Geography Progression

Long Row Primary and Nursery School
Inspire, Respect, Belong

EYFS

As part of the Statutory Framework for the Early Years Foundation Stage (2021), we teach geography in EYFS as an integral part of the Understanding the World work covered during the year. Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Areas of Study					
Year 1/2 What is our world like and how is it different? 2025-26	Year 1/2 Where do we live? 2026-27	Year 3/4 What is physical geography? 2025-26	Year 3/4 What is beyond our borders? 2026-27	Year 5/6 Are North and South America the same? 2025-26	Year 5/6 Is it ours to take? 2026-27
Use world maps, atlases and globes to identify the countries, continents and oceans studied.	Children will talk about their own locality – Long Row/Belper and compare this to a contrasting locality.	Where can we see features of physical geography locally and in the wider world? Describe the physical process of weathering.	Extend learning to the wider world. Identify the equator, northern and southern hemispheres, Tropic of Cancer and Capricorn, Arctic and Antarctic circles.	Know the names of some North and South American countries. Explore similarities and differences. Name and locate the position and significance of	Identify the purpose of a biome. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Identify and describe how the physical features affect the human activity within a location.

Name and locate the world's continents and oceans. Identify seasonal and daily weather patterns in the UK and the location of the hot and cold areas of the world.	Explore the United Kingdom (UK) - including the countries, capital cities and the seas that surround the UK. Recognise the flags of each country in the UK.	Explain the differences between a river's features. Explore the coasts, including the advantages and disadvantages of sea defences.	Name European countries, cities and some major European rivers and mountains.	latitude and longitude. Describe how locations around the world are changing and explain some of the reasons for change.	
Range and Depth of Historical Knowledge					
Year 1/2 2025-26	Year 1/2 2026-27	Year 3/4 2025-26	Year 3/4 2026-27	Year 5/6 2025-26	Year 5/6 2026-27
Know that the UK is part of the European continent. Know that the world is divided into continents. Name and locate the 7 continents. Name the main oceans of the world and discuss their size/location. Locate and label equatorial climates (hot and cold). Know the difference between climate and weather. Know some types of extreme weather.	Name the 4 countries of the UK. Know the flags of each country of the UK. Name the seas surrounding the UK. Know the main national parks in each country in the UK. Know some of the main features of each city. Name simple physical and human features of Belper and another locality,	Compare geographical similarities and differences between living in the UK and a European country. Know the world's longest rivers. Know some physical features / processes that affect landscapes – rivers, mountains, weathering. Know some physical processes that alter the landscape e.g. erosion, deposition, coastal, river, earthquakes, volcanoes.	Identify the equator, northern and southern hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circles. Know what the Prime Meridian is. Know some features of these geographical areas. Name European countries and cities. Name some major European rivers. Name some European mountain ranges. Know some physical and human characteristics of Europe and its cities.	Name and locate the position and significance of latitude and longitude. Know and locate the Tropics of Cancer and Capricorn. Know the names and locate a number of world countries. Know the names of some North and South American countries. Know key similarities and differences between living in the UK and in a country in either North or South America.	Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location. Identify and describe the geographical significance of latitude, longitude, equator,

Know where Australia is, its capital city and the main physical and human features. Name simple physical and human features.	for example: Peak District, Shetland Isles. Know how human activity affects the environment: litter and pollution. Name the four seasons.	Know the impact of the physical processes. Know the main processes involved in the water cycle. Know what climate change is. Know some things that contribute to climate change.	Know some major transport systems in cities/nationally and internationally. Know that international trade is the exchange of goods and services across countries.	Know the key physical features of climate zones. Describe how locations around the world are changing and explain some of the reasons for change. Know the causes and impact of climate change. Describe how countries and geographical regions are interconnected and interdependent.	northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent.
Key Skills					
Year 1/2 2025-26	Year 1/2 2026-27	Year 3/4 2025-26	Year 3/4 2026-27	Year 5/6 2025-26	Year 5/6 2026-27
Use maps and globes to locate continents and oceans. Locate hot and cold areas of the world in relation to the Equator, North and South Pole. Describe and compare physical similarities and differences between the UK and Australia	Use maps and globes to locate countries and cities. Use geographical terms to name human and physical characteristics of an area. Identify similarities and differences between the local environment and another locality.	Use maps, atlases and globes to locate countries and features. Use 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 the eight points of a compass to describe the location	Use maps, atlases and globes to locate countries and features. Locate European countries on a map. Use map symbols and keys to locate information. Use the eight points of a compass. Use fieldwork to observe and measure the human and physical features of the local environment.	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	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,

Describe some extreme weather types. Describe and compare human similarities and differences between the UK and Australia. Use simple compass directions (North, East, South, West) Use locational language and directional language (near, far, left, right) to describe the location of features and routes on a map. Devise a simple map, use and construct basic symbols in a key.	Describe typical weather conditions in each season. Describe how pollution affects the environment. Use simple fieldwork / observational skills to study the geography of their own locality. Use aerial photographs to recognise human and physical features of their locality. Use simple compass directions (North, East, South, West).	of features and routes on a map. Use fieldwork to observe, measure and record the human and physical features in the local environment.		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.	plans and graphs, and digital technologies.
Key Vocabulary					
Year 1/2 2025-26	Year 1/2 2026-27	Year 3/4 2025-26	Year 3/4 2026-27	Year 5/6 2025-26	Year 5/6 2026-27
Continent, country, ocean, sea, Europe, Africa, Asia, Australasia, North America, South America, Antarctica, climate, equator, North Pole, South Pole,	England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, forest, hill, mountain, river, valley, town, village, farm,	Earthquake, volcano, erupt, dormant, lava, intensity, magnitude, tsunami, atmosphere, continuous, precipitation, cumulonimbus, stratus, cumulus, cirrus, climate, weather,	Climate, tropics, equator, northern hemisphere, southern hemisphere, Prime Meridian, time zones, continents, Europe, landmass, population, city, capital city.	Vertical, horizontal, country, county, continent, contour lines, population, colonise, indigenous, metropolitan, confluence, topographic, plateau, basin, populous,	Northings, Eastings, grid reference, horizontal, vertical, continuous, gyres, pollution, garbage, categorise, inhabit, terrestrial, aquatic, climate, biomes, equatorial, sub-equatorial, precipitation, emergent , canopy, under story, deforestation, ice cap,

Arctic, Atlantic Ocean, Pacific Ocean, Indian, Ocean, Southern Ocean, Rainforest, barrier reef, region, settlement, Sydney, harbour, Canberra, Melbourne, temperature, heatwave, drought, flood, monsoon, cyclone, tornado, blizzard, hurricane, near, far, left, right, direction, position, route, journey.	house, shop, beach, cliff, coast, sea, ocean, soil, vegetation, Union Jack, Irish Sea, North Sea, Atlantic Ocean, English Channel, capital city, population, rural, urban, spring, summer, autumn, winter, season, weather, pollution, litter, environment.	adapt, carbon dioxide, methane, de-forestation, weathering, watercourse, tributaries, source, mouth, bed, meanders, estuary, deltas, summit, mountain range, magma, plate tectonics, erosion, deposition, transportation, mature.	River – Volga, Danube, Rhine, Elbe (and others dependent on cities studied) Mountains – Alps, Pyrenees, Balkans, Scottish Highlands. congestion, pollution, congestion, networks, international, trade, destination, cargo, export, import, natural, resources, tourism, cultural.	sparsely, irrigation, rises, numerous, landmass, landlocked, colony, tributary, discharging.	permafrost, microscopic, migrate, saline, vertical, detected, significant, photosynthesis, ecosystem, arid, evaporates, vegetation, nocturnal, adaptations, temperate, shrubs, timber, emissions, carbon dioxide, methane, excretion, deforestation, sustainability, natural disaster, natural resources, sub-continent, fossil fuels, global warming, ozone, the greenhouse effect, greenhouse gases, solar radiation, carbon footprint, renewable resource, drought.

National Curriculum Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

KS1 and KS2 Programme of study

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf