# Geography Progression

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Locational Knowledge** | • Recognises the UK on a map and begins to identify the 4 countries.<br>• Names and locates the 4 UK capital cities with support.<br>• Identifies hot and cold areas of the world in relation to the Equator and the North and South Poles. | • Builds on Y1 by moving from recognising UK countries/capitals to locating regions within the UK (e.g. Cumbria, Middlesbrough).<br>• Extends to naming and locating the seven continents and five oceans.<br>• Begins to connect local geography to wider world contexts. | • Moves from naming continents/oceans (Y2) to locating European countries, regions, and features.<br>• Begins to place Romania and neighbouring countries on maps.<br>• Locates where volcanoes and earthquakes are most common on a world map. | • Builds on Y3 by extending from Europe/Africa to include North & South America and more detailed regions (e.g., Roman Empire, River Nile, UK rivers).<br>• Uses maps and atlases more independently, applying scale to measure distances.<br>• Begins to connect climate zones and water distribution with human activity. | • Builds on Y4 (Europe, Africa, Americas) by studying South America in detail, focusing on Brazil and the Amazon Rainforest.<br>• Uses maps, atlases, and digital mapping more independently to explore global environmental issues (climate change, deforestation).<br>• Strengthens understanding of the Equator, climate zones, and biomes and their global significance. | • Builds on Y5's focus on Brazil/Amazon by studying mountains across the world (Himalayas, Andes, Rockies, Alps, Atlas).<br>• Consolidates knowledge of UK counties, cities, and land use through WWII map studies.<br>• Expands to understanding global ecosystems (forests, biodiversity, climate change) via Global Goal 15. |
| **Place Knowledge** | • Begins to notice similarities and differences between the UK and | • Builds from Y1 simple locality descriptions to comparing contrasting places (urban Middlesbrough vs | • Builds from Y2 (comparing Middlesbrough/ Cumbria) to comparing Romania with the UK. | • Deepens comparison skills: from simple "UK vs another country" (Y3) to multiple regions (Roman Britain vs | • Develops comparisons from Y4 (UK vs Europe/Africa) to UK, Europe, and South America, looking at human | • Develops beyond Y5 comparisons of UK/South America to study mountain environments in the UK, Europe, |

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| | a non-European country.<br>Recognises that animals and people live differently depending on where they are in the world.<br>Describes features of their immediate locality. | rural Cumbria; local area vs Lake District; UK vs non-European habitat).<br>Recognises that people live differently depending on physical and human features. | Explores urban vs. rural differences across Europe.<br>Begins to explain how natural hazards affect where and how people live. | Italy, River Tees vs Nile).<br>Explores similarities/differences in settlements, trade, and land use connected to rivers and coasts. | and physical similarities and differences.<br>Explores how environments (e.g. rainforest vs UK) shape settlement, trade, and daily life. | and South America.<br>Uses WWII case studies (urban vs rural areas during evacuation) to deepen comparative place understanding.<br>Links local fieldwork (Albert Park) with wider global sustainability issues. |
| **Human & Physical Geography** | Begins to distinguish between physical features (natural) and human features (made by people).<br>Understands that climate and weather affect living things. | Extends Y1 identification of human/physical features to using a wider range of vocabulary (e.g. coast, hill, harbour, forest).<br>Begins to explore how climate and habitat influence physical and human features.<br>Recognises how landmarks reflect history and culture of a place. | Develops from Y2 human/physical features to more complex vocabulary: mountain, river, tectonic plate, resource.<br>Explains causes/effects of volcanoes and earthquakes.<br>Recognises that natural resources link to human activity and trade. | Moves from understanding natural hazards (Y3 earthquakes/volcanoes) to exploring water systems (rivers, oceans, water cycle) and human use/impact (pollution, dams, conservation).<br>Introduces global goals (e.g., Life Below Water) linking local and | Moves from Y4's focus on rivers/oceans to biomes, vegetation belts, and human-environment interaction (e.g. deforestation, climate change).<br>Explores concepts of sustainability, conservation, and global responsibility (e.g. Global Goal 13: Climate Action). | Builds on Y5's biomes/deforestation by focusing on mountains, biodiversity, and human adaptation.<br>Explores human geography in conflict and sustainability contexts: evacuation, rationing, resource management (WWII), conservation (Global Goal 15). |

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| | | | | global responsibility. | | Introduces complex interconnections: how physical geography (altitude, rivers, forests) shapes human settlement, trade, and survival. |
| **Geographical Skills & Fieldwork** | Uses simple directional and locational language (left, right, near, next to).<br>Creates simple maps using symbols and a key.<br>Uses fieldwork skills to observe and record the school grounds. | Develops from Y1 simple maps to drawing maps with symbols and keys.<br>Uses aerial photographs and plan perspectives to identify landmarks.<br>Begins to use compass directions (N, S, E, W) and route descriptions.<br>Extends fieldwork from school grounds to comparisons with wider areas. | Builds from Y2 simple maps to using atlases, digital maps, compass points, keys, and symbols.<br>Extends fieldwork to include surveys, data collection, and presenting results (graphs, pictograms, annotated maps). | Develops from Y3 map-reading into scale, grid references, compass points, and comparing modern vs historical maps.<br>Fieldwork extends into systematic surveys, data analysis, and persuasive presentation of findings.<br>Uses graphs, maps, and digital tools to communicate more complex ideas. | Extends from Y4 map skills (4-figure grid refs) to using 8-point compass and 6-figure grid references confidently.<br>Develops independence in creating maps with keys, symbols, compass rose, and grid systems.<br>Fieldwork strengthens: pupils conduct seasonal comparisons across the year (autumn, spring, summer) at Albert Park. | Advances from Y5's compass/grid work to independent use of 6-figure grid references, OS maps, and topographical analysis.<br>Uses maps not just to locate, but to tell stories and explain historical events (e.g., evacuation journeys).<br>Fieldwork at Albert Park requires systematic data collection, analysis, and comparison of habitats.<br>Pupils communicate |

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| | | | | | Communicates findings in increasingly formal ways (charts, written reports, presentations). | findings through maps, annotated diagrams, reports, and presentations, preparing for secondary-level geography. |