

Geography Progression of Knowledge and Skills 2025 - 2026

Locational Knowledge – United Kingdom												
EYFS	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:
	Prior Learning: Children will have explored the locality of the school and will have been on a local area walk.		Prior Learning: Children will be able to name the countries of the UK as well as the seas and key facts such as flags and capital cities.		Prior Learning: Children will be able to name the continents and oceans of the world and use an atlas. Children know 4 countries of the UK and their capital cities. Children know different directional language including compass points.		Prior Learning:		Prior Learning: Y2 - Equator, North and South Poles		Prior Learning: Understanding of the world, the UK and it’s geographical features.	
In EYFS the children will explore the environment around them. They will also go on a local area walk to see what they can see around them. Pre-school will focus on what they see around them using different vocabulary to describe this. Reception will focus on how some environments are different to the ones that they’re in.	Big Question – <i>What are the four countries of the UK? What are their capital cities? What’s the difference between a country and a capital city?</i>		Big Question – <i>Where are the seven continents and five oceans? What’s the difference between a country and continent?</i>		Big Question – <i>Can you locate the counties and cities of the UK? Can you describe the physical features of different areas of the UK and compare them?</i>		Big Question -		Big Question – <i>Why do we have day and night? What’s the difference between longitude and latitude?</i>		Big Question -	
	This year is focusing on the countries that make up the UK and the seas that surround it.		This year focuses on the continents and oceans of the world.		This year focuses on the counties within the UK and becoming familiar with the difference between cities, counties, countries and continents.				This year focuses on positioning including longitude, hemisphere.			
	The children will learn that there are four countries making up the UK . They will learn that they have different names, flags and capital cities. Identify characteristics of the four countries in the UK	1. Define vocabulary linked to key question for half term. (country, sea, capital city) 2. Locate and name the 4 countries. (including atlas mapping skills to support) 3. Locate and name the seas around the UK (including atlas mapping skills to support) 4. Name and locate the 4 capital cities in the UK. 5. Explain the difference between a capital city & country. 6. Explain some of the features of the four countries (famous landmarks both physical and human).	Children will learn that there are four countries in the UK and different seas surrounding it. (REVISE). The children will learn that there are 7 continents and 5 main oceans and they are in different locations/different sizes/ different places. The children will learn what an atlas is and how it can help geographers.	1. Define different vocabulary related to the key questions for half term. (continent, ocean, atlas, *country done before*) [revise year 1 work in this session also] 2. Use an atlas effectively by understanding what’s in an atlas and skimming and scanning to find place names. 3. Name and locate the different continents (using atlases and globes). 4. Name and locate the different oceans (using atlases and globes). NC Vocab: ocean,	The children will learn about different geographical regions and identify their human and physical characteristics. The children will learn that the UK is split up into smaller areas called counties. The children will become more familiar with different UK cities, not just the capital city. The children evaluate which city/country they would like to live in and why? The children will learn how to compare different mountains/ hills around the UK.	1. Define and explain key vocabulary linked to the key questions and the half term (county + more). 2. Locate different counties across the UK and compare their location using directional language. 3. Locate different key cities in the UK. 4. Compare two different cities including comparing location (country/ county/ directional language) and key landmarks (human and physical). 5. Define, recognise and locate different mountain ranges in the UK (physical feature – ensure children are clear on difference between hill and mountain). 6. Compare different mountain ranges in the UK (compare location / size / weather seen at summit) NC Vocab: City, Factory, office, hill, mountain	-Locational knowledge covered in Rivers by locating rivers around the world and in local environment. -Local area features studied in settlements to analyse what makes it a good place for a settlement.	Identify the position and significance of latitude, longitude, equator northern and southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle, prime/ Greenwich meridian and time zone, including day and night.	1. Define and explain key vocabulary linked to key questions and half term vocab. 2. Locate and explain the importance of different lines of longitude and latitude. 3. Locate key places within the northern and Southern hemisphere on particular lines of longitude and latitude. (continents/ countries/ cities) 4. Explain how time zones are linked to day and night.	-Locational knowledge will be covered in the fieldwork study of identifying where to build a funfair in the local area (fieldwork skills).		
	Future Learning: Continents and oceans in year 2. Counties and cities in Year 3.		Future Learning: Year 3 - Deeper look into the UK and its counties. All year groups – using continents as a way of locating different countries.		Future Learning: Using knowledge of the UK to look at its rivers and costal areas		Future Learning:		Future Learning: Knowledge of the geography of the UK to apply into their historical study in Y6.		Future Learning:	

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Local area features (shop, house, petrol station for example)	Key vocabulary: Country (UK, England Wales, Scotland, Northern Ireland) Capital City (London, Edinburgh, Cardiff, Belfast) UK seas (English Channel, North Sea), Beach, Sea, Cliff, Coast	Key vocabulary: Africa, Antarctica, Asia, Oceania, Europe, North America and South America, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean Atlas Country	Key vocabulary: Landscape, County (with examples) Capital City City (with examples) Mountains/ hills	Key vocabulary:	Key vocabulary: Time zone, Greenwich meridian Capital City, Northern/southern hemisphere Tropic of cancer/Capricorn Arctic/Antarctic circle	Key vocabulary:
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Place Knowledge											
Year R	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6
	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:
	Prior Learning:		Prior Learning: Observation and aerial photographs in Y1. Capital city work in Year 1. Continents in Y2.		Prior Learning: Year 1: Devise a simple map Symbols in a key, Year 2: continents and oceans/ comparison of human and physical features of Africa		Prior Learning:		Prior Learning: Year 2 comparison with Africa. Year 3 comparison with Italy.		Prior Learning:
In EYFS, children will begin to compare their location to different locations around the world. They will understand the difference between land and ocean and that both places have lots of living things. In pre-school, children will learn what animals live under the sea and what animals live on land. They will look at what animals need to survive. In reception, children will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories,			Big Question –How would your life be different if you moved to Nairobi? How is the landscape of Nairobi different to Havant and Portsmouth?		Big Question – Can you locate different European countries using atlas and maps? How are Italy and England the same and different? Would you rather live in Italy or England? Why?		Big Question -		Big Question – Why do Rainforests only grow in some continents? How is climate different in the UK to the climate in South America? How are Brazil and Mexico the same and different?		Big Question -
			This year, children will learn how to compare their local area and a contrasting non-European country (Kenya – Africa).		This year, the children will learn how to compare their local county to an area of Italy (European country).				This year, children will learn how to compare the UK with an area of South America (Brazil) including comparing trade.		
			AFRICA COMPARISON (Leigh park & Nairobi) The children will learn the difference between a human and physical feature and be able to identify them around the school and their local area. The children will learn that Africa is not all the same and that places are different. The children will learn to use new geographical vocabulary and apply it to their local area and a place in Africa.	AFRICA COMPARISON (Leigh park & Nairobi) 1. Define key vocabulary linked to the key questions and for half term. (human and physical features) 2. Locate and compare the locations of Leigh Park (England) and Nairobi (Kenya) [using atlases/globes, Comparing continents and location through compass points and equator]. 3. Explore the human and physical features of our local area. 4. Explore the human and physical features of Nairobi 5. Compare the human and physical features of local area and Nairobi (use of aerial photos) 6. Evaluate and discuss key question of how life would be different if they lived in Nairobi	STUDY OF A EUROPEAN COUNTRY Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Italy) The children will learn to use an atlas effectively to find a range of different places around the world including countries in Europe. The children will learn that there are many similarities and differences across the two different countries. No two places are the same.	STUDY OF A EUROPEAN COUNTRY 1. Define and explain key vocabulary linked to key questions and this half term. 2. Locate different countries in Europe using an Atlas (including Russia). 3. Use an atlas to explore the location and some features of Italy (location, seas surrounding, countries next door to, population, mountain ranges) 4. Explore some of the famous landmarks in Italy (human and physical features). 5. Compare Hampshire to an area of Italy.	-Place knowledge covered in Volcanoes by exploring where tectonic plates are located around the world. -Place knowledge covered in Ancient Egypt topic by exploring location and features of Egypt.		RAINFORESTS/NORTH & SOUTH AMERICA STUDY Locate the continents of North and South America in relation to each other. The children will learn that there are several countries in North and South America. The children will focus on Brazil and look at the physical feature of a rainforest. The children will learn that the rainforest has different layers, plants, animals. The children will learn about the human feature of trade in South America, including fair trade. Children will learn about the human economic activity connected to the rainforest. The children will learn about the human and physical features of Mexico and compare these with Brazil (North and South America comparison)	RAINFORESTS/NORTH & SOUTH AMERICA STUDY 1. Define and explain key vocabulary related to key question and half term's vocab. 2. Locate the continents of North and South America and the key countries within them (including info such as flags / capital cities, time zones, hemispheres, longitude and latitude). 3/4. Explore the human and physical features of Mexico (2 lessons – location/population / biomes/ cities/ other key features including human features such as trade and food) 5. Explore the physical features of the Amazon Rainforest/ Brazil. 6. Explore the human features of the Amazon rainforest/ Brazil (trade) 7. Investigate and compare the UK trade industry and Brazil's trade industry (major imports/exports).	-Place knowledge will be covered in WW2 topic by looking at how the war effected different countries around the world. -The geographical features of these countries (population, location, land size/use) will be looked at and compared. -Place knowledge covered within distribution of natural resources around the globe.

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non-fiction texts and – when appropriate – maps. They will recognise that environments around the world can be different to the one they live in.										8/9. Compare the countries of Mexico and Brazil [locations, biomes, physical and human features]		
	Future Learning:	Future Learning: All year groups – human and physical features key vocabulary Year 3 – comparing local area and Italy (European place)	Future Learning: Year 5: Comparison of United Kingdom to North and South American regions	Future Learning:	Future Learning: Place knowledge of countries involved in WW2 in Year 6	Future Learning:					Future Learning:	
Key vocabulary: Ocean, Sea, Land	Key vocabulary:	Key vocabulary: <i>Atlas/globe, Africa</i> <i>Human & physical features</i> <i>forest, hill, mountain, river, soil, valley, vegetation, city, town, village, factory, farm, house, office, port, harbour and shop</i>	Key vocabulary: <i>Human and physical features</i> <i>Population, Atlas, Map, Key, Symbols</i> <i>Europe, Country/Countries</i> <i>Similarity / difference</i>	Key vocabulary:	Key vocabulary: <i>North America, South America,</i> <i>Countries of North and South America including capital cities.</i> <i>Mexico</i> <i>Brazil, Rainforest</i> <i>Layers of a rainforest (shrub/under canopy/ canopy/ emergent), Trade.</i> <i>Human & physical features</i>	Key vocabulary:						

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Human and Physical Geography												
EYFS	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Childr en will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:
	Prior Learning: Observing weather in YR Daily life experiences of different seasons.		Prior Learning: Year 1 – seasons. Hot and cold language taught.				Prior Learning Extreme Earth: Year 3 text driver in English – escape to Pompeii. Prior Learning Rivers and Coasts Year 4: Settlements (water source), Year 3 Features of the UK, Year 4 : Egyptians- River Nile in history. Year 1 seaside. Prior Learning Settlements: Year R: Exploring the local area Year 2: Comparison to Africa Year 3: Comparison to Italy		Prior Learning: Weather patterns in Y1 Continents and Oceans in Y2 Hot and cold places in Y2		Prior Learning: Work on trade in Year 5 in South/North America topic. Understanding of electricity and energy through Science in Year 4. Rocks work in Year 3 (minerals)	
In EYFS, children will begin to explain how different times of year make our world look different. In pre-school, children will focus on what they see around them using different vocabulary to describe this. In reception, children will begin to look at seasons and the affect of these on their natural world. They will also look at forces such as the wind and other types of weather.	Big Question - What are the four seasons? How is each season different?		Big Question - Where in the world can I find a hot and cold place?				Big Question Settlements: Where would be best to build a settlement and why? Big Question Extreme Earth - How do tectonic plates link to natural disasters? What is a volcano? What affect do they have on the world? Where would you most likely encounter an earthquake? Big Question Rivers and Coasts - Can you recognise the different features of a river and how the landscape impacts this? Where would you rather live, atop a mountain, or in a vally? What is a coast?		Big Question - What biome would you most like to live in and why?		Big Question – Why and how do we use Earth’s natural resources? How is the use of natural resources damaging our planet?	
	This year the children will learn about how the weather in the UK changes across the year. They will learn these are called seasons and understand how each season is different.		This year, the children will learn the differences between hot and cold places, name some important hot and cold places and understand how the equator links into this.				Settlements: This year, children will learn the difference between different types of settlements and what features were desirable for early settlers. Extreme Earth: This year, the children will focus on what a volcano and earthquake are, how they are formed and the physical and human impacts of them. Rivers and Coasts: This year focuses on developing their knowledge of <u>rivers</u> and the <u>coasts</u> of the UK. The distribution of the natural resource of water will also be looked at. <u>Water cycle- covered in Science lessons</u>		This year will focus on the features and locations of different biomes around the world.		This year will focus on the distribution of natural resources including energy, food and minerals.	
	SEASONS – Throughout the year: Children will learn that there are four	SEASONS – throughout 1. Define key vocabulary linked to seasons and for	HOT AND COLD PLACES The children will learn that the weather	HOT AND COLD PLACES 1. Define and use key vocabulary relating to		-human and physical taught through	SETTLEMENTS The children will learn what a settlement is and different types of settlements (hamlet, village, town, city)	SETTLEMENTS 1. Define and explain vocabulary linked to key questions and vocab for this half term.	BIOMES The children will learn what a biome is.	BIOMES 1. Define and explain key vocabulary linked to key Q and half terms vocab.	NATURAL RESOURCES The children will be able to define	NATURAL RESOURCES 1. Define and explain key vocabulary

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	seasons in a year. They will learn how they are different and what months they happen in. The children will evaluate which season they like the best and why.	half term. (season, weather, hot, cold, warm) 2. The children will learn how to recognise a season including using observational skills to spot the signs. (repeat this part across the year for the different seasons) NC Vocab – season, weather	changes every day. The children will learn that there is hot and cold weather in different places around the world (further away from the equator = colder it is. Avoid doing continents/countries here).	key question and this half term. 2/3. The children will learn how to use observational skills to see what the weather is today and record and analyse this. 3. Infer using observation skills whether a place is hot or cold based upon the environment.		place comparisons looking at features of Italy and local area. -Human feature of mountains / hills studied in Counties and Cities.	The children will learn that early settlers needed certain resources to build a village (link back to year 3 history) The children will explore what features Leigh Park has that makes it a good settlement.	2. Identify different types of settlements from photographs. 3. Identify what features early settlers needed in order to settle in a place (link to Vikings) 4. The children will learn how to find features in their local area that link to why there is a settlement in Leigh Park. 5. Evaluate different areas and explain why it would/ would not be appropriate to build a settlement in that place. 6. Compare a settlement today and a settlement in the past and explore how settlements have changed over time. NC Vocab: Village, farm	The children will learn the names of different biomes, the characteristics of each biome and how they are the same and different.	2. Explain the features of different types of biomes. 3. Investigate one biome of choice in depth. 4. Compare two biomes.	what non-renewable and renewable sources of energy. The children be able to explain the impact of both non-renewable and renewable sources of energy on the environment. The children will learn about where their food has travelled from across the world and how food is distributed differently across the planet. The children will learn how different minerals are distributed across the Earth and how these are traded.	linked to key Q and half terms vocab. 2. Identify some ways in which non-renewable natural resources are used to produce energy. 3. Identify and explain the impact of non-renewable sources of energy on the natural environment. 3. Identify clean and renewable natural resources to produce energy and how these work. 4. Identify and explain the impact of renewable sources of energy on the natural environment. 5. Explore how food is distributed around the world [food miles/ some countries have more/less] making links to fair trade. 5. Explore and explain what minerals are and how these are distributed and traded across the planet.
	HUMAN AND PHYSICAL FEATURES Children will use basic geographical vocabulary to refer to seaside locations including key physical features, including: beach, cliff, coast, sea, river and key human features, including: port, harbour	HUMAN AND PHYSICAL FEATURES NC Vocab: <i>Sea, beach, cliff, coast, port, harbour,</i> 1. Define and use key vocabulary linked to the seaside (beach, cliff, coast, river, port, harbour). 2. Compare different seaside's using key vocabulary learnt.					EXTREME EARTH The children will learn that the Earth is split into tectonic plates that move and will be able to name some of these plates. The children will learn that the Earth has several layers. The children will learn what a volcano is and how they are formed. The children will learn that there are different types of volcanoes (active, dormant, extinct / shape types). The children will learn what an earthquake is and how it is formed. The children will learn some of the effects of an earthquake.	EXTREME EARTH 1. Define and explain key vocabulary linked to key questions and vocab for half term. 2. Locate and name tectonic plates around the world. 3. Recognise and name different parts of a volcano. 4. Recognise and name different types of volcano (composite/ shield / dome / active / dormant / extinct). 5. Compare two different volcanic eruptions studying the human and physical effects. 6. Explain how an earthquake is formed and some effects of an earthquake. 7. Investigate the Richter and Mercalli scales and evaluate which is more useful for measuring earthquakes.				

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							Rivers and coasts: Plans and graphs to measure the amount of rainfall over the course of a month (Recording using digital technologies) Name and locate topographical features such as rivers and coasts around the United Kingdom. The children will learn that rivers have 3 courses and different features. The children will learn that rivers change over time. The children will learn that rivers can flood and change the environment. The children will learn that coasts are around the UK and how they are formed.	Rivers and coasts: 1. Define and explain key vocabulary relating to the key Qs and this half terms vocab. 2. Locate rivers around the world and in our local environment. 3. Recognise and explain the features of the upper course of a river. 4. Recognise and explain the features of the middle course of a river. 5. Recognise and explain the features found in the lower course of a river. 6. Explore coasts in local environment and how they are formed. 7. Look at coastal features and how they are formed. 8. Explore that rivers can flood and the human and physical impacts this can have on a place. 9. Explain that rivers and coasts change over time.				
	Future Learning: Y2 – hot and cold places linking to weather and seasons. Y4 – coasts and rivers Y5 – biomes.	Future Learning: Y3/Y5: comparing places linked to the weather. Y5 – hemispheres	Future Learning:	Future Learning Settlements: Key vocabulary to describe different places used in all future year groups. Future Learning Extreme Earth: Future Learning Rivers and Coasts: Using knowledge of the locations around the world, coasts and rivers to understand positioning and hemispheres. Study of South America in Year 5 – River Amazon links. Using river knowledge of how they can flood in year 6 to identify suitable sites of a funfair. Hydroelectric power in Year 6	Future Learning: Biome knowledge used to help support comparisons of different places across the world.	Future Learning:						
Key vocabulary: Autumn, Winter, Spring, Summer	Key vocabulary: <i>Weather (snow, rain, cloud, fog, wind)</i> <i>Seasons (Spring, Summer, Autumn, Winter)</i>	Key vocabulary: <i>Cold place</i> <i>Hot place</i> <i>Country / continent</i> <i>Equator</i> <i>North/South pole</i>	Key vocabulary:	Key Vocabulary Settlements: <i>Settlement</i> <i>hamlet, village, town, city</i> <i>natural resources</i> Key vocabulary Extreme Earth: <i>Layers of the Earth (inner core, core, mantle, crust)</i> <i>Tectonic plates, Volcano</i> <i>Extinct, dormant, active,</i> Key Vocabulary Rivers and Coasts	Key vocabulary: Biome Ecosystem Environment Climate Tropical forests (rainforests) Savana Desert Temperate deciduous forests Coniferous forests	Key vocabulary: <i>Natural resources</i> <i>Non-renewable sources of energy (gas / coal)</i> <i>Renewable sources of energy (wind/solar/hydroelectric)</i> <i>Fair trade</i> <i>Distribution</i> Climate Change						



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				<i>River, erosion, deposition, upper course, middle course, lower course, source, meander, tributary, oxbow lake, mouth, flood plain, water cycle, valley, flooding</i> NC Vocab: Soil, Valley	Tundra/polar	
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Geographical skills and Fieldwork												
EYFS	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:
	Prior Learning: Year R: Starting to explore maps and globes		Prior Learning: Year 1 – fieldwork skills		Prior Learning: Year 1- 4 points of a compass. Year 1/2 – observational skills.		Prior Learning:		Prior Learning: Year 3 – 4 figure grid references. Year 4: Recording using graphs and measuring using different scales [maths]		Prior Learning: 6 figure grid references Scales 8 point compass OS maps and symbols	
In EYFS, the children will look at their local area in detail through looking at simple maps and discussing directional language. In pre-school, children will understand where their house is and be able to say their house number and name. They will recognise different places that are on their road or that	Big Question – <i>What is the difference between the school field and the school building? Can you draw a map to show the journey?</i>		Big Question - N/A		Big Question - Why are 8 points of a compass better than 4? What jobs would grid references and mapping be useful in?		Big Question -		Big Question – Why are OS maps useful? What do the different lines and symbols on OS maps stand for?		Big Question – Where would be the best place in our local environment to construct a fun fair?	
	This year, children will learn what an atlas and map are and create their own simple maps.		This year, children will become more effective at observational skills and using an atlas.		This year, children will expand on their fieldwork skills by learning about 8 compass points and grid references. They will also explore how places can change over short and long periods of time.				The children will expand upon their fieldwork skills that they learnt in year 3 to be able to understand 6 figure grid references. They will also build upon their understanding of keys in maps to explore OS maps and contour lines.		The children will use their fieldwork skills they have learnt so far to be able to evaluate different areas which could be suitable for funfair.	
	FIELDWORK SKILLS/LOCAL AREA Children will learn that they can use language to show where objects are/describe a route. They will explore what is in their local area (local features). They will learn what a map is and draw their own simple maps (with a route of local area).	FIELDWORK SKILLS/LOCAL AREA Children will learn how to: 1. Define and use locational and directional language (right left, near and far to be taught explicitly) 2. Identify and follow the four points of a compass. 3. Recognise that maps come in a variety of forms. 4. Describe the locations and features of a route on a map (pictorial	Ongoing fieldwork skills: Use an atlas quickly and effectively (Continents and Oceans) Observational skills, recording and analysis of geographical data to look at local environment. (Hot and cold places) Using atlases and globes and compass points to compare the	MAPPING SKILLS/ FIELDWORK SKILLS The children will learn that different people feel differently about a local geographical issue. The children will learn different viewpoints. The children will learn that compasses have 8 directions, not just 4. The children will learn what a 4 figure grid reference is and where they are found	MAPPING SKILLS/ FIELDWORK SKILLS 1. Define and explain key vocabulary linked to the key questions and this half term. 2. The children will learn the 8 points of a compass and how to follow them. 3. The children will learn how to read 4 fig grid reference. 4. Explore what jobs a compass and grid references may be useful for. 5. The children will learn how to explore different people's views on a geographical issue	Ongoing fieldwork skills: Use an atlas to locate tectonic plates around the world including continents/countries / key cities on these tectonic plates. (Extreme Earth) Use observational skills to evaluate the appropriateness of different areas for a possible settlement (Settlements) Using digital technologies to plot and analyse rainfall over a period of time (done via computing sessions on excel). (Rivers and Coasts)	FIELDWORK SKILLS The children will learn that maps have different scales and will learn how to measure straight distances in different scales The children will learn that maps have 6 fig grid references for precision. The children will learn about OS maps and their different symbols Use fieldwork to measure and record using a graph	FIELDWORK SKILLS 1. Define and explain vocab linked to key Q and half term vocab. 2. Read 6 figure grid references and find features of their local area using 6 figure grid references. 3. Explain what a contour line is and measure land height using them. 4. Read an OS map including the grid references, contour lines and OS map symbols. 5. The children will learn how to measure different distances	FIELDWORK SKILLS FUNFAIR The children will learn how to evaluate different land sites in regards to different human and physical features surround them. The children will explore different viewpoints from different people about a proposed change to the environment. The children will study an	FIELDWORK SKILLS FUNFAIR 1. Define and explain key vocab linked to key Q and half terms vocab. 2. Explore local area using OS maps and digital mapping software [google/digimaps] (looking at features including contour lines) to find suitable areas for a fun fair to be built. [Follow discussions and children's leads hereof what can be linked back to previous learning] 3. Identify benefits and limitations of different sites identified in terms of human and physical features [river nearby =flooding. Not near a road = poor transport		

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they see on the way to school e.g. shops, petrol station etc. In reception, children will use their local area knowledge to draw information from a simple map. They will also explore the natural world around them, making observations and drawing pictures of animals and plants.	They will describe locations and features of a route on a map Use symbols and a key to make maps	route map including aerial photographs) 5. Draw a simple map with a route. 6. Add simple symbols and a key to a route map of the school. N.C. – house, shop vocab		location of local area and Nairobi, Kenya (Africa comparison)		(link to local news currently happening Havant reservoir??)		Create effective maps using compass points, grid references (4 figure) and keys (Ancient Egyptians)	effectively using different OS maps with different scales. 6. Create accurate maps with detailed keys and OS symbols (linked to current learning or of local area) 1. Collect and record data using digital technologies (Comparison of temperature in Greece and the UK. Excel charts) Greeks	area using OS maps to identify the features surrounding it.	links. Brown site = less natural environment lost etc etc] 3. Explain what would be the most suitable location for a funfair identified and why. [could do visits out to local places identified in lesson2 to support explanations] 4. Explore different viewpoints from different groups of people. How would different people feel about a fun fair in their local environment? 5. Create OS style maps of the funfair in the local area [including different OS symbols/features]. Ongoing Geography Skills: -Using an Atlas to locate different countries across the globe involved in the war. -Comparing the Geographical features of these countries [population, land size, location including longitude/latitude/ hemisphere] WW2
		Ongoing Fieldwork Skills: Use aerial photographs to recognise landmarks (UK countries and seas) Use observational skills to study the geography of their school and the surrounding environment (seasons)							Ongoing Geography Skills: -Use an atlas to locate lines of longitude/latitude etc. Positioning		
	Future Learning: Year 3: 8 points of a compass All year groups – compass points and observational skills		Future Learning:	Future Learning: Year 5: 6 figure grid reference			Future Learning:	Future Learning: <i>Year 6: Fieldwork skills when identifying suitable site for a funfair.</i>		Future Learning:	
Key vocabulary: Map Directional language	Key vocabulary: <i>Locational language (near, far, right, left) Journey, Transport, Train, bus, road, Same, different, Map North, East, South, West</i>		Key vocabulary:	Key vocabulary: <i>Opinion, Viewpoint 8 points of a compass 4 figure grid references Geographical issue</i>			Key vocabulary:	Key vocabulary: <i>Contour, OS map, scale 6 fig grid reference, key, symbols</i>		Key vocabulary: <i>Contour, OS map, scale 6 fig grid reference, key, symbols Viewpoint Geographical Evaluation +other vocabulary from previous year groups depending on sites chosen.</i>	

Geography Progression of Knowledge and Skills 2025 - 2026



(forward, backward, right, left)						
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