

Curriculum Progression Map - Geography 2025-2026

Year Group	Term	Knowledge	Skills	Key vocabulary
Reception	Autumn	<p>To know a map is a picture of a place.</p> <p>To know water is usually represented in blue on a map or globe.</p> <p>To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).</p> <p>To know that a place and its features can be represented in a picture.</p> <p>To know some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next, to, close, behind).</p> <p>To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).</p>	<p>Identifying land and ocean on a map or globe</p> <p>Recognising features on maps (real or imaginary).</p> <p>Creating real or imaginary maps even if features are indistinguishable.</p> <p>Beginning to use modelled directional vocabulary when describing features in the surrounding environment.</p> <p>Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</p> <p>Making observations about the characteristics/features of places (in stories, photographs or in the school grounds/local area).</p> <p>Discussing how environments in stories and images are different to the environment they live in.</p> <p>Answering simple questions guided by the teacher.</p> <p>Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p> <p>Ask questions about the world around them.</p> <p>Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks.</p> <p>Representing some of the features they notice in their school and school grounds.</p>	<p>above, aerial, bird's eye view, building, car park, direction, feature, field, find, house, identify, journey, lake, look, map, park, path, photograph, pirate, river, road, route, search, town, treasure, village</p>
Year 1	Autumn What is it like here?	<p>To know that the UK is short for 'United Kingdom'</p> <p>To know that a country is a land or nation with its own government.</p> <p>To know the name of the country they live in.</p> <p>To know that an aerial photograph is a photograph taken from the air above.</p>	<p>Recognising some physical features in their locality.</p> <p>Recognising some human features in their locality.</p> <p>Using an atlas to locate the UK.</p> <p>Using directional language to describe the location of objects in the classroom and playground.</p>	<p>aerial photograph, aerial view, atlas, city, country, directional language, distance, features,</p>

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		<p><i>To know that atlases give information about the world and that a map tells us information about a place.</i></p> <p><i>To know that a map is a picture of a place, usually drawn from above.</i></p> <p><i>To know that symbols are often used on maps to represent features.</i></p> <p><i>To know simple directional language (e.g. near, far, up, down, left, right, forwards, backwards).</i></p>	<p><i>Using directional language to describe features on a map in relation to other features (real or imaginary).</i></p> <p><i>Responding to instructions using directional language to follow routes</i></p> <p><i>Recognising local landmarks on aerial photographs.</i></p> <p><i>Recognising basic human features on aerial photographs.</i></p> <p><i>Recognising basic physical features on aerial photographs.</i></p> <p><i>Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.</i></p> <p><i>Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.</i></p> <p><i>Using simple picture maps and plans to move around the school.</i></p> <p><i>Asking questions about the world around them.</i></p> <p><i>Commenting on the features they see in their school and school grounds on a walk around the respective places.</i></p> <p><i>Asking and answering simple questions about the features of their school and school grounds.</i></p> <p><i>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</i></p> <p><i>•Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.</i></p>	<p><i>globe, improve, key, land, locate, location, map, north, place, questionnaire, sea, survey, symbol, town, village</i></p>
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<p>Year 2</p>	<p>Autumn Would you prefer to live in a hot or cold place?</p>	<p>To know some similarities and differences between their local area and a contrasting non-European country. To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. To be able to name the seven continents of the world. To know that a globe is a spherical model of the Earth. To begin to recognise world maps as a flattened globe.</p>	<p>Locating all the world's seven continents on a world map. Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place. Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles. Using a world map, globe and atlas to locate all the world's seven continents on a world map Using locational language and the compass points (N, S, E, and W) to describe the location of features on a map. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Recognising there are different ways to answer a question. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</p>	<p>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, thermometer, tropical, urban, vegetation, weather</p>
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<p><i>Reception</i></p>	<p><i>Spring</i></p>	<p><i>To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).</i></p> <p><i>To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).</i></p> <p><i>To know that the terms Spring, Summer, Autumn, Winter are used to describe the season.</i></p> <p><i>To know some of the key characteristics of each season.</i></p> <p><i>To know that there are four seasons in a year marked by certain weather conditions.</i></p> <p><i>To know that a place and its features can be represented in a picture.</i></p>	<p><i>Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</i></p> <p><i>Discussing how environments in stories and images are different to the environment they live in.</i></p> <p><i>Beginning to use the names of the seasons in the correct context. Asking questions about the world around them.</i></p> <p><i>Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks.</i></p> <p><i>Answering simple questions, guided by the teacher.</i></p> <p><i>Making observations about the features of places (in stories, photographs or in the school grounds/local area).</i></p> <p><i>Observing weather across the seasons.</i></p> <p><i>Observing and discussing the effect the changing seasons have on the world around them.</i></p> <p><i>Representing some of the features they notice in their school and school grounds.</i></p>	<p><i>acorn, autumn, bark, bent, big, bright, colour, dark, dry, feather, feel, flower, freezing, frosty, gentle, hard, hot, leaf, long, look, loud, notice, observe, rain, rough, see, seed, short, snow, soft, small, smell, sound, sour, spiky, spring, straight, summer, sun, sunny, sweet, tickly, touch, twig, wet, winter</i></p>
<p><i>Year 1</i></p>	<p><i>Spring</i> <i>What is the weather like in the UK?</i></p>	<p><i>Locational knowledge</i></p> <p><i>To know:</i></p> <p><i>The name of two continents (Europe and Asia).</i></p> <p><i>That a continent is a group of countries.</i></p> <p><i>That they live in the continent of Europe.</i></p> <p><i>That the UK is short for 'United Kingdom'.</i></p>	<p><i>Locational knowledge</i></p> <p><i>Showing on a map which continent they live in.</i></p> <p><i>Locating the four countries of the United Kingdom (UK) on a map of this area.</i></p> <p><i>Beginning to locate the capital cities of the four countries of the UK on a map of this area.</i></p> <p><i>Showing on a map which country they live in and locating its capital city.</i></p>	<p><i>atlas, Autumn, direction, east, England, Europe, map, north, Northern Ireland, place, Scotland, season, south, spring, summer,</i></p>

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	<p>That a country is a land or nation with its own government.</p> <p>That the United Kingdom is made up of four countries and their names.</p> <p>The name of the country they live in.</p> <p>Human and physical geography</p> <p>To know:</p> <p>The four seasons of the UK.</p> <p>That 'weather' refers to the conditions outside at a particular time.</p> <p>That different parts of the UK often experience different weather.</p> <p>That a weather forecast is when someone tries to predict what the weather will be like in the near future.</p> <p>That weather conditions can be measured and recorded.</p> <p>Geographical skills and fieldwork</p> <p>To know:</p> <p>Simple directional language (e.g. near, far, up, down, left, right, forwards, backwards).</p> <p>That a compass is an instrument we can use to find which direction is north.</p> <p>Which direction is N, S, E, W, on a map.</p>	<p>Human and physical geography</p> <p>Describing how the weather changes with each season in the UK.</p> <p>Describing the daily weather patterns in their locality.</p> <p>Confidently using the vocabulary 'season' and 'weather'.</p> <p>Recognising some physical features in their locality.</p> <p>Geographical skills and fieldwork</p> <p>Using an atlas to locate the UK.</p> <p>Using an atlas to locate the four countries in the UK.</p> <p>Using directional language to describe the location of objects in the classroom and playground.</p> <p>Using directional language to describe features on a map in relation to other features (real or imaginary).</p> <p>Responding to instructions using directional language to follow routes.</p> <p>Beginning to use the compass points (N, S, E, and W) to describe the location of features on a map.</p> <p>Using simple picture maps and plans to move around the school.</p> <p>Commenting on the features they see in their school and school grounds on a walk around the respective places.</p> <p>Asking and answering simple questions about the features of their school and school grounds.</p> <p>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</p> <p>Responding to instructions using directional language to follow routes.</p> <p>Recognising local landmarks on aerial photographs.</p> <p>Asking questions about the world around them.</p>	<p>United Kingdom, Wales, weather, west, winter</p>
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<p>Year 2</p>	<p>Spring Why is our world wonderful?</p>	<p>To be able to name the seven continents of the world. To be able to name the five oceans of the world. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know some key physical features of the UK. To know some key human features of the UK. To begin to recognise world maps as a flattened globe. To know that maps need a title and purpose. To know that maps need a key to explain what the symbols and colours represent. To know that a tally chart is a way of collecting data quickly.</p>	<p>Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. Confidently locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city. Describing the key physical features in a local river area using basic geographical vocabulary. Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using a world map, globe and atlas to locate the world's five oceans. Using locational language and the compass points (N, S, E, and W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, and W) to describe the route on a map. Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives</p>	<p>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</p>
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			<p>Recognising physical features on aerial photographs and plan perspectives.</p> <p>Drawing a map and using class agreed symbols to make a simple key.</p> <p>Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</p> <p>Finding a given OS symbol on a map with support.</p> <p>Beginning to draw objects to scale (e.g. show the school playground is smaller than the school or school field).</p> <p>Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</p> <p>Discussing the features they see in the area surrounding their school when on a walk.</p> <p>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</p>	
Reception	Summer	<p>To know that places within this country can differ from each other.</p> <p>To know that there are differences between places in this country and places in other countries.</p> <p>To know the name of their school and the place where they live.</p> <p>To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).</p> <p>To know that a map is a picture of a place.</p> <p>To know that a place and its features can be represented in a picture.</p>	<p>Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</p> <p>Discussing how environments in stories and images are different to the environment they live in.</p> <p>Making observations about the features of places (in stories, photographs or in the school grounds/local area).</p> <p>Answering simple questions, guided by the teacher.</p> <p>Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p> <p>Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</p>	<p>beach, blizzard, building, bus stop, cactus, camel, church, city, cottage, countryside, desert, explorer, farm field, flats, forest, hill, lamp post, land, map, mountain, palm tree,</p>

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		<p>To know that usually water is represented in blue on a map or globe.</p>	<p>Recognising features on maps (real or imaginary). Identifying land and water on a map or globe.</p>	<p>playground, pond, post box, postcard, rainforest, river, roundabout, sand dune, scientists, storm, tractor travel, village, waterfall, weather</p>
<p>Year 1</p>	<p>Summer What is it like to live in Shanghai?</p>	<p>To know the name of the two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours. To know that physical features means any feature of an area that is on the Earth naturally To know that human features means any feature of an area that was made or built by humans.</p>	<p>Locating two of the world's seven continents on a world map. Showing on a map which continent they live in. Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country. Recognising some physical features in their locality. Recognising some human features in their locality. Using an atlas to locate the UK. Using a world map and globe to locate four of the world's seven continents (Europe and Asia). Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean. Using directional language to describe features on a map in relation to other features (real or imaginary) Beginning to use the compass points (N, S, E, and W) to describe the location of features on a map. Recognising local landmarks on aerial photographs Recognising basic human features on aerial photographs Recognising basic physical features on aerial photographs.</p>	<p>continent, country different, directional language e.g. near, far, next to, behind, etc. key, human feature map, physical, feature, similar, symbol</p>

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			<p>Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.</p> <p>Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.</p> <p>Adding labels to sketch maps.</p> <p>Commenting on the features they see in their school and school grounds on a walk around the respective places.</p> <p>Asking and answering simple questions about the features of their school and school grounds.</p> <p>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</p>	
Year 2	<p>Summer</p> <p>What is it like to live by the coast?</p>	<p>To know that a sea is a body of water that is smaller than an ocean.</p> <p>To know that there are four bodies of water surrounding the UK and to be able to name them.</p> <p>To know that coasts (and other physical features) change over time</p> <p>To know some key physical features of the UK</p> <p>To know that a sea is a body of water that is smaller than an ocean.</p> <p>To know some key human features of the UK.</p> <p>To know that maps need a title and purpose.</p> <p>To know that maps need a key to explain what the symbols and colours represent.</p> <p>To know that a tally chart is a way of collecting data quickly.</p>	<p>Showing on a map the oceans nearest the continent they live in.</p> <p>Locating the surrounding seas of the UK on a map of this area.</p> <p>Confidently locating the capital cities of the four countries of the UK on a map of this area.</p> <p>Describing the key physical features of a coast and how it changes over time using subject-specific vocabulary.</p> <p>Describing and understanding the differences between a city, town and village.</p> <p>Describing the key human features of a coast and how it changes over time using subject-specific vocabulary.</p> <p>Recognising why maps need a title.</p> <p>Using an atlas to locate the four capital cities of the UK.</p> <p>Using locational language and the compass points (N, S,</p>	<p>capital city, city, cliff, coast, coastline, country, data collection, fieldwork, island, harbour, human feature, location, locate, mudflat, ocean, physical feature, pictogram, pier, sand dunes, sea, stack, tally chart, tourist, town, village</p>

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		<p><i>To know that a pictogram is a chart that uses pictures to show data.</i></p>	<p><i>E, and W) to describe the location of features on a map.</i></p> <p><i>Using locational language and the compass points (N, S, E, and W) to describe the route on a map.</i></p> <p><i>Using a map to follow a prepared route.</i></p> <p><i>Recognising human features on aerial photographs and plan perspectives.</i></p> <p><i>Recognising physical features on aerial photographs and plan perspectives.</i></p> <p><i>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</i></p> <p><i>Collecting quantitative data through a small survey of the local area/school to answer an enquiry question</i></p> <p><i>Presenting data in simple tally charts or pictograms and commenting on what the data shows.</i></p> <p><i>Asking and answering simple questions about data.</i></p>	
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