



# St Barnabas' CE Primary School & Nursery

## Geography Skills Progression Map 25-26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	Once Upon a Time – Our Country	Journeys – Key Physical Features	-	Marvellous Me – Our Local Area	-	-
<b>Year 2</b>	Food Glorious Food – Where does our food come from?	-	Lions, Tigers and Bears, Oh My! – Mapping	-	How does your garden grow? – Global Gardens	-
<b>Year 3</b>	-	Wolves – UK vs Wolflands	Without Water... - Water Cycle	-	It's All Greek to Me – Greece Now and Then	-
<b>Year 4</b>	Totally Tropical – Rainforests	Chocolate – Maya Civilisation (1 lesson)	-	The Force of Nature – Extreme Earth	Invaders – Saxons, Scots and Vikings	
<b>Year 5</b>	It was the best of times – Victorian Empire	It was the best of times – Dickensian London	Endangered Animals – Our Changing World	-	Maybe It's Because I'm a Londoner - Mapping	Walking Like an Egyptian – Ancient Egypt
<b>Year 6</b>	A War to End All Wars? – Geography of Europe (1 lesson)	Keep Calm and Carry On – Rations and Food Distribution	Endurance – Human and Physical Geography	Survival of the Fittest – A Study of the Galapagos Islands	-	The Final Curtain – Fieldwork Sayers Croft

*In EYFS, children develop early geographical understanding through exploration of the natural world and their local environment, providing the foundations for KS1 Geography.*

**Nursery – Understanding the World (Natural World)**

- Explore the outdoor environment confidently, moving safely, noticing surfaces and spaces.
- Begin to make observations about the world around them and talk about simple comparisons.
- Play positional language games (in, under, next to, behind).
- Listen to rhymes, fiction and non-fiction texts about places and different environments.
- Use play maps and small world equipment to create their own environments.
- Begin to name familiar places in their local area (e.g., town/city, park, school).
- Recognise simple natural processes, such as seasonal change or ice melting.
- Adults model how to notice features on local walks (trees, roads, buildings).
- Engage in role play areas centred around travel and journeys.

**Vocabulary:**

Up, down, on, in, home, house, rain, sun, wind, snow, hot, cold, map

**Reception – Early Learning Goal: The Natural World**

*Explore the natural world around them...*

*Know similarities and differences...*

*Understand seasonal change...*

- Explore the natural world around them, making observations and asking questions.
- Record observations through drawing, modelling, photographs or emergent writing.
- Talk about features of their immediate environment and how environments vary.
- Communicate simple routes using positional and directional language.
- Describe similarities and differences between their local environment and contrasting places.
- Demonstrate awareness of features in the setting and immediate local area.
- Know the name of their town/city and country.
- Use globes, atlases and digital maps (e.g., Google Earth) to explore familiar places.
- Discuss places that are special or familiar to them.
- Begin to understand seasonal change and patterns in the natural world.
- Before local walks, collaboratively map out a simple route.
- Explore resources such as photographs, storybooks, maps and objects from different places.

**Vocabulary:**

Forward, back, next to, left, right, far away, town, city, countryside, country, ocean, river, Autumn, Winter, Spring, Summer, map, atlas, globe

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
Y1	<p><b>Once Upon A Time - Our Country</b></p> <p>Use maps to identify the 4 countries in the United Kingdom and label the capital cities and seas.</p> <p>Identify hot and cold areas on a map and plan a suitcase with suitable clothing for each. Consider questions about what it is like to live in this place.</p> <p>Create a map of classroom with drawings and then map for three little pigs.</p>	<p><b>Journeys - Key physical features</b></p> <p>Use The Snail and the Whale and aerial photos to label beaches, coasts, oceans, seas, cliffs, forests, hills, mountains, rivers, and valleys.</p> <p>Create a story map of a journey using drawings where they pass beaches, coasts, oceans, seas, cliffs, forests, hills, mountains, rivers, and valleys.</p>	-	<p><b>Marvellous Me - Our Local Area</b></p> <p>Locate an area of Australia on the map.</p> <p>Study pictures/videos and ask geographical questions e.g. What is it like to live there? How is it different to where I live? Draw and label pictures to show how places are different.</p> <p>Compare London to a coastal town and a country village.</p> <p>Study aerial photos to label a city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Map journey to school and use locational and directional language to describe the location of features. <b>Potential for fieldtrip.</b></p>	-	-

Y2	<p><b>Food Glorious Food – Where does our food come from?</b></p> <p>Understand that both an atlas and globe show the same thing.</p> <p>Use an atlas and globe to identify and label the world’s 7 continents and 5 oceans.</p> <p>Use an atlas and globe to locate countries that we get different foods from.</p> <p>Study and describe the journey food goes on to reach our houses using the key vocabulary: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	-	<p><b>Lions, Tigers and Bears, Oh My! – Mapping</b></p> <p>Use atlas and globes to locate and label where different animals come from.</p> <p>Understand and use simple compass directions.</p> <p>Use photos of Pimlico to describe location of features using simple compass directions.</p>	-	<p><b>How does your garden grow? – Global Gardens</b></p> <p>Study aerial photos and videos of gardens at Eaton Square and one in a non-European country (e.g. Gardens by the Bay - Singapore).</p> <p>Ask geographical questions e.g. What is it like for plants in this place? How is the weather different?</p> <p>Write comparatively about each garden.</p> <p>Give detailed reasons to support your own likes/dislikes and preferences.</p> <p>Make predictions about the hottest places in the world.</p>	-
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Y3	-	<p><b>Wolves – UK vs Wolf Lands</b></p> <p>Use globe and atlas to label 5 countries where you can find wolves.</p> <p>Locate North America and use atlas to label all countries within it, include major cities.</p> <p>Research environmental regions, human and physical features in Alaska.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons</p>	<p><b>Without water... - Water Cycle Ge2/I.3a (water cycle, rivers and mountains)</b></p> <p>Label and role-play key aspects of water cycle and produce explanation text.</p> <p>Use practical investigation to explain how clouds and rain are formed.</p> <p>Use practical investigation to explain how water is cleaned.</p>	-	<p><b>It's All Greek to Me – Greece Now and Then</b></p> <p>Locate Greece and its islands in atlas.</p> <p>Locate key physical and human features using relevant maps and keys.</p>	-

		<p>between locations using photos, temperatures in different locations and population numbers (wolf habitats in Italy, Alaska and UK).</p>	<p>Explain cause and effect of flooding and water pollution.</p> <p>Use topographic maps of UK to identify mountainous areas.</p> <p>Make predictions about largest rivers with reasoning.</p> <p>Compare terrains across UK and consider effects on people.</p> <p><b>Potential fieldtrip to River Thames.</b></p>			
Y4	<p><b>Totally Tropical – Rainforests</b></p> <p>Create map of South America, locating and labelling countries and rainforest locations.</p> <p>Use map of climate zones and prior knowledge to predict climate in different parts of South America. Make predictions about why they are near the Equator.</p>	<p>-</p> <p>This term is History but refer to knowledge from Autumn 1 about the countries where Mayans lived.</p>	<p>-</p>	<p><b>The Force of Nature – Extreme Earth (volcanoes and earthquakes)</b></p> <p>Identify on map where earthquake and volcanoes occur.</p> <p>Learn and create models of layers of the Earth.</p> <p>Create presentation (drama/news report) to explain why and how volcanoes erupt.</p>	<p><b>Invaders – Saxons, Scots and Vikings (counties and cities)</b></p> <p>Use grid references and compass directions to describe where Viking invaders came from and entered the UK.</p> <p>Use a map of the UK with Anglo-Saxon county names (consider the meaning of place and names e.g. -by, bury, hurst, ham and what this tells us about land use).</p> <p>Compare historical and modern-day settlements in the UK and identify changes in land use.</p>	

	<p>On world map, identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p> <p>Describe weather patterns in tropics and compare to UK.</p> <p>Make predictions about why there are no major cities in rainforests.</p> <p>Consider how major cities differ to other regions in South America.</p> <p>Compare rich and poor Brazil using photos, asking geographical questions.</p>			<p>Explain using own explanation text about how and why earthquakes occur.</p>	<p>Study maps of Anglo-Saxon settlements and draw conclusions about their location based on prior knowledge. Compare with current maps to make conclusions about change.</p>	
Y5	<p><b>It was the best of times.. – Victorian Empire (land use)</b></p>	<p><b>It was the best of times.. – Dickensian London (trade)</b></p>	<p><b>Endangered Animals – Our Changing World (climate zones, biomes, vegetation belts, land use – deforestation)</b></p>	-	<p><b>Maybe It’s Because I’m a Londoner – Mapping London</b></p> <p>Use Google Maps to locate London and its</p>	<p><b>Walk Like an Egyptian – Ancient Egypt</b></p> <p>Use Google Maps to locate Egypt including its</p>

	<p>Compare and contrast pre-Victorian and post-Victorian land use. Discuss and draw conclusions.</p> <p>Use the vocabulary urban, rural and greenbelt.</p>	<p>Explain the difference between imports and exports.</p> <p>Explain why countries need to import goods, making reasoned predictions about where products come from.</p> <p>Use maps to show UK trade links.</p>	<p>Practically investigate erosion and weathering.</p> <p>Sequence and explain process of coastal formations, using clay modelling.</p> <p>Create persuasive presentation about deforestation and its effects on wildlife to encourage our school to do more.</p> <p>To explain how the climate can alter vegetation or wildlife.</p>		<p>geographical regions, human and physical features. Compare this to another location.</p> <p>Use this to construct a Lonely Planet style information leaflet about London.</p> <p>Use an OS map to plan a trip to the London Eye, using 8-points of a compass and 6-figure grid references.</p> <p>Sketch a map of the London Eye area with a key.</p> <p><b>Potential fieldtrip.</b></p>	<p>geographical regions, human, physical and topographical features.</p>
Y6	<p><b>A War to End All Wars? – Geography of Europe</b></p> <p>This term is for History.</p> <p>Create a map of Europe including capital cities and refer to it during History topic.</p>	<p><b>Keep Calm and Carry On</b></p> <p>Use prior knowledge of rural and urban areas to evaluate whether evacuation was a good idea.</p> <p>Understand the process of food distribution by writing a letter from parliament to people in</p>	<p><b>Endurance? – Human Geography</b></p> <p>Use lines of latitude and longitude to locate the Arctic and Antarctic circle.</p> <p>Identify and explain the significance of the Prime/Greenwich Meridian and time zones.</p>	<p><b>Survival of the Fittest – A study of the Galapagos Islands (climate zones and biomes)</b></p>	-	<p><b>The Final Curtain – Fieldwork Sayers Croft</b></p>

		<p>the UK explaining why we need to ration food.</p>	<p>Use time zone maps to find and record the current time in cities across the world.</p> <p>Apply learning of Fairtrade products to create a persuasive poster to buy Fairtrade products.</p> <p>Create a map to show the distribution of natural resources, building on rationing knowledge from Autumn 2.</p>	<p>Use an atlas to discover global biomes and climates.</p> <p>Compare biomes.</p> <p>Make predictions about what happens when habitat zones overlap.</p> <p>Create a creature well suited to a particular biome.</p>		<p>Sketch a map of Sayers Croft including the physical and human features.</p> <p>Create a line graph to record temperature.</p> <p>Use 8 points of a compass to independently follow a trail through the woods.</p> <p>Use computers/digital mapping to create a digital floor plan.</p>
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	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
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