

Kirkby C of E Primary School

Building on a tradition of achievement and values in a caring environment



GEOGRAPHY

Progression Map 2025-26

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<ul style="list-style-type: none">• Begin with the familiar: Children start by recognizing and naming places that are important to them such as their home, school, nursery, or a local park.• They understand that they live in a house, go to school, and visit shops, etc.• Start to use descriptive language to talk about places.• Use of simple directional or positional language like "next to," "behind," "near," or "far."	<ul style="list-style-type: none">• Name and locate the world's seven continents and five oceans.• Name, locate and identify characteristics of the four countries and capital cities of the UK.• Begin to understand simple directional language (e.g., near/far, left/right).	<ul style="list-style-type: none">• Locate and name European countries and major cities (including some human and physical features).• Locate counties and cities of the UK.• Begin to use maps to locate the equator, Northern and Southern Hemispheres.	<ul style="list-style-type: none">• Locate the world's countries using maps, focusing on Europe and North/South America.• Identify key physical/human characteristics (rivers, mountains, cities).• Understand latitude, longitude, tropics, Arctic/Antarctic Circle, time zones.			
Human and Physical Geography	<ul style="list-style-type: none">• Recognise different types of buildings and homes. E.g., house, flat, farm.• Learn about their local environment. E.g., walking around the school area or community.• Start to compare their life to others in different cultures or countries. E.g. through books, photos, videos.• Begin to notice and talk about weather and seasons.	<ul style="list-style-type: none">• Identify seasonal/daily weather patterns in the UK.• Simple introduction to hot and cold areas of the world in the relation to the equator and poles.• Use basic vocabulary e.g. hill, beach, river, city, town	<ul style="list-style-type: none">• Describe and understand key aspects of volcanoes, earthquakes, rivers, mountains and settlements.• Explore land use patterns.	<ul style="list-style-type: none">• Understand climate zones, biomes and vegetation belts.• Study trade links, distribution of resources (energy, food, water).• Explore how human and physical geography interact (e.g., deforestation, urbanisation).			

	<p>E.g., "It's rainy today", "Leaves fall in autumn".</p> <ul style="list-style-type: none"> • Explore different landscapes through stories, play, and media. E.g., beaches, forests, mountains. • Sensory exploration of natural materials. E.g., sand, water, rocks, soil. • Start to understand changes in the natural world. E.g., plants growing, ice melting. 			
Place Knowledge	<ul style="list-style-type: none"> • Start to notice similarities and differences between places. E.g., "My house has stairs, Grandma's house doesn't." or "The park has grass, but the street doesn't." • Begin comparing their own environment with places in stories, photos, or media (e.g., "That beach is different from my park"). • Learn that people live in different places that may look and feel different. • Exposure to contrasting environments (e.g., desert vs rainforest, town vs countryside). • Understand that people may live, work, eat, or dress differently in other places. 	<ul style="list-style-type: none"> • Compare a small area of the UK with a small area in a contrasting non-European country. 	<ul style="list-style-type: none"> • Study a region of the UK and a region in a European country, comparing similarities/differences 	<ul style="list-style-type: none"> • Study a region within North or South America, making detailed comparisons with the UK.
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> • Children explore outdoor spaces (school grounds, parks, gardens) using senses. • Begin to talk about what they see using positional, 	<ul style="list-style-type: none"> • Use world maps, atlases, and globes. • Use simple compass directions (N, S, E, W). 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital mapping. • Use 4-point compass directions and simple grid references. 	<ul style="list-style-type: none"> • Use 6-point compass directions and grid references. • Use symbols and keys for OS maps.

	<p>directional, and descriptive language.</p> <ul style="list-style-type: none"> • Begin to use maps, photos, clipboards, or drawings to represent what they've seen. • Start creating simple maps or 3D models using toys, blocks, or drawings to represent real or imagined places. • Introduced to globes, maps, aerial photos, and compasses through play. 	<ul style="list-style-type: none"> • Use aerial photographs and simple plans. • Conduct simple fieldwork in the local area. 	<ul style="list-style-type: none"> • Observe, measure, record and present geographical information (sketch maps, plans, graphs). 	<ul style="list-style-type: none"> • Collect, analyse, and present data from fieldwork in a range of ways (charts, maps, ICT).
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