



Primary Geography Progression Statements

Year	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Fieldwork	Vocabulary Development
Y1	Name the school and local area. Recognise that the UK is made of land surrounded by seas. Identify very simple map features (land, sea, roads, buildings).	Describe simple features of the school and local area (houses, shops, park, fields). Begin to compare the local area with a contrasting place using pictures.	Begin to distinguish human features (buildings, roads, houses) and physical features (trees, grass, soil, hills). Recognise basic weather and seasonal changes.	Follow simple picture maps around school. Use basic directional language (near/far, left/right, forwards/backwards). Take part in simple fieldwork in the school grounds (looking, listing, drawing).	Use words such as: <i>near, far, map, town, city, country, sea, land, weather, season, local, place.</i>
Y2	Name and locate the 7 continents and 5 oceans on a world map. Identify the UK and its surrounding seas. Locate the local community on simple maps and aerial photographs.	Compare the local area with another place in the world (e.g. contrasting country or settlement). Describe simple similarities and differences between two places (e.g. buildings, weather).	Identify simple physical features (river, beach, cliff, forest, hill). Identify simple human features (port, harbour, farm, village, town). Begin to recognise the water cycle in simple terms (rain, clouds, rivers, sea).	Use globes and atlases to find continents and oceans. Read and interpret simple aerial photos. Draw simple maps with symbols and a basic key. Carry out very simple surveys in the local area (traffic, shops, homes).	Use words such as: <i>continent, ocean, river, mountain, village, town, city, community, map, key, symbol, atlas, globe.</i>
Y3	Locate key regions such as Africa and the Sahara Desert on a world map. Identify hot and cold regions of the world in relation to the equator and poles. Locate countries linked to topics (e.g. sporting events).	Compare climate and environment between the UK and a desert/African region. Describe what it is like to live in a hot, dry place compared with home.	Describe physical features of deserts (dunes, oases, scarcity of water). Describe how people adapt to different climates (clothing, homes, jobs). Recognise basic climate patterns and seasonal differences.	Use maps, atlases and globes to locate countries and regions studied. Use simple weather instruments (rain gauge, thermometer) to record local weather. Record observations in tables or simple charts. Use basic four-point compass directions (N, S, E, W).	Use words such as: <i>climate, desert, equator, temperature, drought, oasis, adaptation, habitat, environment.</i>

Y4	<p>Locate major Asian countries and key regions (e.g. India, China, Japan).</p> <p>Locate key UK and world landmarks using maps and digital tools.</p> <p>Begin to use latitude/longitude informally (equator, tropics).</p>	<p>Compare an Asian country with the UK in terms of climate, food, settlement and culture.</p> <p>Compare local buildings and land use with those in another country.</p>	<p>Distinguish more clearly between human and physical features (e.g. monsoon, mountain, city, industry).</p> <p>Describe patterns of land use and settlement in different countries.</p> <p>Begin to consider environmental issues such as pollution and recycling.</p>	<p>Conduct fieldwork on local buildings and land use.</p> <p>Use maps, photos and simple digital mapping to explore places.</p> <p>Record and present simple environmental data (litter surveys, traffic counts, green spaces).</p> <p>Use four-figure grid references on simple maps.</p>	<p>Use words such as: <i>continent, country, capital city, population, land use, settlement, monsoon, pollution, recycle, environment.</i></p>
Y5	<p>Use maps and digital mapping to locate a range of countries and major cities around the world.</p> <p>Locate key physical features (rivers, mountains, coasts) in the UK and beyond.</p> <p>Identify urban and rural regions in the UK.</p>	<p>Compare urban and rural environments within the UK and other countries.</p> <p>Describe how people's lives differ in cities and countryside (jobs, transport, housing).</p>	<p>Explain the difference between urban and rural areas.</p> <p>Describe physical coastal features (beach, cliff, bay, headland).</p> <p>Understand simple coastal processes such as erosion and deposition.</p> <p>Recognise how human activity affects coastal and marine environments.</p>	<p>Use OS maps to identify symbols, roads and land use.</p> <p>Use fieldwork to compare two contrasting localities (e.g. town vs countryside).</p> <p>Use digital mapping to measure distances and explore landscapes.</p> <p>Use simple graphs and charts to present geographical data.</p>	<p>Use words such as: <i>coastline, erosion, deposition, urban, rural, settlement, trade, transport, tourism, economy, sustainability.</i></p>
Y6	<p>Locate and name a range of regions in the UK, Europe and the Americas.</p> <p>Locate major rivers, mountain ranges and rainforest regions on world maps.</p> <p>Recognise climate zones and biomes across the globe.</p>	<p>Compare regions in the UK, Europe and the Americas (climate, land use, culture).</p> <p>Compare rainforest regions with the UK (climate, vegetation, human activity).</p>	<p>Describe in more depth physical processes (rivers, mountains, volcanoes, tectonic plates, rainforests).</p> <p>Explain how human activity (deforestation, farming, trade) affects physical environments.</p> <p>Understand biomes and vegetation belts and how they support life.</p>	<p>Use a wide range of maps (political, climate, physical, topographical) and digital tools.</p> <p>Use six-figure grid references and more complex map symbols.</p> <p>Collect, analyse and present data (e.g. climate graphs, rainfall charts, population data).</p> <p>Produce annotated diagrams of physical processes (river course, water cycle, volcano).</p>	<p>Use words such as: <i>region, biome, vegetation belt, climate zone, tectonic plate, volcano, earthquake, humidity, deforestation, conservation.</i></p>