



Progression Grid

Geography

2025-2026

National Curriculum Area: Locational Knowledge

| EYFS | Year 1 | Year 2 | Years 3 & 4 | Years 5 & 6 |
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| <p>Nursery:</p> | <p>Locating two of the world's seven continents on a world map.</p> | <p>Locating all the world's seven continents on a world map.</p> | <p>Locating some countries in Europe and North and South America using maps.</p> | <p>Locating more countries in Europe and North and South America using maps.</p> |
| <p>Reception: Draw information from a simple map. <i>[Understanding the World]</i></p> | <p>Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.</p> <p>Showing on a map which continent they live in.</p> <p>Locating the four countries of the United Kingdom (UK) on a map of this area.</p> | <p>Locating the world's five oceans on a world map.</p> <p>Showing on a map the oceans nearest the continent they live in.</p> <p>Locating the surrounding seas and oceans of the UK on a map of this area.</p> <p>Locating the capital cities of the four countries of the UK on a map of this area.</p> <p>Identifying characteristics (both human and physical) of the four</p> | <p>Locating some major cities of the countries studied.</p> <p>Locating some key physical features in countries studied on a map including significant environmental regions.</p> <p>Locating some key human features in countries studied.</p> <p>Locating the world's most significant mountain ranges on a world map and identifying any patterns.</p> <p>Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.</p> <p>Locating some of the world's most significant rivers and identifying any patterns.</p> <p>Locating some counties in the UK (local to your school).</p> <p>Locating some cities in the UK (local to your school).</p> | <p>Locating major cities of the countries studied.</p> <p>Locating key physical features in countries studied on a map.</p> <p>Locating key human features in countries studied.</p> <p>Identifying significant environmental regions on a map.</p> <p>Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.</p> <p>Locating many counties in the UK. Locating many cities in the UK.</p> <p>Confidently locating the twelve geographical regions of the UK.</p> <p>Identifying key physical and human characteristics of the geographical regions in the UK.</p> <p>Understanding how land-use has changed over time using examples.</p> |
| <p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>[People, Culture and Communities]</i></p> | <p>Showing on a map which country they live in and locating its capital city.</p> | <p>Identifying characteristics (both human and physical) of the four</p> | <p>Locating some counties in the UK (local to your school).</p> <p>Locating some cities in the UK (local to your school).</p> | <p>Identifying key physical and human characteristics of the geographical regions in the UK.</p> <p>Understanding how land-use has changed over time using examples.</p> |

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| | | <p>capital cities of the UK.</p> <p>Showing on a map the city, town or village where they live in relation to their capital city.</p> | <p>Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.</p> <p>Beginning to locate the twelve geographical regions of the UK.</p> <p>Identifying how topographical features studied have changed over time using examples.</p> <p>Describing how a locality has changed over time, giving examples of both physical and human features.</p> <p>Finding the position of the Equator and describing how this impacts our environmental regions.</p> <p>Finding lines of latitude and longitude on a globe and explaining why these are important.</p> <p>Identifying the position of the Tropics of Cancer and Capricorn and their significance.</p> <p>Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.</p> <p>Identifying the position and significance of both the Arctic and Antarctic Circle.</p> | <p>Explaining why a locality has changed over time, giving examples of both physical and human features.</p> <p>Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.</p> <p>Using longitude and latitude when referencing location in an atlas or on a globe.</p> |
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Geography
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National Curriculum Area: Place Knowledge

| EYFS | Year 1 | Year 2 | Years 3 & 4 | Years 5 & 6 |
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| <p>Nursery: Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs. <i>[Understanding the World]</i></p> | <p>Naming some key similarities between their local area and a small area of a contrasting non-European country.</p> | <p>Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.</p> <p>Describing what physical features may occur in a hot place in comparison to a cold place.</p> | <p>Describing and beginning to explain similarities between two regions studied.</p> <p>Describing and beginning to explain differences between two regions studied.</p> <p>Describing how and why humans have responded in different ways to their local environments.</p> <p>Discussing how climates have an impact on trade, land use and settlement.</p> <p>Explaining what measures humans have taken in order to adapt to survive in cold places.</p> <p>Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</p> | <p>Describing and explaining similarities between two environmental regions studied.</p> <p>Describing and explaining differences between two environmental regions studied.</p> <p>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</p> <p>Understanding how climates impact on trade, land use and settlement.</p> <p>Explaining how humans have used desert environments.</p> <p>Using maps to explore wider global trading routes.</p> |
| <p>Reception: Recognise some similarities and differences between life in this country and life in other countries. <i>[Understanding the world]</i></p> <p>Recognise some environments that are different to the one in which they live. <i>[Understanding the world]</i></p> | | | | |
| <p>ELG: Describe their local environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on experiences and what has been read in class. <i>[People, Culture and Communities]</i></p> | | | | |



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Geography

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| National Curriculum Area: Human and Physical Geography | | | | |
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| EYFS | Year 1 | Year 2 | Years 3 & 4 | Years 5 & 6 |
| <p>Nursery: Use all their senses in hands on exploration of natural materials. <i>[Understanding the World]</i></p> | <p>Describing how the weather changes with each season in the UK.</p> | <p>Locating some hot and cold areas of the world on a world map.</p> | <p>Mapping and labelling the seven biomes on a world map.</p> <p>Understanding some of the causes of climate change.</p> | <p>Describing and understanding the key aspects of the six biomes.</p> |
| <p>Reception: Recognise some similarities and differences between life in this country and life in other countries. <i>[Understanding the World]</i> Explore the natural world around them. <i>[Understanding the World]</i> Begin to understand the need to respect and care for the natural environment and all living things. <i>[Understanding the World]</i> Recognise some environments that are different to the one in which they live. <i>[Understanding the World]</i> Understand some important processes and effects of changing seasons on the natural world around them. <i>[The Natural World]</i></p> | <p>Describing the daily weather patterns in their locality.</p> <p>Confidently using the vocabulary 'season' and 'weather'.</p> <p>Recognising some physical features in their locality.</p> | <p>Locating the Equator and North and South Poles on a world map.</p> <p>Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</p> | <p>Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.</p> <p>Describing where volcanoes, earthquakes and mountains are located globally.</p> <p>Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.</p> | <p>Describing and understanding the key aspects of the six climate zones.</p> <p>Understanding some of the impacts and causes of climate change.</p> <p>Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.</p> |
| <p>ELG: Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments.</p> | <p>Recognising some human features in their locality.</p> | <p>Describing the key physical features of a coast using subject specific vocabulary.</p> <p>Describing and understanding the differences</p> | <p>Describing how humans use water in a variety of ways.</p> <p>Describing and understanding types of settlement and land use.</p> | <p>Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.</p> <p>Describing and understanding economic activity including trade links.</p> |

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Geography
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| | | <p>between a city, town and village.</p> <p>Describing the key human features of a coastal town using subject specific vocabulary.</p> | <p>Explaining why a settlement and community has grown in a particular location.</p> <p>Explaining why different locations have different human features.</p> <p>Explaining why people might prefer to live in an urban or rural place.</p> <p>Describing how humans can impact the environment both positively and negatively, using examples.</p> | <p>Suggesting reasons why the global population has grown significantly in the last 70 years.</p> <p>Describing the 'push' and 'pull' factors that people may consider when migrating.</p> <p>Understanding the distribution of natural resources both globally and within a specific region or country studied.</p> <p>Recognising geographical issues affecting people in different places and environments.</p> <p>Describing and explaining how humans can impact the environment both positively and negatively, using examples.</p> |
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Progression Grid

Geography

2025-2026

| National Curriculum Area: Geographical Skills and Fieldwork including enquiry | | | | |
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| EYFS | Year 1 | Year 2 | Years 3 & 4 | Years 5 & 6 |
| <p>Nursery: Understand position through words alone. <i>[Mathematics]</i></p> <p>Describe a familiar route. <i>[Mathematics]</i></p> <p>Discuss routes and locations using words like 'in front of' and 'behind'. <i>[Mathematics]</i></p> | <p>Ask questions about the world around them.</p> <p>Commenting on the features they see in their school and school grounds.</p> <p>Asking and answering simple questions about the features of their school and school grounds.</p> <p>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</p> | <p>Recognising there are different ways to answer a question.</p> <p>Discussing the features they see in the area surrounding their school when on a walk.</p> <p>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</p> <p>Collecting quantitative data through a small survey of the local area/school to</p> | <p>Beginning to choose the best approach to answer an enquiry question.</p> <p>Mapping land use in a small local area using maps and plans.</p> <p>Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher.</p> <p>Asking and answering one- step and two-step geographical questions.</p> <p>Observing, recording, and naming geographical features in their local environments.</p> <p>Using simple sampling techniques appropriately.</p> <p>Making digital audio recordings for a specific purpose.</p> <p>Designing a questionnaire / interviews to collect quantitative fieldwork data.</p> | <p>Developing their own enquiry questions.</p> <p>Choosing the best approach to answering an enquiry question.</p> <p>Making sketch maps of areas studied including labels and keys where necessary.</p> <p>Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.</p> <p>Selecting appropriate methods for data collection.</p> <p>Designing interviews/questionnaires to collect qualitative data.</p> <p>Beginning to use standard field sampling techniques appropriately.</p> <p>Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas)</p> |
| <p>Reception: Draw information from a simple map. <i>[Understanding the World]</i></p> | | | | |

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| <p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>[People, Culture and Communities]</i></p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on experiences and what has been read in class. <i>[People, Culture and Communities]</i></p> | <p>Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.</p> | <p>answer an enquiry question.</p> <p>Classifying the features they notice into human and physical with teacher support.</p> <p>Taking digital photographs of geographical features in the locality.</p> <p>Making digital audio recordings when interviewing someone.</p> <p>Presenting data in simple tally charts or pictograms and commenting on what the data shows.</p> <p>Asking and answering simple questions about data.</p> | <p>Taking digital photos and labelling or captioning them.</p> <p>Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.</p> <p>Beginning to use a simplified Likert Scale to record their judgements of environmental quality.</p> <p>Using a questionnaire/interviews to collect qualitative fieldwork data.</p> <p>Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.</p> <p>Suggesting different ways that a locality could be changed and improved.</p> <p>Finding answers to geographical questions through data collection.</p> <p>Analysing and presenting quantitative data in charts and graphs.</p> | <p>onto base maps which can then be analysed.</p> <p>Using a simplified Likert Scale to record their judgements of environmental quality.</p> <p>Conducting interviews/questionnaires to collect qualitative data.</p> <p>Interpreting and using real-time/live data.</p> <p>To identify and mitigate potential risks during fieldwork.</p> <p>Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information.</p> <p>Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</p> <p>Evaluating evidence collected and suggesting ways to improve this.</p> <p>Analysing quantitative data in pie charts, line graphs and graphs with two variables.</p> |
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