Geography Progression Statement 2026 - 2027

	Local Knowledge	Place Knowledge	Human and Physical Geography	Geography Skills & Fieldwork
Year 1	Begin to understand their immediate environment. Where in the UK are we? Explore our classroom, school grounds, and local area.	Where in the world is the UK? Name and locate the four countries and capital cities of the UK. Name and locate continents.	Investigate climate and describe different types of weather in the UK. Name the four seasons and describe how people prepare for the weather. Identify physical and human features of local area and compare these with those of Shanghai, China.	Record seasonal and daily weather patterns in the UK. Use key geographical vocabulary such as hot, cold, near, far, right, and left. Use a compass to identify north, south, east, and west. Begin to use maps, aerial photographs, globes and atlases to locate local places, cities, countries and continents. Look at, use and draw simple maps
Year 2	Explore their local area through observation and discuss how we can look after natural habitats.	Identify, name, and locate the continents and oceans on a world map. Know the seas and oceans surrounding the coastline of the UK. Identify iconic natural and human landmarks and wonders. Describe similarities and differences of hot and cold places	Compare and contrast physical features (mountains, rivers) and human features (buildings, roads) in the UK and locations around the world. Name and locate physical and human features in coastal towns.	Use simple fieldwork skills (e.g., observing and recording the weather, comparing local and coastal physical features) to investigate how people use the local coast. Identify places on a map using simple grid references, keys, and routes. Use a compass to locate areas within the UK.
Year 3	Describe the differences in physical and human features between their	Name and locate major cities of the UK. Describe differences and land use	How is the world constructed? Recognise layers of the earth and plate boundaries.	Use climate zone maps, atlases, globes, digital technologies, and keys to locate places. Use a

	local area and another region in the UK. Describe how land use has changed in the local area.	between urban and rural areas/settlements. Identify and locate Antarctica, the equator, and the lines of latitude and longitude. Compare physical features of Antarctica with those of places in the northern hemisphere. Know where in the world New Delhi is and how the land use compares to other areas.	Understand natural disasters (volcanoes) and their impact on human life.	compass and four figure grid references to refer to places. Use key vocabulary. Collect data through fieldwork – where do the rocks around school come from? Plan an expedition around the school.
Year 4	Identify the key features of a local region, such as land use or historical landmarks.	Name and locate the world's rivers. Describe the similarities and differences between the UK and life in the Amazon. Understand why rainforests are important to us.	Understand how food choices impact the environment. Describe different climates, rivers, mountains, and rainforest biomes. Explain the water cycle.	Using and applying skills to a map of the world's biomes. Use grid references and symbols on maps. Collect data through fieldwork and present findings on the features of our local river.
Year 5	Study a local area and compare it with a contrasting location.	Understand and compare the geographical features of rainforests and deserts in North America. Know where hot desert biomes are located.	Identify how oceans are changing and how they influence weather and climates. Know that there are biodiversity and ecosystems linked to oceans. Learn about the biomes across the earth and how indigenous people live and the threat to rainforests. Learn about climate change.	Use advanced tools for mapping skills: 4-figure grid references, contour. OS maps. Conduct fieldwork to collect data and present findings on how littered our marine environment is and how land use affects the environment. Use lines of latitude and longitude.

Year 6	Investigate how human activities (e.g., industry, agriculture) have changed local areas.	Compare and contrast the UK with a non-European country in terms of population change, causes and impact.	Study the impact of climate change on physical and human geography. Understand natural disasters and their impacts on human life. Describe where our energy comes from.	Use a range of sources to gather information on how population impacts the environment for analysis, reasoning, and independence in evaluation and presenting findings using geographical terms and data. Collect and present data on where to position a solar panel on the school grounds