on a walk around the respective places. Observe: Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Measure: Asking and answering simple questions about the features of their school and school grounds. Measure: Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. Record: Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Record: Classifying the features they notice into human and physical with teacher support.	Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features.	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes
--	---	--	---	--



	Record: Taking digital photographs of geographical features in the locality. Record: Making digital audio recordings when interviewing someone. Present: Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. Present: Presenting data in simple tally charts or pictograms and commenting on what the data shows. Present: Asking and answering simple questions about data. Using an atlas to locate the UK Using a map to locate the four countries of the UK. Using a world map, globe and atlas to locate the world's five oceans. Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in	Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. Beginning to choose the best approach to answer an enquiry question Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. Asking and answering one-step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Using simple sampling techniques appropriately.	Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using four and six-figure grid references to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map. Identifying the eight compass points on an OS map. Planning a journey to another part of the world using six-figure grid references and the eight points of a compass. Developing their own enquiry questions. Choosing the best approach to answering an enquiry question. Making sketch maps of areas studied including labels and keys where necessary.
--	---	---	--



		relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Adding labels to sketch maps. Using simple picture maps and plans to move around the school. Asking questions about the world around them. Commenting on the features they see in their school and school grounds on a walk around the respective places. Asking and answering simple questions about the features of their school and school grounds. Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. Recognising why maps need a title.	Making digital audio recordings for a specific purpose. Designing a questionnaire/ interviews to collect qualitative fieldwork data. Taking digital photos and labelling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Collecting quantitative data in charts and graphs. Using a questionnaire/interviews to collect qualitative fieldwork data. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information Suggesting different ways that a locality could be changed and improved.	Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.
--	--	---	---	--



		Using an atlas to locate the four capital cities of the UK Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map Using a map to follow a prepared route. Recognising landmarks on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using	Finding answers to geographical questions through data collection.	Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.
--	--	---	---	--



		symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key. Recognising there are different ways to answer a question. Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question Classifying the features they notice into human and physical with teacher support.		
--	--	--	--	--



		Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.		
--	--	---	--	--

SEN Progression Map For Geography

	1 year cycle where necessary	3 year cycle of 2 repeating curriculums (1 is repeated)		3 year cycle following KS2 years 3-5
Content	<u>Reception and Nursery Links</u> -All About Me -Different Animals and where they live	<u>Year 1 Links :</u> -The Weather and seasonal changes : The Weather - People who live in hot and cold countries: Clothes in Hot and Cold Places <u>Year 2 Links</u> - Physical Features of Continents and seas: Pirates, , Lost and Found -Contrasting Localities Holborn and Jamaica: Transport Around London, Black History Month, On The Beach, Going Camping - Location of Hot and Cold areas of the world: Snail and the Whale, Bear Hunt, The Stick Man		Following year group curriculum plan: 2021-22 Year 4 2022-23 – Year 5 2023-24 Year 3 2024-25 Year 4
	Stage 1	Stage 2	Stage 3	Stage 4



Outcomes	• To explore their immediate personal space • Opportunity for contact with a range of people and experience and explore places and environments in their own surroundings and close to school.	• Opportunity to develop their awareness of familiar places and the people linked to them and participate in geography enquiry through observation inside and outside the classroom. • To learn some geographical vocabulary and begin to learn about some of the geographical features in their locality and where appropriate, their purposes.	• Develop skills in interpreting geographical resources such as symbols, pictorial maps and photographs • Use geographical vocabulary when communicating people, places and environments • Notice similarities and differences between places	• Experience, explore and investigate a variety of people, places and environments near the school and in other contrasting areas. • Investigate how people affect the environment and how they may be affected by it • Develop skills in interpreting geographical resources such as symbols, pictorial maps and photographs • Use geographical vocabulary when communicating about people, places and environments.
----------	--	--	---	---

Updated January 2026

Updated March 2026