



Geography Progression of Skills, Knowledge and Vocabulary Map 2025-2026

Understanding the World	Foundation Stage					
	EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
People, Culture and Communities	Foundation Stage 1 Cause and Effect, Structures, Significance			Foundation Stage 2 Cause and Effect, Structures, Significance		
	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Continue developing positive attitudes about the differences between people by knowing some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Remember and talk about a significant place they have been to visit in their immediate locality. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things. Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world.			Talk about members of their extended family and community. Name and describe people who are familiar to them by sharing experiences. Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Understand that some places are special to members of their community. Know the name of their locality and share some of the things that they like or dislike about where they live. Draw information from a simple map Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them. Begin to understand the effect their behaviour can have on the environment. Know about similarities and differences in relation to places, objects, materials and living things.		
Key Vocabulary	Weather, name types of weather, sunny, windy, rainy..., cold, warm, hot, seasons. Spring Summer Autumn Winter, year, months, hibernation, light, dark, sun. World, United Kingdom, England, country, community Cheadle, Stockport, Greater Manchester, sea, land, city, town, countryside, desert, forest, hill, mountain, river, lake, sea, ocean, beach, cliff. Near, far, left, right, map, plan, and journey. Comment, question, ideas, choose, predict, equipment, observe, similarity, difference, change, create, environment.					
Year Group Connected Concepts	Key Stage 1 Cause and Effect, Structures, Significance		Lower Key Stage 2 Cause and Effect, Structures, Significance		Upper Key Stage 2 Cause and Effect, Structures, Significance	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational and Place Knowledge	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Understand the location of Meadowbank.	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 (Australia).	Name and locate geographical regions of the UK & their identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers.	Explore some of the world’s countries, using maps to focus on Europe (including Russia): environmental regions, key physical or human characteristics, countries, and major cities.	Explore some of the world’s countries, focusing on North and Central America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Explore some of the world’s countries, focusing on South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Understand geographical similarities and differences



	<p>Understand that there are hot and cold areas of the world in relation to the Equator, North and South Poles.</p> <p>Know that there are four countries and capital cities of the UK with surrounding seas.</p>	<p>Understand what a continent is and give examples.</p> <p>Understand what an ocean is and where they are found.</p> <p>Understand Cheadle's position within the UK.</p> <p>Locate the Northern and Southern Hemisphere.</p> <p>Understand that continents are made of countries, which have boundaries.</p>	<p>Understand Greater Manchester's position within the UK.</p> <p>Explore some of the UK's counties and regions.</p> <p>Understand some similarities and differences between some of the UK's counties and regions.</p> <p>Understand why deserts typically tend to be located near the tropics.</p>	<p>Understand the UK's position within Europe.</p> <p>Understand geographical similarities and differences of human & physical geography of a region of the UK and in a European country (Italy and Greece).</p> <p>Understand why some areas have high amounts of tectonic activity.</p>	<p>Understand geographical similarities and differences between a region in N or C America through the study of human/physical geography of a region of the UK.</p> <p>Understand the significance of longitude and latitude, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Name and locate counties and cities of the United Kingdom.</p> <p>Know the position and significance of longitude and latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic.</p>	<p>between South American countries.</p> <p>Understand geographical similarities and differences between a region in S America through the study of human/physical geography of a region of the UK.</p> <p>Understand how economy in Manchester has developed.</p> <p>Explore where the world's biomes and climate belts are.</p>
Assessment and indicators	<p>Describe the location of school and its grounds in relation to the local area.</p> <p>Understand that school is in the village of Cheadle which is part of the borough of Stockport, in Greater Manchester in the North West of England.</p> <p>Describe general weather on the equator and north and south of the globe.</p> <p>Name and locate counties of the UK.</p> <p>Name and locate capital cities of the UK.</p> <p>Name and locate seas surrounding the British Isles.</p>	<p>Understand that school is in the village of Cheadle which is part of the borough of Stockport, in the county of Greater Manchester in the North West of England, in the UK, which is a part of the continent of Europe.</p> <p>Name and locate the world's seven continents.</p> <p>Name and locate 5 oceans.</p> <p>Identify the general position of Cheadle on a UK map.</p> <p>Identify the northern and southern hemisphere on a map or globe.</p> <p>Give simple explanations of country boundaries.</p>	<p>Name and describe some counties and regions of the UK.</p> <p>Understand that all parts of the UK are not the same, describing some key differences between some counties/regions.</p> <p>Make comparisons between Greater Manchester and another county of the UK. E.g. location, cities, land use etc.</p> <p>Explain that Meadowbank is in the Greater Manchester which is in the North West of England.</p> <p>Give reasons for the location of deserts.</p>	<p>Describe, name and locate environmental regions, key physical or human characteristics, countries and major cities within Europe.</p> <p>Understand that the UK is to the north west of mainland Europe.</p> <p>Make comparisons between the North West of England with a contrasting region of Europe.</p> <p>Describe the ring of fire and explain why this area has tectonic activity.</p>	<p>Describe, name and locate some of the world's countries, focusing on North and Central America.</p> <p>Make comparisons between The Lake District and The Great Lakes of North America.</p> <p>Identify the position and significance of longitude and latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic.</p> <p>Name and locate some cities and counties of the UK that have significance with the Historical period of time covered. (Anglo-Saxons/Vikings)</p>	<p>Describe, name and locate some of the world's countries, focusing on South America.</p> <p>Make comparisons between South American countries.</p> <p>Explain the significance and impact that Manchester has had and how trade links, economy and features have changed over time.</p> <p>Identify where the world's biomes are and suggest reasons for this.</p>



					Identify the position and significance of longitude and latitude, the Prime/Greenwich Meridian and time zones (including day and night)	
Key Vocabulary	<i>Physical (feature), human (feature), North/South Pole, Equator, United Kingdom.</i>	<i>Physical (feature), human (feature), Northern and Southern Hemisphere, equator, boundaries.</i>	<i>County, region, rural, urban, land types, population, landlocked.</i>	<i>Trade, migration, climate, ring of fire, tectonic.</i>	<i>Longitude, latitude, Prime Meridian, Tropic of Cancer and Capricorn</i>	<i>biomes, rainforest, desert, savannah, grassland, woodland, tundra</i>
Year Group Connected Concepts	Key Stage 1 Cause and Effect, Structures, Significance		Lower Key Stage 2 Cause and Effect, Structures, Significance		Upper Key Stage 2 Cause and Effect, Structures, Significance	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical geography: enquiry skills and communication	<p>Understand that features are known as human or physical.</p> <p>Understand that the UK has four seasons.</p> <p>Understand that features can be described as human or physical.</p> <p><i>Use aerial photographs to recognise landmarks and basic human and physical features.</i></p>	<p>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 (Formby and Daintree in Australia).</p> <p><i>Explore aerial photographs to view places, such as Cheadle.</i></p> <p>Understand characteristics of Cheadle and identify reasons why people would choose to settle there.</p> <p><i>Explore physical and human features found at a beach.</i></p>	<p>Name and locate geographical regions and counties of the UK and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts and rivers).</p> <p>Understand the features found along a river.</p> <p><i>Explore a local river and make connections.</i></p> <p>Understand how rivers influence settlements, both in modern and ancient times.</p> <p>Understand characteristics of Greater Manchester and identify reasons why people would choose to settle there.</p> <p>Understand the features that may be found in a desert.</p>	<p>Understand human and physical aspects and differences between regions of Europe.</p> <p><i>Explore types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p> <p>Understand key aspects of physical geography: volcanoes and earthquakes.</p> <p>Understand key aspects of physical geography: the water cycle</p>	<p>Identify key physical and human characteristics of the world's countries with a focus on the historical region chosen (Maya)</p> <p>Explore key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links.</p> <p>Explore the distribution of natural resources including energy, food, minerals and water of regions of N & C America.</p> <p>Describe and understand key aspects of physical geography: coastal processes.</p> <p>Understand what population is and what human and physical factors contribute to changes in population.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of South America.</p> <p>Understand key aspects of: physical geography e.g. climate zones, biomes and vegetation belts.</p> <p>Explore key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links.</p> <p>Explore the distribution of natural resources including energy, food, minerals and water of regions of South America.</p>
Assessment and indicators	<p><i>Identify the human and physical features of a given place.</i></p> <p>Identify and describe the four seasons.</p> <p>seasonal/daily weather patterns in the UK.</p>	<p><i>Recognise human and physical features on an aerial photograph, such as roads and rivers.</i></p> <p><i>Communicate information using simple mathematical skills (eg tally charts).</i></p>	<p>Name and describe key features of a river.</p> <p><i>Make comparisons between two rivers.</i></p> <p>Describe why rivers are attractive places to settle, giving varied descriptions</p>	<p>Describe geographical similarities and differences of places in Europe, giving examples.</p> <p>Describe key aspects of human geography including types of settlement and land</p>	<p>Describe geographical similarities and differences of places in N & C America, giving examples.</p> <p>Describe in detail types of settlement, land use, economic activity including trade links, giving</p>	<p>Describe geographical similarities and differences of places in South America, giving examples.</p> <p>Describe climate zones, biomes and vegetation belts in detail, giving examples.</p>



	Know which the hottest / coldest season is in the UK. Recognise and understand main weather symbols.	Identify the human and physical features of Cheadle. Name and describe some physical features found at the beach.	based on early and modern times. Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied. Name and describe some physical features found in deserts.	use, economic activity and the distribution of some natural resources of the countries studied. Identify differences between places. Describe and explain the formation of volcanoes/ earthquakes in simple terms. Describe and explain the water cycle using a diagram.	examples based on regions in N or C America. Describe the distribution of natural resources including energy, food, minerals and water in N & C America, giving examples. Describe and explain the formation, causes and impacts of coastal processes. Describe and explain changes in population including what factors influence the demographics of places.	Describe in detail types of settlement, land use, economic activity including trade links in South America and Manchester. Describe the distribution of natural resources including energy, food, minerals and water in South America and Manchester.
Key Vocabulary	<i>Human features, physical features, seasons, weather, temperature.</i>	<i>Beach, cliff, coast, sand dunes, sea, rock pool.</i>	<i>Settlement, land use, urban, rural, source, mouth, meander, oxbow lake, tributary, upper course, middle course, lower course.</i>	<i>Water cycle, evaporation, condensation, precipitation, collection, renewable, dormant, active</i>	<i>Trade, population density, population growth, demographic, migration, immigration, push factors, pull factors, erosion, deposition, spit, arch, bay, offshore, headland, stack, weathering.</i>	<i>Biomes, climate zones, Deforestation, sustainability, climate change, renewable/non-renewable energy, globalisation, natural resources.</i>
Year Group Connected Concepts	Key Stage 1 Cause and Effect, Structures, Significance		Lower Key Stage 2 Cause and Effect, Structures, Significance		Upper Key Stage 2 Cause and Effect, Structures, Significance	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using globes, maps and plans Map work skills	Use world maps, atlases and globes to name, locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Follow and use locational and directional language to describe the location of features and routes on a map. Recognise landmarks and basic human and physical features.	Explore how continents are represented on a map. Explore how oceans are represented on a map. Use simple compass directions (North, South, East and West) Recognise how landmarks show basic human and physical features. Devise a simple map. Follow a simple map. Recognise what a map is and what features it has, such as a key. Understand that some countries have boundaries. Use GIS such as digimaps	Use atlases, maps and globes to name and locate the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). Use an atlas to explore places. Understand OS maps and how they use symbols to symbolise features. Use the eight points of a compass (N, S, E, W, NW, NE, SW, SE). Begin to explore how simple grid references can help to locate.	Use atlases, maps and globes to name and locate some of the world's countries, focusing on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Understand how four figure grid references can locate. Understand what the equator, tropic of Cancer, tropic of Capricorn, northern and southern hemisphere is and its significance on the globe. Understand how maps can show mountains and	Use atlases, maps and globes to name and locate the world's countries, focusing on North and Central America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Explore counties and regions of the UK, understanding how they have changed since Anglo-Saxon times. Understand the position and significance of longitude and latitude, the Prime/Greenwich Meridian and time zones (including day and night)	Use atlases, maps and globes to name and locate the world's countries, focusing on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Understand how longitude and latitude is a measure of both time and location. Use the eight points of a compass (N, S, E, W, NW, NE, SW, SE). Understand that 6 figure Grid References can help find a place more accurately than 4- figure coordinates.



	<p>Understand what features would need to be included on a hand drawn map.</p> <p>Understand how a map can be used to self navigate.</p> <p>Use GIS such as digimaps and google maps.</p>	<p>and google maps.</p> <p>Recognise how maps show land and ocean.</p>	<p>Use GIS such as digimaps and google maps.</p>	<p>contours.</p> <p>Begin to understand scaled maps.</p> <p>Use GIS such as digimaps and google maps</p>	<p>Understand how to read population maps and maps relating to human factors.</p> <p>Understand that 6 figure Grid References can help find a place more accurately than 4- figure coordinates.</p> <p>Use GIS such as digimaps and google maps</p>	<p>Understand that many different maps exist, and may be projected in different ways.</p> <p>Understand that maps are represented in different scales.</p> <p>Use GIS such as digimaps and google maps</p>
Assessment and indicators	<p>Identify the countries, seas and capital cities of the UK on a map or globe.</p> <p>Locate the equator and north and south pole on a map or globe.</p> <p>Use directional and positional language (up, down, left, right, near, far).</p> <p>Identify human and physical features on a map, globe and aerial photograph, such as buildings, roads and fields.</p> <p>Draw a simple picture map or plan with labels.</p> <p>Start to use symbols on maps (own and class agreed symbols).</p> <p>Follow a route on a prepared map.</p> <p>Use Digimap and Google Maps to draw a simple route, zoom in and out of a map and highlight given areas.</p> <p>Use Digimap and Google Maps to identify country boundaries of the UK.</p>	<p>Locate 7 continents on a map or globe.</p> <p>Locate 5 oceans on a map or globe.</p> <p>Explain the position of something using NESW.</p> <p>Find information on aerial photographs including human and physical features of the school grounds and local area.</p> <p>Follow and describe a route on a prepared map.</p> <p>Recognise key features of a map: title, key, symbols</p> <p>Use symbols on maps (own and class agreed symbols).</p> <p>Give simple explanations of country boundaries with examples.</p> <p>Use Digimap and Google Maps to find places using a postcode or simple name search.</p> <p>Use Digimap and Google Maps to add simple information to maps for example, labels and markers and images.</p> <p>Use Digimap and Google Maps to draw around simple shapes and explain what they are on the map for example, house</p>	<p>Locate given locations using maps, globes and atlases.</p> <p>Begin to use an atlas to find places using the index and contents.</p> <p>Recognise some Ordnance Survey symbols.</p> <p>Describe the position of something using the intercardinal points of a compass.</p> <p>Identify places using a simple grid reference.</p> <p>Use Digimap and Google Maps to use the zoom function to explore places at different scales.</p> <p>Use Digimap and Google Maps to add a range of annotation labels and text to help me explain features and places.</p> <p>Use Digimap and Google Maps to use the measuring tool with support to show distance for example, my house to school, to the shops.</p>	<p>Identify key countries and regions of Europe on a map or globe.</p> <p>Use 4-figure coordinates to locate features.</p> <p>Identify the Northern and Southern Hemisphere, equator and tropics on a globe or map.</p> <p>Describe and interpret relief features.</p> <p>Use the scale bar to estimate and calculate some distances.</p> <p>Use Digimap and Google Maps to highlight an area on a map and measure it using the Area Measurement Tool.</p> <p>Use Digimap and Google Maps to use the grid reference tool to record a location.</p> <p>Use Digimap and Google Maps to add photographs to specific locations.</p>	<p>Identify key countries and regions of North and Central America on a map or globe.</p> <p>Locate counties and regions of the UK, giving explanations to how they have changed since the past.</p> <p>Identify the position and significance of longitude and latitude.</p> <p>Read thematic maps for specific purposes, such as explaining what it tells us about population data.</p> <p>Use 4 and 6-figure coordinates to locate features.</p> <p>Use Digimap and Google Maps to: find 6-figure grid references and check using the Grid Reference Tool.</p> <p>Use Digimap and Google Maps to combine area and point markers to illustrate a theme.</p>	<p>Identify key countries and regions of South America on a map or globe.</p> <p>Identify the position and significance of longitude and latitude, measuring the distance from the equator.</p> <p>Describe the position of something using the intercardinal points of a compass.</p> <p>Use 4 and 6-figure coordinates to locate features.</p> <p>Appreciate and interpret different map projections, explaining reasons for distortions.</p> <p>Read map scales and measure distances.</p> <p>Use Digimap and Google Maps to use maps at different scales to illustrate a story or issue.</p> <p>Use Digimap and Google Maps to use maps to research factual information about locations and features.</p> <p>Use Digimap and Google Maps to use linear and area measuring tools accurately</p>



		Explain how maps show land and ocean.				
Key Vocabulary	<i>Equator, map.</i>	<i>Equator, continents, north/south hemisphere, poles, human features, physical features.</i>	<i>County, region.</i>	<i>4 figure grid reference, Contours, elevation, relief.</i>	<i>Latitude, longitude, time differences, time zones, six-figure grid references, easting/northing, population maps.</i>	<i>Scale, GIS, longitude, latitude</i>
Year Group Connected Concepts	Key Stage 1 Cause and Effect, Structures, Significance		Lower Key Stage 2 Cause and Effect, Structures, Significance		Upper Key Stage 2 Cause and Effect, Structures, Significance	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fieldwork	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Understand different types of buildings and places around them and know their own special features in the local area.</p> <p>Use first hand observation to investigate the weather and seasons.</p>	<p>Use simple fieldwork and observational skills to study the geography of Cheadle and the key human and physical features of its surrounding environment.</p> <p>Understand that there are different types of land use, buildings and environments.</p> <p>Understand the position of landmarks using compass points.</p> <p>Use observation to investigate features of coasts.</p>	<p>Explore the uses of rocks in Cheadle and the impact the weather has on them.</p> <p>Explore and investigate rivers.</p> <p>Explore how to locate places using simple grid references.</p>	<p>Explore how Cheadle has changed between the past and the present, using sources such as photographs.</p> <p>Explore how Meadowbank is equipped to prevent flooding.</p> <p>Understand how water can create renewable energy.</p>	<p>Explore position and locality using 6 figure grid references.</p> <p>Collect, analyse and communicate findings gathered at a local beach.</p> <p>Investigate population and demographic trends in Cheadle.</p>	<p>Carry out a focused in depth study, looking at environmental issues/ changes in Cheadle.</p> <p>Explore and investigate rivers.</p> <p>Explore changes in Manchester, linked to the industrial revolution.</p> <p>Complete a small fieldwork project with a detailed method and analysis of results.</p>
Assessment and indicators	<p>Recognise simple human and physical features, giving suggestions for why they are human or physical.</p> <p>Identify different types of building by completing a building use survey and presenting data, eg as a tally chart.</p> <p>Measure and record simple weather data.</p> <p>Make models of visited places.</p> <p>Present geographical data as a tally chart.</p>	<p>Identify human and physical features of the local area and create a messy map to document findings.</p> <p>Recognise and record different types of land use, buildings and environments eg using a pictogram.</p> <p>Use compass to identify the position of landmarks.</p> <p>Investigate how people use the area, collect data based on objects found at the beach and create sketch maps to identify features.</p>	<p>Identify types of rocks in Cheadle and identify signs of erosion.</p> <p>Identify features of rivers and gather geographical data such as river speed and depth.</p> <p>Follow a treasure map to locate clues using grid references.</p>	<p>Identify similarities and differences between Cheadle now and in the past, using field sketches and annotations to explain findings.</p> <p>Identify flood prevention strategies and suggest ways to further improve.</p> <p>Explain how Stockport generates energy, drawing diagrams with labels to explain their reasoning.</p>	<p>Identify and label locations using 6 figure grid references.</p> <p>Identify features found at a beach, explaining reasons for geographical processes and presenting gathered data.</p> <p>Field sketches show understanding of pattern, movement and changes; and use sketches as evidence in an investigation.</p> <p>Design and use Questionnaires and surveys to collect</p>	<p>Gather information on environmental habits of local residents using observation and surveys, presenting data using charts or graphs.</p> <p>Identify features of rivers and gather geographical data such as velocity, gathering data from different cross sections and using repeat readings.</p> <p>Identify changes between Manchester in the past and present, suggesting reasons and presenting data using digital technologies.</p>



Lifelong Learners, Leaders of Change, Lasting Legacy

[illegible]