



Geography - Skills and Knowledge Progression 2025-2026

EYFS – Understanding the World		National Curriculum KS1 and KS2
<p>Understanding the World in the Early Years focuses on helping children make sense of their lives and the world around them by exploring people, communities and the natural environment. Through play, stories and real-life experiences, children learn about family, similarities and differences, nature, seasons, animals and changes in the world, developing curiosity, respect for others, and an understanding beyond their immediate experiences. (CLL and UW link)</p>		<p>All pupils will develop a broad understanding of diverse places, people, resources, and both natural and human environments, alongside a secure grasp of the key physical and human processes that shape our planet. As their knowledge of the world expands, pupils deepen their insight into how physical and human processes interact and how landscapes and environments are formed, used, and transformed over time.</p> <p>Their growing geographical knowledge, understanding, and skills provide a strong framework for explaining how features of the Earth are connected and how they change at different scales. Throughout this journey, pupils are encouraged to remain curious and engaged, fostering a lasting fascination with the world and its people.</p>
The Natural World	People, Culture and Communities	
<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	



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NATIONAL CURRICULUM AIM		PRE SCHOOL	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
GEOGRAPHICAL SKILLS AND FIELDWORK	SKILLS	<p style="text-align: center;">Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.</p>	<p>Explore and respond to different natural phenomena in their setting and on trips</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live</p>	<p>I can ask simple geographical questions e.g., <i>What is it like to live in this place?</i></p> <p>I can use simple observational skills to study the geography of the school and its grounds.</p> <p>I can use world maps and atlases to identify the United Kingdom and its countries</p> <p>I can use locational and directional language e.g., near and far; left and right, to describe the location of features and routes on a map.</p>	<p>I can use world maps, atlases and globes to identify countries, continents and oceans, including the United Kingdom.</p> <p>I can use simple compass directions (North, South, East and West)</p> <p>I can use locational and directional language e.g., near and far; left and right, to describe the location of features and routes on a map.</p>	<p>I can analyse evidence, draw conclusions and make comparisons between locations using aerial photos/pictures such as land use, river formations and topographical features.</p> <p>I can use and interpret maps, globes, atlases and digital mapping to locate countries and key features.</p> <p>I can use four figure grid references, use the 8 points of a compass and make plans and maps using symbols and keys.</p> <p>I can create maps of locations, identifying patterns such as land use</p>	<p>I can explore features on maps using 6 figure grid-references.</p> <p>I can draw accurate maps with more complex keys.</p> <p>I can plan the steps and strategies for a fieldwork enquiry.</p> <p>I can suggest methods of data collection.</p> <p>I can create maps of locations, identifying patterns such as: land use, climate zones, vegetation belts, ecosystems, biomes, wildlife, protection</p> <p>I can use the eight points of a compass, four to six-figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world.</p>	<p>I can use a few geographical resources to give descriptions and opinions of the characteristic features of a location.</p> <p>I can use different types of fieldwork to observe, measure and record the human and physical features in the local area.</p> <p>I can record the results in different ways.</p> <p>I can talk about the effectiveness of different geographical representations of a location.</p> <p>I can use the eight points of a compass, four to six-figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world.</p> <p>I can create maps of locations, identifying patterns such as height of land</p>	<p>I can use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>I can use the eight points of a compass, four and six figure grid references, symbols and keys to build on my knowledge of the United Kingdom and the wider world.</p> <p>I can use maps, charts, graphs etc. to support decision making about the location of places e.g., <i>new energy sources (solar panel)</i></p> <p>I can measure straight line distances using the appropriate scale.</p> <p>I can create maps and charts that describe and identify patterns in an area, such as population densities, energy and resource distribution, etc.</p>



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GEOGRAPHICAL SKILLS AND FIELDWORK	KNOWLEDGE	<p>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>					<p>I know how to look at simple maps of the local area and how to make my own maps and plans.</p> <p>I know how to describe locations of features and routes on a map</p> <p>I know what a human and physical feature is and can identify these on a map</p> <p>I know how to use a widening range of geographical vocabulary e.g. specific topic vocabulary such as urban, rural, town, city, country, village, countryside</p>	<p>I know how to use simple fieldwork and observational skills to study the key human and physical features of my local area.</p> <p>I know how to read a simple map and locate the 7 continents and 5 oceans</p> <p>I know the 4 directional points of a compass</p> <p>I can use a widening range of geographical vocabulary e.g., equator, climate, continent, ocean, country, town, city, village,</p>	<p>I know how to ask and respond to geographical questions.</p> <p>I know how to use a wide range of geographical vocabulary and can use basic geographical vocabulary. e.g., specific topic vocabulary such as erosion, deposition, transportation, tributary, hills, mountains, coasts.</p>	<p>I know how to use a widening range of geographical vocabulary e.g., specific topic vocabulary such as erosion, mountain, volcanoes, earthquakes, tectonic plates, climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle.</p>	<p>I know how to use a broadening range of geographical terms e.g., specific topic vocabulary such as climate zones, time zones, Prime/Greenwich Meridian, longitude, latitude, equator, contour lines.</p> <p>I know how to use the eight points of a compass, four to six-figure grid references, symbols and keys to describe the relationship and location of features in an area.</p>	<p>I know that I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.</p> <p>I know how to use a widening range of geographical vocabulary e.g. specific topic vocabulary such as urban, rural, land, use, sustainability, deforestation, tributary, trade links, distribution, renewable and non-renewable sources.</p> <p>I can make suggestions of how an area can become more sustainable, using data and research to justify this.</p> <p>I can compare maps of land use and population over time to understand cause and effect of local and global processes (e.g., deforestation)</p>



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LOCATIONAL KNOWLEDGE	SKILLS	Develop contextual knowledge of the location of globally significant places	Locate the world's countries, using maps and identifying their position and significance, concentrating on their environmental regions, key physical and human characteristic, countries, and major cities.	<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>Show interest in different occupations.</p> <p>Explore how things work</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them</p> <p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear</p>	<p>I can identify different names of places familiar to me and my surroundings</p> <p>I can name and locate the countries of the United Kingdom.</p> <p>I can use maps to name the capital cities of the United Kingdom.</p> <p>I can identify coasts on a map.</p>	<p>I can use maps and atlases to identify countries in the United Kingdom and describe their features.</p> <p>I can use an atlas or globe to identify features including the seven continents, five oceans, countries and places of interest.</p> <p>I can compare the features of contrasting countries based on their location in the world (linked to the equator) – Nigeria and Luton</p>	<p>I can identify where countries are within the UK and the key topographical features located there.</p> <p>I can locate rivers on maps, atlases and digital mapping.</p> <p>I can locate the main rivers of the world using maps, globes and atlases.</p> <p>I can name and location geographical regions and counties of the UK.</p>	<p>I can recognise the different shapes of the continents.</p> <p>I can demonstrate knowledge of features about familiar places and beyond the UK.</p> <p>I can extend my existing knowledge of countries around the world using non-fiction texts and online sources, including maps.</p> <p>I can recognise that people have differing qualities of life living in different locations and environments</p> <p>I can identify the Physical characteristics and key topographical features of the countries within South America (<i>Brazil</i>), North America (<i>Canada</i>) and Europe (<i>Romania</i>)</p>	<p>I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day.</p> <p>I can name and locate London, Jamaica and Poland using maps, atlases and digital mapping.</p> <p>I can use keys, symbols and OS Maps to locate and describe the physical and human characteristics, including the key topographical features of the area.</p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>I can use OS maps, atlases and digital mapping to identify changes in land use over time (deforestation) and I can suggest the impact this has had on the environment.</p> <p>I can use maps to identify the distribution resources such as food, minerals, energy and water.</p> <p>I can use population density maps and graphs to recognise the change in physical and human geography over time, including advantages and disadvantages this may lead to.</p>
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LOCATIONAL KNOWLEDGE	KNOWLEDGE	Develop contextual knowledge of the location of globally significant places	Locate the world's countries, using maps and identifying their position and significance, concentrating on their environmental regions, key physical and human characteristic, countries, and major cities.		and feel whilst outside.	I know that some places are linked to other places e.g., roads and trains.	I know the names of the world's seven continents and five oceans.	I know the names and locations of cities in the UK as well as the seas surrounding them. I can identify the features of a city/town/village and how they differ	I know about and can identify where countries are within Europe, including Russia, North America and South America.	I know about the wider context of places e.g. county, region, country.	I know about and can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night
					Recognise some environments that are different to the one in which they live.	I know that these features can link different towns and places.	I can name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom as well as naming the seas surrounding them.	I know how the locality is set within a wider geographical context.	I know and can describe where a variety of places are in relation to physical and human features.		
					Understand the effect of changing seasons on the natural world around them	I know that there are a variety of transport and landmarks in London.		I can explain the journey of a river and how river uses have changed over time.	I can identify how aspects of a place have changed over time such as, land use, key topographical features and human and physical characteristics of the area.	I know the location of capital cities of countries in the British Isles and UK, and capital cities of countries around the world.	I can use maps and graphs to show an understanding of the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (London, South East), Poland and Jamaica.
						I know what a capital city is and can explain that London is the capital city of the United Kingdom		I can describe types of settlements and land-use patterns over time. I can explain how these have changed over time.			I can identify European Union countries with high populations and describe the impact this has on development.
											I know what Carbon Footprint is and can describe its link with sustainability.



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HUMAN AND PHYSICAL GEOGRAPHY	KNOWLEDGE	Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.	<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>Show interest in different occupations.</p> <p>Explore how things work</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them</p> <p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>I know that each season is different and know about each of them and its features.</p> <p>I know how to use basic geographical vocabulary to refer to key physical features, including: beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>I know how to use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, plants season and weather.</p>	<p>I know how to use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>I know how to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>I know about and can explain why weather conditions/patterns change around the UK and parts of the Europe.</p> <p>I can describe and understand key aspects of physical geography, including rivers, and the water cycle</p> <p>I know about the physical features of coasts and begin to understand erosion and deposition.</p>	<p>I understand the effect of landscape features on the development of a locality.</p> <p>I know how to explain what I know about natural resources e.g., water in the locality and globally.</p> <p>I know about weather patterns around parts of the world.</p> <p>I can describe and understand key aspects of physical and human geography including, ecosystems, climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes.</p> <p>I can describe the impact of natural disasters such as volcanic eruptions and earthquakes – case studies</p>	<p>I know about the physical features of coasts and understand erosion and deposition.</p> <p>I know about changes to the world environments over time.</p> <p>I know the impact of local and global trading including exports and imports.</p> <p>I can suggest how tourism impacts on the economy of the UK and other places in the world.</p>	<p>I know and can describe the key aspects of human geography, including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>I know the push and pull factors of migration</p> <p>I understand tourism and why people may decide to visit places around the world</p> <p>I know the impact that population can have on an environment, including human factors impacting on the environment (e.g., littering, pollution, traffic, housing demands, distribution of resources)</p> <p>I know what birth and death rates are and can identify patterns on graphs and charts</p>
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PLACE KNOWLEDGE	KNOWLEDGE	Understand geographical similarities and differences through the study of human and physical geography.	<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>Show interest in different occupations.</p> <p>Explore how things work</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them</p> <p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>I know about some present changes that are happening in the local environment e.g., at school, home or on a journey to school.</p>	<p>I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Luton and Nigeria).</p>	<p>I understand why there are similarities and differences between places and can discuss these features.</p> <p>I can identify rivers across the world and within the UK and can explain the different uses of these rivers over time.</p> <p>I can identify similarities and differences of types of settlements over time</p>	<p>I know about the wider context of places – region, country.</p> <p>I know about the location of the seas and oceans of the world and understand their importance to human development.</p>	<p>I know how the UK is similar or differs to the wider world</p> <p>I can compare the similarities and differences between the human and physical geography of London, Jamaica and Poland.</p> <p>I can use pre-existing knowledge of these places (especially if it is of my own background) to develop a secure understanding of the differences and similarities between countries and how these are interconnected.</p>	<p>I know about features of the UK, other countries across the world.</p> <p>I can identify population densities of areas around the globe and suggest reasons for this.</p> <p>I can locate resource distribution links between countries and how these impact on human and physical development.</p> <p>I know the ways in which places and countries share energy. I can use this knowledge to suggest improvements of sustainability in an area (suggesting advantages and disadvantages)</p>
			<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>Show interest in different occupations.</p> <p>Explore how things work</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them</p> <p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>I know about some present changes that are happening in the local environment e.g., at school, home or on a journey to school.</p>	<p>I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Luton and Nigeria).</p>	<p>I understand why there are similarities and differences between places and can discuss these features.</p> <p>I can identify rivers across the world and within the UK and can explain the different uses of these rivers over time.</p> <p>I can identify similarities and differences of types of settlements over time</p>	<p>I know about the wider context of places – region, country.</p> <p>I know about the location of the seas and oceans of the world and understand their importance to human development.</p>	<p>I know how the UK is similar or differs to the wider world</p> <p>I can compare the similarities and differences between the human and physical geography of London, Jamaica and Poland.</p> <p>I can use pre-existing knowledge of these places (especially if it is of my own background) to develop a secure understanding of the differences and similarities between countries and how these are interconnected.</p>	<p>I know about features of the UK, other countries across the world.</p> <p>I can identify population densities of areas around the globe and suggest reasons for this.</p> <p>I can locate resource distribution links between countries and how these impact on human and physical development.</p> <p>I know the ways in which places and countries share energy. I can use this knowledge to suggest improvements of sustainability in an area (suggesting advantages and disadvantages)</p>