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Geography Skills Progression Document 2026-2027

Our Values

Love Respect Care Resilience

Year Group / Cycle	Autumn	Spring	Summer
EYFS / Year 1	**Me and my Local Area / Let's Celebrate** • Talk about places that are familiar to me, including home, school and my local area. • Describe features of familiar places using simple geographical vocabulary. • Observe and talk about changes in the natural environment throughout the year. • Identify similarities and differences between environments using photographs, stories and first-hand experiences. • Begin to recognise that people live in different places and environments. • Explore simple maps, photographs and aerial images of familiar places.	**Wonderful World / Come Outside** • Compare familiar places with places further away through stories, photographs and maps. • Recognise that different places have different weather, landscapes and environments. • Identify simple human and physical features in a variety of locations. • Observe seasonal and weather changes in the local environment. • Use simple geographical language to describe places and environments.	**Houses and Homes / Water** • Compare different types of homes and environments. • Explore how natural features such as rivers, ponds and weather affect everyday life. • Use simple maps, photographs and observations to identify features in the local area. • Communicate geographical understanding through talk, drawing and role play. **(ELG)** • Describe their immediate environment using observation, discussion, stories and maps. • Explain similarities and differences between life in this

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	• Develop simple fieldwork skills through observations of the local area. • Use geographical vocabulary including **country, capital city, village, town, city, hill, river, road and map** accurately.	• Develop geographical vocabulary to describe environments confidently. • Begin to explain how location affects climate and landscape.	• Explain how land is used for different purposes within a farming environment. • Present geographical observations using simple maps and diagrams.
Year 1/2 Cycle B	**My World and Me (Y2)** • Compare places within the UK and beyond using geographical vocabulary. • Describe similarities and differences in climate, landscapes and settlements. • Locate the Equator, North Pole and South Pole on a world map. • Identify the five oceans and seven continents confidently. • Recognise how location influences climate. • Use aerial photographs and simple maps to investigate places. • Create simple maps using symbols and keys.	**Let's Go on Safari (Y2)** • Locate Kenya within Africa using maps and globes. • Compare the human and physical geography of Kenya and the UK. • Explain how location near the Equator affects climate. • Describe a range of physical features using appropriate geographical vocabulary • Recognise similarities and differences in cultures and settlements. • Use grid references, compass directions and maps with increasing confidence.	**The Four Seasons (Y1)** • Identify the four seasons and describe their characteristics. • Observe and record seasonal changes in the local environment. • Compare weather patterns across the seasons. • Use appropriate geographical vocabulary to describe weather and seasonal change. • Present observations using simple charts, drawings and discussions.

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	• Use positional language to describe the location of familiar features.	• Begin to ask questions about different places around the world.	country and life in other countries. • Explore the natural world through observation and investigation. • Use simple geographical vocabulary to describe places, features and environments.
Year 1/2 Cycle A	**Where do I live? (Y1)** • Identify and locate the United Kingdom and its four countries. • Name and locate the capital cities of the UK. • Recognise the seven continents and five oceans on a world map. • Identify simple human and physical features within the local area and the UK. • Compare different types of settlements including villages, towns and cities. • Use maps, aerial photographs and simple keys to investigate familiar places.	**Around the World (Y1)** • Locate the seven continents and recognise countries within each continent. • Identify similarities and differences between places around the world. • Compare climates, landscapes and environments in different countries. • Recognise that physical and human features vary from place to place. • Use world maps, globes and atlases to locate continents and countries.	**At the Farm (Y2)** • Identify different types of farming and explain how they relate to the seasons. • Compare rural and urban environments using geographical vocabulary. • Identify human and physical features using aerial photographs and maps. • Use simple map keys confidently. • Use the four points of a compass to describe locations and directions.

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	• Begin to explain why places are different.	• Communicate geographical understanding using labelled maps and diagrams.	

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Year 3/4 Cycle A	**European Neighbours (Y4)** • Locate the countries of Europe, including Russia, using maps, atlases and digital mapping. • Identify and locate European capital cities accurately. • Compare the human and physical geography of different European countries and cities. • Use geographical questions to investigate similarities and differences between places. • Interpret maps to identify physical features, political boundaries and major settlements.	**In the Desert (Y3)** • Locate the world's major deserts using maps, atlases and globes. • Identify the continents and countries in which deserts are found. • Interpret climate graphs and charts to compare desert climates. • Explain how physical processes, including weathering and erosion, shape desert landscapes. • Describe how people adapt to living and working in desert environments.	**Volcanoes** • Locate major volcanoes around the world using maps, atlases and globes. • Identify countries and tectonic regions where volcanoes are found. • Explain how volcanoes are formed using an understanding of plate tectonics. • Identify and describe the features of a volcano using labelled diagrams. • Compare active, dormant and extinct volcanoes.

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	• Use a range of geographical sources to research countries independently. • Explain how location influences climate, culture and landscape. • Present geographical findings using maps, diagrams and appropriate geographical vocabulary.	• Investigate how human activity affects desert environments, including desertification. • Use maps with keys and thematic maps to locate and compare deserts. • Communicate geographical understanding using subject-specific vocabulary and evidence.	• Explain how volcanic activity changes landscapes and affects people. • Evaluate both the benefits and hazards of living near volcanoes • Use maps, diagrams, photographs and information texts to investigate geographical questions. • Present geographical information using accurate subject vocabulary and labelled diagrams.
Year 3/4 Cycle B	**Countries of the World (Y3)** • Locate and name the world's continents, oceans and a range of countries using maps and atlases. • Compare countries using human and physical geographical features. • Explain how climate zones influence landscapes, vegetation and lifestyles. • Identify major rivers, mountains and significant physical features across the continents.	**Village Settlers (Y4)** • Explain why settlements develop in particular locations. • Describe how settlements change over time in response to physical and human factors. • Compare different types of settlements and land use. • Use Ordnance Survey maps to identify symbols, routes and key landscape features.	**Earning a Living (Y3)** • Explain how geography influences employment, trade and industry. • Compare how climate and landscape affect economic activity in different regions. • Identify the main employment sectors within the UK and globally. • Explain how trade connects countries around the world.

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	• Distinguish confidently between human and physical geography. • Use atlases, digital mapping and other geographical sources to research countries independently. • Interpret climate maps and political maps to gather information. • Present geographical information using maps, diagrams and appropriate vocabulary.	• Follow and describe routes using maps, grid references and compass directions. • Design and create maps using appropriate symbols and keys. • Explain how geographical features influence where people choose to live. • Present geographical understanding using maps and annotated diagrams.	• Describe how economic activity can affect people's lives and communities. • Interpret thematic maps showing industries and trade. • Use geographical evidence to explain patterns in employment and land use. • Communicate findings using geographical vocabulary and annotated maps.

Year Group / Cycle	Autumn	Spring	Summer
Year 4/5 Cycle A	**The Rainforest (Y4/5)** • Locate the world's tropical rainforests using maps, atlases, globes and digital mapping. • Explain how latitude and the Equator influence the distribution of tropical rainforests.	**Investigating Rivers (Y5)** • Explain the processes of the water cycle using accurate geographical vocabulary. • Describe the journey of a river from source to mouth, explaining the key physical processes involved.	**Investigating the Local Area** • Use a range of maps to identify the location and characteristics of the local area. • Describe and compare human and physical features within the locality. • Explain how land use has changed over time and identify

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	• Compare rainforest environments with contrasting environments, including the UK. • Describe the physical characteristics of tropical rainforests, including climate, vegetation layers and biodiversity. • Explain how plants, animals and people adapt to rainforest environments. • Investigate the causes and consequences of deforestation at local and global scales. • Evaluate how human activity affects rainforest ecosystems and consider sustainable solutions. • Interpret maps, aerial photographs, satellite images and geographical data to investigate rainforest regions. • Collect, analyse and present geographical information using maps, graphs, diagrams and digital technology. • Communicate geographical understanding using precise	• Explain how erosion, transportation and deposition shape river landscapes. • Investigate the importance of rivers for people, wildlife, transport, farming and energy. • Explain how human activity affects river environments, including pollution and flood management. • Generate geographical enquiries and investigate rivers using a range of geographical sources. • Locate major rivers using maps and atlases. • Present geographical findings using maps, diagrams, graphs and geographical vocabulary.	factors influencing these changes. • Compare the local area with another locality within the UK. • Investigate environmental issues affecting the local area and evaluate possible sustainable solutions. • Plan and carry out geographical fieldwork using a range of enquiry techniques. • Use six-figure grid references, compass directions and OS map symbols accurately. • Collect, record, analyse and present fieldwork data using maps, graphs, surveys and digital technology. • Draw conclusions using evidence gathered through fieldwork and secondary sources. • Present geographical findings using appropriate subject vocabulary.

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	geographical vocabulary and evidence.		
Year 4/5 Cycle B	**United Kingdom (Y5)** • Describe and explain the key physical and human geographical features of the United Kingdom. • Identify counties, regions, major cities, mountain ranges, rivers and coastal areas using a variety of maps. • Explain how physical processes have shaped the UK's landscapes. • Compare different regions of the UK using human and physical geographical evidence. • Interpret a range of maps to investigate geographical patterns across the UK. • Explain relationships between physical geography, settlement and land use. • Use maps confidently to locate places and answer geographical questions.	**Where Does Our Food Come From? (Y4)** • Explain how latitude, longitude and hemispheres help describe locations around the world. • Identify major climate zones and explain how climate influences food production. • Explain how physical geography affects farming and land use in different parts of the world. • Investigate how food is produced, transported and traded globally. • Explain the concepts of imports, exports and global trade. • Evaluate how farming and food production affect the environment, including deforestation and sustainability. • Interpret climate maps, time zone maps and trade information to answer geographical questions.	**South America (Y5)** • Locate the countries and major physical features of South America using maps and atlases. • Explain how latitude, climate and relief influence landscapes and ecosystems. • Compare regions of South America with regions of the UK using geographical evidence. • Describe the relationship between physical geography and human activity across South America. • Explain how mountains, volcanoes and plate tectonics shape the continent. • Investigate population, settlement, industry and trade across South America. • Interpret political, climate, topographical and thematic maps confidently.

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	• Present geographical understanding using accurate geographical vocabulary.	• Present geographical findings using maps, diagrams and geographical vocabulary.	• Conduct independent geographical research using a range of reliable sources. • Present geographical information using maps, annotated diagrams and subject-specific vocabulary.

Year Group / Cycle	Autumn	Spring	Summer
Year 6	**Extreme Earth (Y6)** • Explain how physical processes, including plate tectonics and atmospheric processes, shape the Earth's surface. • Locate areas of extreme weather and natural hazards using maps, atlases and digital mapping. • Interpret climate data, graphs and maps to compare different environments. • Explain the causes and impacts of earthquakes, volcanoes,	**Our Local Area (Y6)** • Investigate how physical and human geography have shaped the local area over time. • Explain patterns of land use, settlement and economic activity within the local area. • Analyse how natural resources influence employment, trade and development. • Compare local geographical data with regional and national data to identify patterns and trends.	**North America (Y6)** • Locate the countries, capital cities and major physical features of North America using a range of maps. • Compare regions of North America with the UK using human and physical geographical evidence. • Interpret climate graphs, population data and thematic maps to explain geographical patterns.

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	tsunamis, droughts and extreme weather events. • Analyse how physical geography influences where and how people live. • Evaluate the effects of natural hazards on communities, economies and environments. • Use a range of geographical sources to investigate geographical questions and support conclusions. • Present reasoned geographical explanations using accurate subject-specific vocabulary and evidence.	• Plan, carry out and evaluate independent fieldwork enquiries. • Use six-figure grid references, compass directions, OS maps and digital mapping confidently. • Collect, analyse and interpret fieldwork data using a range of techniques, including maps, graphs, surveys and digital technology. • Draw well-supported conclusions from geographical evidence and suggest solutions to local environmental issues. • Present geographical findings clearly using appropriate geographical vocabulary and evidence.	• Explain how physical processes have created significant landforms across North America. • Analyse how climate, physical geography and natural resources influence settlement and economic activity. • Investigate geographical similarities and differences through independent enquiry. • Use time zone maps and other geographical data confidently to solve geographical problems. • Evaluate geographical evidence from a range of sources to justify conclusions. • Present geographical arguments using accurate geographical vocabulary and supporting evidence.