Middleforth Church of England Primary School

Curriculum progression Overview: Geography 2026-2027

Maps	Fieldwork	Enquiry	Data

Awe and wonder of God's creation	Year group	Autumn		Spring		Summer	
Understanding the World	Nursery Reception	In EYFS, Geography is developed through exploration of the environment and the world around children. Children begin to learn about their immediate surroundings, including the classroom, outdoor areas and local environment. Through discussion, play and real-life experiences, they talk about where they live and the people and places that are important to them. As they explore different environments and cultures through stories and topics, children begin to understand similarities and differences, building early geographical awareness and a sense of place.					
Caring for our local environment	Year 1 Observation and description Simple tally charts	What is it like here? Observe school grounds Simple maps of school and local area		What is the weather like in the UK?		What is it like to live in Shanghai?	
Protecting coastlines	Year 2 Comparison	Would you prefer to live in a hot or cold place? Weather charts Local weather observations		Why is our world wonderful? UK maps and simple atlases			What is it like to live by the coast?
Protecting fragile environments	Year 3 Cause and effect Population comparisons		Who lives in Antarctica? World maps and continents			Why do people live near volcanoes?	Are all settlements the same? Settlement survey

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Rainforest conservation	**Year 4** Interpretation of evidence			Why are rainforests important to us?		What are rivers and how are they used? Rivers on physical maps River or environmental quality study River measurements	Where does our food come from?
Ocean protection	**Year 5** Evaluation Climate graphs	What is life like in the Alps? Topographical and climate maps		Would you like to live in the desert? Land-use comparison		Why do Oceans matter?	
Sustainable energy and future choices	**Year 6** Independent investigation	Where does our energy come from? Census and energy datasets		Why does population change? Digital mapping and GIS			Can I carry out an independent fieldwork enquiry? Independent enquiry

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Nursery	EYFS Framework					
	Throughout the year:					
Understanding the World	Talking about families, homes and past events; exploring the environment. Seasonal changes- Autumn	Festivals, traditions, seasonal change (autumn–winter).	Investigating weather and materials; simple experiments.	Learning about plants, animals and life cycles.	Learning about people who help us and community roles.	Preparing for transition; reflecting on experiences; exploring the local environment.

Reception	EYFS Framework	**Children explore and make sense of the world around them through investigation, discussion and real-life experiences.**				
	Throughout the year:					
Understanding the World	**Past and Present** Children talk about themselves, their families and their own experiences. They share events from their lives, such as birthdays and special moments, and begin to use simple language to describe what has happened before and now.	**Past and Present** Children learn about special events and celebrations, including Christmas and Diwali. They explore similarities and differences between experiences now and in the past through stories, discussions and real-life events such as Remembrance Day.	**Past and Present** Children talk about changes over time, including seasons and their own experiences. They begin to recognise sequences in daily routines and events and retell simple stories that relate to the past.	**Past and Present** Children use stories to develop their understanding of the past, talking about characters, events and settings. They begin to explain what has happened and make simple connections to their own lives.	**Past and Present** Children talk about people in their lives and roles within their community. They develop their understanding of how things change over time, including growth in plants and living things	**Past and Present** Children reflect on their time in Reception, talking about how they have changed and what they have learned. They order events and experiences and begin to understand differences between past and present through stories and discussion.

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	People, Culture and Communities Children explore their new school environment and talk about the people around them, including their family and familiar adults in school. They begin to understand similarities and differences between themselves and others.	**People, Culture and Communities** Children learn about different celebrations and traditions, including Diwali and Christmas. They explore similarities and differences in how people celebrate and begin to understand that people have different beliefs and experiences.	**People, Culture and Communities** Children explore their local environment and begin to talk about places they know. They develop awareness of different communities and begin to recognise similarities and differences between places.	**People, Culture and Communities** Children deepen their understanding through stories, exploring different characters, settings and ways of life. They begin to talk about different environments and communities through discussion and role play.	**People, Culture and Communities** Children learn about people who help us and roles within the community. Through role play and real-life experiences, they explore how people contribute to society.	**People, Culture and Communities** Children explore different environments beyond their own, including oceans and seas. They begin to understand how people care for the world and make links between their own environment and others.
	The Natural World Children explore the outdoor environment using their senses. They talk about what they can see, hear and feel and begin to notice seasonal changes in Autumn.	**The Natural World** Children observe changes in the natural world as the seasons move from Autumn to Winter. They explore materials and investigate changes such as freezing and melting.	**The Natural World** Children investigate the natural world through hands-on exploration. They learn about space, materials and how things work, developing curiosity and beginning to understand simple cause and effect.	**The Natural World** Children learn about caring for the environment through activities such as recycling. They begin to understand how their actions can impact the world around them.	**The Natural World** Children explore growth and life cycles through planting and caring for living things. They observe minibeasts and animals and learn about how to look after the natural world.	**The Natural World** Children explore oceans and marine life, learning about different habitats and environments. They compare the natural world around them with other environments and begin to understand how to care for the planet, including keeping oceans clean.

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Curriculum progression Overview: Geography 2026-2027

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality.

They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Year 1	National Curriculum	Progression steps	Vocabulary
Throughout all three terms			
Unit: **The Four Seasons (Floorbook)** (PlanBee)	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	1. To find out what the weather is like in autumn. 2. To find out what the weather is like in winter. 3. To find out what the weather is like in spring. 4. To find out what the weather is like in summer. 5. To find out how the seasons are linked with the months of the year. 6. To review knowledge and compare the four seasons. **Suggested texts:** Winnie at the Seaside by Valerie Thomas and Korky Paul Window (2002) Walker Books -Jeannie Baker	Four seasons: spring, summer, autumn and winter. Observations, thermometer, measure, temperature, waterproof, weather forecast, symbols, extreme, drought, flooding, lizard, heatwave, hurricane, strong winds, climate.
Autumn Term			

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Unit: What is it like here?	Name and locate the countries of the United Kingdom and the surrounding seas. Use maps, atlases, globes and aerial photographs to locate and describe places. Use simple compass directions and positional language to describe locations. Recognise and identify human and physical features within the school environment. Carry out simple fieldwork, surveys and observations to investigate and improve the local environment. Create and use simple maps, symbols and keys.	1. Where in the world are we? 2. What can we see in our classroom? 3. What can we find in our school grounds? 4. Where are different places in our school? 5. How do we feel about our playground? 6. Can we make our playground even better?	aerial photograph, aerial view, atlas, city, country, directional language, distance, features, globe, improve, key, land, locate, location, map, north, place, questionnaire, sea, survey, symbol, town, village
Spring Term			
Unit: What is the weather like in the UK?	Identify and describe seasonal and daily weather patterns in the UK. Understand how weather changes across the four seasons (spring, summer, autumn, winter). Name and locate the countries of the United Kingdom. Use maps, atlases and directional language to describe location. Explain how weather affects daily life and activities.	1. What is weather? 2. What is the weather like today? 3. How does the weather change across seasons? 4. Where are the countries of the UK? 5. How can we describe location using directions? 6. How does weather affect our daily lives?	Atlas, autumn, direction, east, England, Europe, map, north, Northern Ireland, place, Scotland, season, south, spring, summer, United Kingdom, Wales, weather, west, winter
Summer Term			

Curriculum progression Overview: Geography 2026-2027

What is it like to live in Shanghai?	Name and locate China and identify it as a country on a world map. Understand similarities and differences between the local area and Shanghai. Use maps, symbols and positional language to describe locations. Identify human and physical features in both local and global contexts. Develop early mapping skills using simple keys and symbols.	1. What can we see in our local area? 2. Can we map our local area? 3. Where in the world is China? 4. What can you see in China? 5. What is Shanghai like? 6. How is Shanghai different to our local area?	Continent, country, different, directional language e.g. near, far, next to, behind, etc., key, human feature, map, physical feature, similar, symbol

Year 2	National Curriculum	Progression steps	Vocabulary
		Autumn Term	
Unit: Would you prefer to live in a hot or cold place?	Name and locate the world's seven continents and five oceans. Identify hot and cold areas of the world in relation to the Equator and the North and South Poles. Understand geographical similarities and differences through studying human and physical geography in contrasting places. Use maps, atlases, globes and simple compass directions to locate and describe places.	1. What are the world's continents and oceans? 2. What is the weather like in hot places? 3. What is the weather like in cold places? 4. How do people live in hot climates? 5. How do people live in cold climates? 6. Where would you prefer to live?	Arid, climate, compass, continent, country, desert, Equator, globe, grasslands, human feature, ice sheet, land, locate, map, mild, ocean, pack ice, physical feature, polar, rain gauge, rainforest, rural, savannah, sea, temperate, temperature, thermometer, tropical, urban, vegetation

Curriculum progression Overview: Geography 2026-2027

	Use geographical vocabulary to describe climate, vegetation, human features and physical features.		
Spring Term			
Unit: Why is our world wonderful?	Name and locate the world's seven continents and five oceans. Identify and describe human and physical features of places. Use maps, aerial photographs, symbols and keys to locate and describe places. Use simple fieldwork and data collection methods to investigate geographical features. Use geographical vocabulary to describe and compare different places around the world.	1. What are the seven continents? 2. What are the five oceans? 3. What physical features make our world wonderful? 4. What human features make our world wonderful? 5. How can we describe different places? 6. Why is our world wonderful?	aerial photograph, capital city, continent, country, data collection, fieldwork, human feature, key, lake, land, landmark, locate, location, map, north, physical feature, ocean, OS map, river, sample, sea, scale, symbol, tally chart, vegetation
Summer Term			
Unit: What is it like to live by the coast?	Name, locate and identify characteristics of the four countries and surrounding seas of the United Kingdom.	1. Where are the coasts of the UK? 2. What is the seaside like? 3. What human features are found at the coast? 4. What physical features are found at the coast?	Arch, aquarium, bay, capital city, city, cliff, coast, coastline, country, data collection, fieldwork, island, harbour, human feature, location, locate,

Curriculum progression Overview: Geography 2026-2027

	Understand geographical similarities and differences between the coast and the local area. Identify and describe coastal human and physical features. Use maps and locational language to identify coastal locations. Use fieldwork and data collection to investigate geographical features and environments.	5. How is the coast similar or different to where I live? 6. What is it like to live by the coast?	mudflat, ocean, physical feature, pictogram, pier, sand dunes, sea, stack, tally chart, tourist, town, village

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Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.

They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Year 3	National Curriculum	Progression steps	Vocabulary
	Autumn Term		
Who lives in Antarctica?	Identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 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. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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 keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world.	1. What is climate? 2. Where is Antarctica? 3. Who lives in Antarctica? 4. Who was Shackleton? 5. Can we plan an expedition? 6. How did our expedition go?	climate climate zone compass points direction drifting ice hemisphere ice sheet ice shelf iceberg lines of latitude lines of longitude treaty

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Curriculum progression Overview: Geography 2026-2027

Summer Term 1			
Why do people live near volcanoes?	Describe and understand key aspects of physical geography, including mountains, volcanoes and earthquakes, and the water cycle. Locate the world's countries, using maps to focus on regions studied and their key physical characteristics. Understand geographical similarities and differences through the study of human and physical geography of different regions. 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 keys to build knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies. Identify the position and significance of major global geographical features when locating mountain ranges, volcanoes and earthquake zones.	1. How is the Earth constructed? 2. Where are mountains found? 3. Why and where do we get volcanoes? 4. What are the effects of eruptions? 5. What are earthquakes? 6. Where have local rocks come from?	active volcano, climate change, composite volcano, crust, dormant volcano, earthquake, epicentre, extinct volcano, fault line, fault-block mountain, fertile soil, fold mountain, geothermal energy, igneous rock, index, inner core, outer core, magma, magma chamber, man-made rock, mantle, metamorphic rock, minerals, natural rock, negative effects, plate boundary, positive effects, pyroclastic flow, sedimentary rock, seismic waves, shield volcano, tectonic plate, tsunami vent, volcanic mountain, volcanic springs

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Summer Term 2			
Are all settlements the same?	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within Asia. Describe and understand key aspects of human geography, including types of settlement and land use. Locate the world's countries, using maps to focus 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. 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 keys (including Ordnance Survey maps) to build 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, graphs and digital technologies. Understand how land is used and how places change over time through the study of local settlements and land use patterns	1. What is a settlement? 2. How is land used locally? 3. Can I explain locations of features locally? 4. How has my local area changed? 5. How is land used in New Delhi? 6. How does New Delhi compare to my area?	agricultural land, capital city, commercial land, compare, country border, county, dispersed, facilities, land use, legend, linear, local, memorial, metro, monument, nucleated, place of worship, recreational land, region, residential land, settlement, transportation

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Curriculum progression Overview: Geography 2026-2027

Year 4	National Curriculum	Progression steps	Vocabulary
		Spring Term 1	
Why are rainforests important to us?	• Locate the world's countries, focusing on North and South America. • Identify the position and significance of the **Equator**, **Tropic of Cancer** and **Tropic of Capricorn**. • Understand where tropical rainforests are found in relation to these lines of latitude. • Describe and understand key aspects of: **Climate zones**, **Biomes**, including tropical rainforests, **Vegetation belts** • Understand how climate influences vegetation and wildlife. • Understand environmental change, including: Deforestation, Logging, Mining, Drought, Global warming • Understand how people use and affect environments. • Learn about the lives of **indigenous peoples** in the Amazon rainforest. • Understand how human activity can change environments locally and globally. • Consider land use within a local woodland. • Use maps and atlases to locate rainforests and countries. • Ask and answer geographical enquiry questions. • Collect data through observations and questionnaires. • Record, present and interpret data. • Use fieldwork to investigate how a local woodland is used. • Present findings using appropriate methods (e.g. tables, charts, annotated maps).	Enrichment: local woodland fieldwork at Hurst Grange Park. 1. Where in the world are tropical rainforests? 2. What is the Amazon rainforest like? 3. Who lives in the Rainforest? 4. How are rainforests changing? 5. How is our local woodland used? Data collection 6. How is our local woodland used? Findings 	analyse, biome, buttress roots, canopy layer, community, data, deforestation, drought, emergent layer, enquiry, equator, forest floor, global warming, greenhouse gas, indigenous peoples, interpret, lianas, lines of latitude, logging, method, mining, present, questionnaire, quote, risk, route, summarise, Tropic of Capricorn, Tropic of Cancer, understorey layer, vegetation, vegetation belts

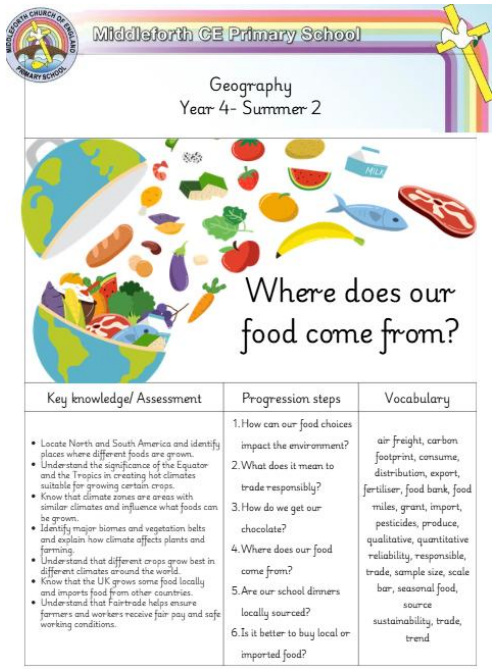
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Summer Term 1			
What are rivers and how are they used?	• **Locate major rivers** in the UK and around the world, including rivers in North and South America. • **Describe the water cycle**, including evaporation, condensation, precipitation and transpiration. • **Identify and explain the key features of a river**, including the source, tributaries, meanders, floodplain, estuary and mouth. • **Understand how rivers shape the landscape** and create features such as valleys, waterfalls, deltas and oxbow lakes. • **Explain how people use rivers** for water supply, irrigation, transport, leisure and industry. • **Use maps, grid references, symbols and the eight points of a compass** to locate and describe rivers and their features. • **Carry out geographical fieldwork** by asking enquiry questions, collecting data and presenting findings using sketch maps, tables, bar charts and pictograms.	Enrichment: fieldwork visit to the River Ribble. 1. What is the water cycle? 2. How is a river formed? 3. Where can we find rivers? 4. How are rivers used?  5. What can we find out about our local river? 6. What features does our local river have?	condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow lake, percolation, precipitation, river mouth, source, transpiration, tributary, valley, water cycle, waterfall
Summer Term 2			
Where does our food come from?	Locate North and South America and identify countries and regions linked to food production. (Locational Knowledge) Understand the significance of latitude, the Equator and the Tropics in relation to climate and food growing conditions. (Locational Knowledge / Physical Geography) Describe and understand climate zones, biomes and vegetation belts. (Physical Geography)	1. How can our food choices impact the environment? 2. What does it mean to trade responsibly? 3. How do we get our chocolate? 4. Where does our food come from? 5. Are our school dinners locally sourced? 6. Is it better to buy local or imported food?	air freight, carbon footprint, consume, distribution, export, fertiliser, food bank, food

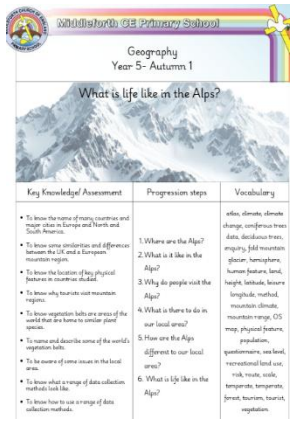
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	Understand how climate influences agriculture and the types of crops that can be grown. (Human and Physical Geography) Understand geographical similarities and differences through the distribution, trade and movement of food. (Human Geography) Use maps and scale to investigate where food comes from and how it is transported. (Geographical Skills and Fieldwork) Use fieldwork and enquiry skills to collect, analyse and present data about food sourcing, trade and sustainability. (Geographical Skills and Fieldwork)		miles, grant, import, pesticides, produce, qualitative, quantitative, reliability, responsible, sample size, scale bar, seasonal food, source, sustainability, trade, trend

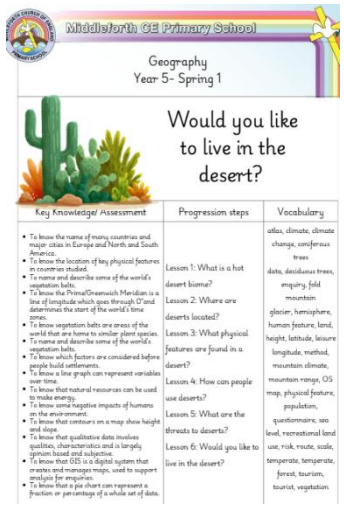
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Year 5	National Curriculum	Progression steps	Vocabulary
	Autumn Term		
What is life like in the Alps?	Locate the world's countries, using maps to focus on Europe (including the location of Russia) Name and locate counties and cities of the United Kingdom and their identifying human and physical characteristics Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, mountains and the water cycle Describe and understand key aspects of human geography, including types of settlement and land use, economic activity, and tourism 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	Lesson 1: Where are the Alps? Lesson 2: What is it like in the Alps? Lesson 3: Why do people visit the Alps? Lesson 4: What is there to do in our local area? Lesson 5: How are the Alps different to our local area? Lesson 6: What is life like in the Alps?  Middleforth CE Primary School Geography Year 5- Autumn 1 What is life like in the Alps? Key Knowledge/ Assessment Progression steps Vocabulary 1. Where are the Alps? 2. What is it like in the Alps? 3. Why do people visit the Alps? 4. What is there to do in our local area? 5. How are the Alps different to our local area? 6. What is life like in the Alps?	atlas, climate, climate change, coniferous trees, data, deciduous trees, enquiry, fold mountain, glacier, hemisphere, human feature, land height, latitude, leisure, longitude, method, mountain climate, mountain range, OS map, physical feature, population, questionnaire, sea level, recreational land use, risk, route, scale, temperate, temperate forest, tourism, tourist, vegetation

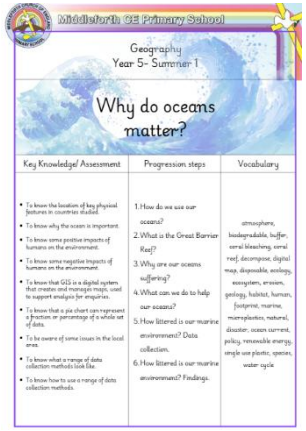
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Curriculum progression Overview: Geography 2026-2027

Spring Term			
Would you like to live in the desert?	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. 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. 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. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. Describe and understand key aspects of human geography, including types of settlement and land use, economic activity, and the distribution of natural resources including energy, food, minerals and water. Understand how some of these aspects have changed over time, including the impact of human activity on environments. 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.	Lesson 1: What is a hot desert biome? Lesson 2: Where are deserts located? Lesson 3: What physical features are found in a desert? Lesson 4: How can people use deserts? Lesson 5: What are the threats to deserts? Lesson 6: Would you like to live in the desert?  Middleforth CE Primary School Geography Year 5- Spring 1 Would you like to live in the desert? Key Knowledge/ Assessment Progression steps Vocabulary Lesson 1: What is a hot desert biome? Lesson 2: Where are deserts located? Lesson 3: What physical features are found in a desert? Lesson 4: How can people use deserts? Lesson 5: What are the threats to deserts? Lesson 6: Would you like to live in the desert?	Agriculture, airstrip, arid, barren, biome, climate, desert, desertification, drought, flash flood, mesa, mining, mushroom rock, national park, natural arch, nature reserve, rainfall, ranching, renewable energy, salt flat, sand dune, sparse, time zone, tourist attraction, vegetation, weather

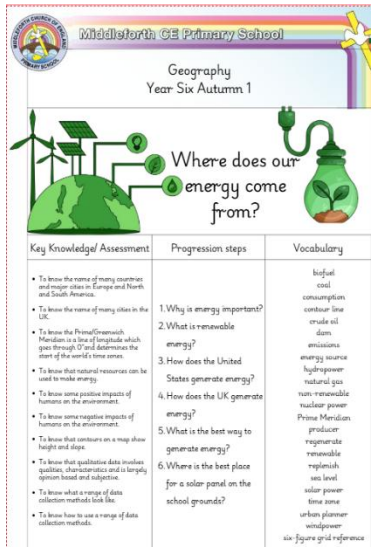
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Summer Term			
Why do oceans matter?	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle 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 Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, and the water cycle Describe and understand key aspects of human geography, including types of settlement and land use, economic activity, and the distribution of natural resources including energy, food, minerals and water Understand how human activity impacts environments, including both positive and negative effects 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	Lesson 1: How do we use our oceans? Lesson 2: What is the Great Barrier Reef? Lesson 3: Why are our oceans suffering? Lesson 4: What can we do to help our oceans? Lesson 5: How littered is our marine environment? Data collection. Lesson 6: How littered is our marine environment? Findings.  Middleforth CE Primary School Geography Year 5- Summer 1 Why do oceans matter? Key Knowledge/ Assessment Progression steps Vocabulary 1. How do we use our oceans? 2. What is the Great Barrier Reef? 3. Why are our oceans suffering? 4. What can we do to help our oceans? 5. How littered is our marine environment? Data collection. 6. How littered is our marine environment? Findings. atmosphere, biodegradable, buffer, coral bleaching, coral reef, decompose, digital map, disposable, ecology, ecosystem, erosion, geology, habitat, human footprint, marine, microplastics, natural disaster, ocean current, policy, renewable energy, single use plastic, species, water cycle	atmosphere, biodegradable, buffer, coral bleaching, coral reef, decompose, digital map, disposable, ecology, ecosystem, erosion, geology, habitat, human footprint, marine, microplastics, natural disaster, ocean current, policy, renewable energy, single use plastic, species, water cycle

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Year 6	National Curriculum	Progression steps	Vocabulary
		Autumn Term	
Where does our energy come from?	Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. 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). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America. Describe and understand key aspects of: • physical geography, including rivers and mountains; • 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. 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.	Lesson 1: Why is energy important? Lesson 2: What is renewable energy? Lesson 3: How does the United States generate energy? Lesson 4: How does the UK generate energy? Lesson 5: What is the best way to generate energy? Lesson 6: Where is the best place for a solar panel on the school grounds?  Middleforth CE Primary School Geography Year Six Autumn 1 Where does our energy come from? Key Knowledge/ Assessment Progression steps Vocabulary 1. Why is energy important? 2. What is renewable energy? 3. How does the United States generate energy? 4. How does the UK generate energy? 5. What is the best way to generate energy? 6. Where is the best place for a solar panel on the school grounds?	Biofuel, coal, consumption, contour line, crude oil, dam, emissions, energy source, hydropower, natural gas, non-renewable, nuclear power, Prime Meridian, producer, regenerate, renewable, replenish, sea level, solar power, time zone, urban planner, wind power, six-figure grid reference

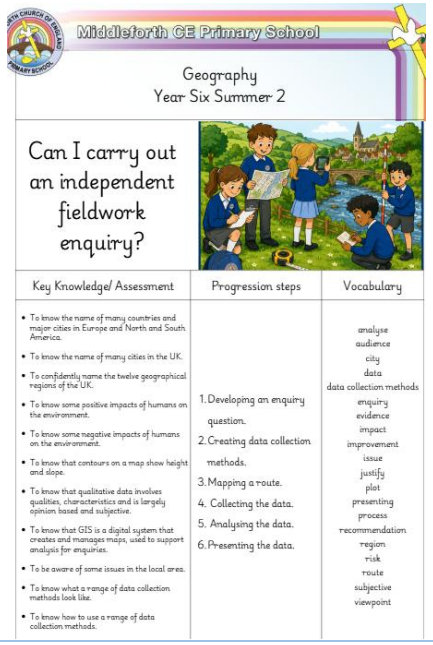
Curriculum progression Overview: Geography 2026-2027

	Use fieldwork to observe, measure, record and present the human and physical features in the local area.		
		Spring Term	
Why does population change?	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. 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. 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. Describe and understand key aspects of human geography, including types of settlement and land use, economic activity, and the distribution of natural resources including energy, food, minerals and water. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. 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	1. Lesson 1: How is the global population changing? 2. Lesson 2: What are birth and death rates? 3. Lesson 3: Why do people migrate? 4. Lesson 4: How is climate change impacting the population? 5. Lesson 5: How is population impacting our environment? Data collection.	air pollution, birth rate, cartogram, climate, climate change, conclusions, death rate, deforestation, densely populated, digital technologies, fossil fuels, greenhouse gases, impact, improvements, involuntary, Likert scale, migrants, migration, natural increase, noise pollution, population, population density, population distribution, pull factors, push factors, qualitative, quantitative, refugee, region, sparsely populated, voluntary

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	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.	6. Lesson 6: How is population impacting our environment? Findings.  Middleforth CE Primary School Geography Year Six Spring 1 Why does population change? Key Knowledge/ Assessment | Progression steps | Vocabulary 1. How is the global population changing? 2. What are birth and death rates? 3. Why do people migrate? 4. How is climate change impacting the population? 5. How is population impacting our environment? Data collection. 6. How is population impacting our environment? Findings.	
Summer Term			
Can I carry out an independent fieldwork enquiry?	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics 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 Describe and understand key aspects of human geography, including types of settlement and land use, economic	Lesson 1: Developing an enquiry question. Lesson 2: Creating data collection methods. Lesson 3: Mapping a route. Lesson 4: Collecting the data. Lesson 5: Analysing the data.	Analyse, audience, city, data, data collection methods, enquiry, evidence, impact, improvement, issue, justify, plot, presenting, process,

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	activity, and the distribution of natural resources including energy, food, minerals and water Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts 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	Lesson 6: Presenting the data.  	recommendation, region, risk, route, subjective, viewpoint