



*We all love, learn and grow together.
Mark 12:31 'Love your neighbour as yourself.'*



	Year A 2026-27	Year B 2027-28
Year 1 & 2 Autumn Term		What a wonderful world
Spring Term	If I lived in Ethiopia, how different would my life be?	Are all parts of the UK like ours?
Summer Term		Local study of Saughall
Year 3 & 4 Autumn Term	Settlements: Where do people live and why?	UK regional study (Snowdonia)
Spring Term		
Summer Term		Why should the rainforest be important to us all? Local study
Year 5 & 6 Autumn Term	Great Britain and the Rest of the World	
Spring Term		Will you ever see the water you drink again?
Summer Term	Africa study	What is Volcanic Activity? Local study

Skills progression - Geography September 2026

Pupils are taught the knowledge, understanding and skills needed to engage in geographical learning.
Below are the skills and end points for each phase.

EYFS

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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.

	Year1/2	Year 3/4	Year 5/6
Locational and Place knowledge	<u>Summer B</u> Local study – Saughall <u>Autumn B</u> What a wonderful world <u>Spring B</u> Are all parts of the UK like ours? • I can name the four countries in the UK and locate them on a map. (B Sp 1) • I can name some of the main towns and cities in the UK. (B Sp 1) • I can use maps and globes to identify the continents and oceans and	<u>Autumn A</u> Settlements: Where do people live and why? • I can name several countries in the Northern Hemisphere. • I can name and locate the capital cities of neighbouring European countries • Use the language of 'north', 'south', 'east', 'west' to relate countries to each other. • I can make comparisons between several locations	<u>Summer A</u> Africa study / Biomes: <u>Autumn A</u> Great Britain and the Rest of the World • I can explain how a location fits into its wider geographical location with reference to human and economic features. • I can identify the different hemispheres on a map.



*We all love, learn and grow together.
Mark 12:31 'Love your neighbour as yourself.'*



	understand that both a map and a globe show the same thing. (B Sp 1) <u>Summer B Local study - Saughall</u> - I can explain where I live and tell someone my address. - I can use pictures and videos to find out about a place and make observations. - I can express my views about a place, people and environment. - I can identify human impact on a place. <u>Summer B Local study – Saughall</u> <u>Autumn B: What a wonderful world</u> <u>Spring B Are all parts of the UK like ours?</u> <i>I can find where I live on a map of the UK. (B Sp 1)</i> <i>I can name the capital cities of England, Wales, Scotland and Ireland. (B Sp 1)</i> <i>I can name the continents of the world and locate them on a map.</i> <i>I can name and locate the world oceans and locate them on a map. (B Sp 1)</i> <i>I can use simple compass directions (North, South, East and West) to describe the location of features on a map.</i> <i>I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean and valley.</i> <u>Summer I local study - Saughall</u> <i>I can give detailed reasons to support my own likes, dislikes and preferences about a variety of places.</i> <i>I can explain the facilities that a village, town and city may need and give reasons.</i> <i>I can explain how an area has been spoilt or improved and give my reasons</i>	<i>I know the countries that make up the EU.</i> <i>I can use the language of 'north', 'south', 'east', 'west' to relate countries.</i> <i>I can carry out research to discover features of villages, towns or cities.</i> <i>I can look at pictures and make reasonable judgements about where they are taken, explaining my ideas.</i> <i>I can explain why people may choose to live in one place rather than another.</i> <i>I can match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc.).</i> <i>I can analyse evidence and conclude, e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.</i> <i>I can give geographical reasons why people live in certain localities.</i> <u>Summer B Rainforest:</u> - Using maps, locate the Equator, the Tropics of Cancer and Capricorn - I can use the correct geographical words to describe a place. - I can explain how an area has been changed by human actions. - I can use technical language to describe the weather. - I can link the features of the land to why people settle there. - I can explain why places are linked (tourism, trade, etc.). <i>I can use maps to locate the Equator, the Tropics of Cancer and Capricorn.</i> <i>I can identify areas that have been impacted by humans in the UK or abroad.</i>	- I can use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. - I can identify the main trade and economy in another country and compare it to a region of the UK. - I can critically study photographs and use them as evidence for conclusions I make from them. - I can explain how an area has been impacted or improved by humans around the world and in the UK <u>Spring B River Study</u> - I can explain why many cities are situated on or close to rivers. <u>Summer A Africa study / Biomes:</u> <u>Autumn A Great Britain and the Rest of the World</u> <i>I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.</i> <i>I can locate and label different countries/continents in the Northern and Southern hemisphere.</i> <i>I can explain how time zones work and calculate time differences around the world.</i> <i>I can locate landmarks and manmade features of a country and reflect on the importance and value of the tourism industry in these areas.</i> <i>I can use maps, aerial photographs, plans and e-resources to describe and raise questions about what a locality might be like.</i> <u>Summer A Africa study / Biomes:</u> <u>Autumn A Great Britain and the Rest of the World</u>
--	--	---	---



		<i>I can explain why an area has certain facilities (land use).</i> <i>I can suggest how to improve an aspect of the environment/locality.</i> <i>I am able to explain an environmental issue.</i> <i>I can explain trade and discuss why countries trade with other places.</i> Autumn B UK Regional study - Snowdonia - I can look at maps, pictures and other sources to identify similarities and differences between a UK region and another country.	<i>I can describe how some places are similar and dissimilar in relation to their human and physical features.</i> <i>I can discuss evidence and explain my conclusions using appropriate geographical language.</i> <i>Reach reasoned and informed solutions and discuss the consequences for humans around the world.</i> Spring B River study <i>I can use Ordnance Survey symbols and 6-figure grid references.</i> <i>I can answer questions by using a map</i>
Human and Physical Geography	Autumn B What a wonderful world Spring B Are all parts of the UK like ours? - I can explain how the weather changes throughout the year and name the seasons. (B Sp 1) - I can keep a weather chart and answer questions about the weather (fieldwork). (B Sp 1) - I can explain some of the main things that are in hot and cold places. (B Sp 1) Spring A: If I lived in Ethiopia, how different would my life be? - I can describe the similarities and differences between the features of the two localities. Autumn B: What a wonderful world <i>I can identify weather patterns and make predictions.</i> <i>I can observe and record weather such as temperature, rainfall and hours of sunshine.</i> Spring A: If I lived in Ethiopia, how different would my life be? <i>I can compare and contrast weather in two locations.</i> <i>I can identify the equator and locate the places on the equator that are the hottest.</i>	- I can locate places in the world where mountains/ivers occur. - I can understand (and be able to communicate in different ways) different physical processes such as river/mountain formation. <i>I can locate places in the world where mountains/ivers occur.</i> <i>I can understand different physical processes such as river/mountain formation.</i> <i>I can draw diagrams and use the correct vocabulary to label features of physical and human geography.</i> <i>I can research given questions and explain what I have discovered about settlement and land use over time.</i> <i>I can find at least six cities in the UK on a map.</i> <i>I can name and locate some of the main islands that surround the UK.</i> <i>I can explain the difference between the British Isles, Great Britain and the UK:</i> GB – England, Scotland & Wales British Isles - geographical term referring to the islands of Great Britain and Ireland UK – a sovereign state referring to a political union between England, Wales, Scotland & N	Spring B River study Summer B Volcanoes: - I can use key geographical language to describe processes (e.g. rivers: erosion, deposition, transportation.) - I can research and discuss how geographical features such as rivers, topography and coasts can impact human settlements. - I can locate places in the world where volcanoes/mountains/ivers occur. - I can understand (and be able to communicate in different ways) different physical processes such as river/volcano formation. Summer A Africa study/biomes Summer B Local study: Autumn A Great Britain and the Rest of the World - I can lead a geographical enquiry into a contrasting region. - I can compare and contrast this region with one in the UK in terms of features, climate, economy, land use and types of settlement - I can ask questions, research and explain what I have discovered about settlement and land use over time.



	<i>I can use technology to find out the weather in a different location (the UK and a non-European country).</i>	Ireland	- I know how a country uses and distributes its natural resources (food, energy, minerals and water). <u>Spring B River study</u> <i>I can use key geographical language to describe processes (e.g. rivers: erosion, deposition, transportation)</i> <u>Summer A Africa study/biomes</u> <i>I can lead a geographical enquiry into a contrasting region.</i> <i>I can compare and contrast this region with one in the UK in terms of features, climate, economy, land use and types of settlement</i> <i>I can discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.</i> <i>I can ask and answer geographical questions to unpick why human geography may have changed over time.</i> <i>I can identify trade links around the world based on a few chosen items, e.g. coffee, chocolate, bananas and discuss the impact of trade.</i>
Fieldwork	<u>Summer B Local study of Saughall – human and physical features</u> - I can take photographs and make drawings to help describe a place. - I can use a bird's-eye view to make a simple map. - I can draw my own maps of the local area; use and construct basic symbols in a key. - I can observe and record the features around the school/local area. <i>I can study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</i> <i>I can make a map of the things I see or am finding out about.</i>	<u>Environmental study – study of Local Area</u> - I can make detailed sketches of the features of a location. - I can look at maps of areas I am studying and identify features. - I can draw maps and plans of localities - I have studied maps that include keys, grid references, a simple scale (e.g. 1 square = 1 km), a compass rose indicating North and some standard Ordnance Survey symbols. - I can plan a route using 8 points of the compass. - I can undertake environmental surveys of the school grounds, e.g. litter, noise, likes/dislikes, areas for improvement - I can record data and draw simple conclusions from my findings - I can discuss how land use has changed over time (e.g. in my local area).	<u>Summer A Africa study/biomes</u> - I can plan a journey to a place in another part of the world, taking into account distance and time. <u>Summer B Local Area Study</u> - I can make an aerial plan/map of the school or local area. - I can classify local buildings. - I can use recognised symbols to mark out local areas of interest on my own maps. <u>Environmental / Human study of Local Area</u> - I can undertake an environmental or human use survey in the local area or on a visit – drawing comparisons with another locality. - I can collate data collected to produce graphs and charts of the results.



We all love, learn and grow together.
Mark 12:31 'Love your neighbour as yourself.'



	<i>I can create a map to direct others which uses a key and includes the main physical and human features.</i> <i>I can plan a route using a map.</i> <u>Spring A: If I lived in Ethiopia, how different would my life be?</u> <i>I can observe and record environmental features around the school and compare with features of another area.</i>		<i>I can plan a journey to a place in England.</i> <i>I can create maps, e.g., plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key.</i> <i>I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc.)</i> <i>I can choose effective recording and presentation methods, e.g. tables to collect data.</i> <i>I can draw conclusions from data.</i>		<i>I can ask geographical questions, e.g. how is traffic controlled? What are the main problems?</i> <i>I can plan an environmental or human use survey in the local area or on a visit.</i> <i>I can collate data collected to produce graphs and charts of the results, drawing conclusions.</i> <i>I can use collected data to answer and raise further questions about my study.</i>	
Vocabulary	City Country Globe Human Island Key Local Map People Physical Place Town Village	Beach Coast East Equator Forest Mountain North River Sea South West	Aerial Atlas Classify Climate Northern Hemisphere Ordnance survey Survey Trade	Continent Economy Environment Landmark Ocean Revenue Settlement Tourism Tropic of Cancer Tropic of Capricorn Urban Volcano	Altitude Deposition Elevation Erosion Fieldwork Inhabitants Population Transportation Vegetation	Characteristic Coordinates International Latitude Longitude Meridian Ordnance Topography

*The names of the seven continents are to be revisited yearly.

EYFS vocabulary - Town, Village, Road, Path, House, Flat, Church, Temple, Busy, Quiet