

ST BERNADETTE'S GEOGRAPHY SKILLS PROGRESSION 2025-2026

	National Curriculum – KS1 <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas National Curriculum – KS2 <ul style="list-style-type: none"> 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 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 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) 						
	Year Group links to						
	Local Wildlife Feeding the birds, planting to attract bees and butterflies	Local Environment Reduce, reuse, recycle	Environment Plastic waste and the oceans	Climate Change Impact of global warming on polar ice-caps	Environment Impact of travel on the climate	Fair Trade Ensuring farmers from poorer countries are paid fairly for produce	Climate Change Human impact of volcanoes and earthquakes
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LOCATIONAL KNOWLEDGE	Know the local area - landmarks, shops.	To begin to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans. Name, locate and identify the four countries of the United Kingdom and their capital cities. Name and locate the seas surrounding the UK.	To name and locate local and surrounding counties and the main cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. To begin to locate countries of Europe (inc Russia), North and South America on a map. To begin to locate the position of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.	To name and locate counties and cities of the UK geographical regions and their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). To locate the world's countries, using maps to focus on Europe (including the location of Russia). To locate the position of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.	To locate the world's countries, using maps to focus on South America, focusing on their environmental regions, key physical and human characteristics, countries, and major cities. To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and begin to identify the Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian and time zones (including day and night).	To name and locate some of the countries of North America (with high populations & large areas) and identify their human and physical characteristics; understand how some of these aspects have changed over time To identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

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	National Curriculum - KS1 <ul style="list-style-type: none"> 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 National Curriculum - KS2 <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PLACE KNOWLEDGE	Investigate the local area.	To develop knowledge of a small area of the United Kingdom.	<p>Show understanding by describing the places they study using simple geographical vocabulary.</p> <p>Identify some similarities and differences and simple patterns in the environment.</p>	<p>To compare similarities and differences between two towns/cities of the UK.</p> <p>To begin to identify and describe the human and physical characteristics of the UK locations.</p>	<p>To compare a region of the UK and a region in a European country.</p> <p>To identify and describe the main physical & human geographical characteristics of the countries of Europe.</p> <p>To recognise that people have differing qualities of life living in different locations and environments.</p>	<p>To understand geographical similarities and difference through studying the human and physical geography of a region of the UK, a region in a European country and a region in South America.</p> <p>To identify human and geographical features of a location and understand how some of these aspects have changed overtime.</p>	<p>To understand geographical similarities and difference through studying the human and physical geography of a region of the UK, a region in a European country and a region in North America.</p> <p>To describe how locations around the world are changing and explain some of the reasons for the change.</p>

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	<p>National Curriculum – KS1 identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>National Curriculum – KS2 describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
HUMAN AND PHYSICAL GEOGRAPHY	<p>To identify seasonal and daily weather patterns within the local area.</p> <p>To use simple language to describe the physical and human features of the local environment.</p>	<p>To begin to identify seasonal and daily weather patterns in the UK.</p> <p>To begin to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To begin to use some geographical vocabulary to refer to physical features such as beach, cliff, coast, forest, hill, river.</p> <p>To begin to use some basic geographical vocabulary to refer to human features such as town, city, farm, factory, shop, house, office.</p>	<p>To identify seasonal and daily weather patterns in the UK.</p> <p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To use simple geographical vocabulary to refer to physical features such as beach, cliff, coast, forest, hill, river.</p> <p>To use simple geographical vocabulary to refer to human features such as town, city, farm, factory, shop, house, office.</p>	<p>To identify the physical and human features of areas being studied.</p> <p>To be able to explain weather conditions and patterns around the UK.</p>	<p>To describe key aspects of human geography (e.g. settlements & land use).</p> <p>To describe key aspects of physical geography - mountains & the water cycle.</p> <p>To describe how people have been affected by changes in the environment.</p>	<p>To describe and understand key aspects of human geography (e.g. economic activity & trade inc Fair Trade; distribution of natural resources - energy, food, minerals & water).</p> <p>To describe and understand key aspects of physical geography - rivers.</p> <p>To recognise how people can improve or damage the environment and how decisions about the environment can affect quality of people's lives - river waste, plastic in seas and oceans.</p>	<p>To describe and understand key aspects of human geography.</p> <p>To describe and understand key aspects of physical geography, including: volcanoes and earthquakes.</p> <p>To describe and explain the processes that cause natural disasters.</p> <p>To draw conclusions about the impact of natural disasters through the study of photographs/population numbers and develop informed reasons for changes.</p>

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	<p>National Curriculum – KS1</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • 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>National Curriculum – KS2</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • 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, and digital technologies. 						
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GEOGRAPHICAL SKILLS AND FIELDWORK	<p>To recognise a globe and map of the world.</p> <p>To use basic directional language: up, down, right, left, under and around.</p> <p>To make basic observations about the environment they are in.</p> <p>To draw a basic sketch showing some key features of the environment they are in or know.</p> <p>To draw a simple map using imagination or knowledge of a specific place.</p>	<p>To use picture maps and globes.</p> <p>To use simple directional language: near, far, left, and right to describe the locational of features and routes on a map.</p> <p>To make simple observations.</p> <p>To draw a simple sketch map showing key features of the school, its grounds and surrounding, including creating own symbols.</p> <p>To work in a group with an adult to ask questions about the school its grounds and surrounding environment.</p>	<p>To use a simple atlas.</p> <p>To use the four-point compass: North South, East and West, directions to describe location of features and routes on a map.</p> <p>To make detailed observations.</p> <p>To use photo, video or audio to gather evidence of what they can see.</p> <p>To use aerial photos to recognise landmarks and basic human and physical features</p> <p>To use aerial photos to recognise landmarks and basic</p>	<p>To ask and answer geographical questions about the physical and human characteristics of a location, such as Why is it like this? How is it changing? What do you think it might be like if ...?</p> <p>To use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans & graphs and digital technology.</p> <p>To make plans and maps using appropriate symbols and complex keys.</p>	<p>To use the eight points of a compass, four-figure grid references (on OS maps), symbols and key to communicate knowledge of UK & wider world.</p> <p>To use a range of resources to identify the key physical and human features of a location (Digimaps).</p> <p>To ask and answer geographical questions about human and physical characteristics of a location.</p> <p>To explain own views about location, giving reasons.</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To use the eight points of a compass, four-figure grid references, key (using standard Ordnance Survey symbols) and scale on maps to communicate knowledge of UK & wider world.</p> <p>To study pictures of rivers past and present to compare and contrast.</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To use the eight points of a compass, four-figure grid references, key (using standard Ordnance Survey symbols) and scale on maps to communicate knowledge of UK & wider world.</p> <p>To report on the effects of environmental change on themselves and others and to be aware of their own responsibilities.</p>

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	<p>To measure using simple words and simple recording.</p> <p>To ask and answer questions about places, features and environments.</p> <p>To work in a group to ask and answer questions</p>	<p>To measure using simple words and frequency recording.</p> <p>To reach simple conclusions to fieldwork question or prediction.</p>	<p>human and physical features.</p> <p>To draw a simple sketch map showing key features of the school, its grounds and surrounding environments, including agreed realistic symbols to make a simple key.</p> <p>To ask questions about the school, its grounds and surrounding environment</p> <p>Can measure using a guided tally and standard units such as minutes and metres.</p> <p>To present findings simply using maps and graph.</p> <p>To reach a simply described conclusion to fieldwork question or prediction.</p>	<p>To begin to explain own views about location, giving reasons.</p>	.		
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