

Progression in Geography Skills and (application of) Knowledge

This document outlines the progressive development of geographical knowledge, skills, and understanding through the Big Ideas of Geography. It ensures continuity and depth from EYFS to Year 6, aligning with the school's long-term plan and the National Curriculum.

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place	Talk about places they know and recognise features of their immediate environment. Begin to identify similarities and differences between local and distant places.	Identify key features of their local area (school, village, park). Describe familiar places and recognise that places can be represented on simple maps.	Compare local places with contrasting environments (e.g., seaside, city). Identify landmarks and human/physical features in the UK.	Locate and describe key physical and human characteristics of the UK and Europe. Use simple maps, atlases, and globes to identify places studied.	Compare and contrast regions in the UK and Europe, describing how landscapes and land use differ. Understand why settlements are located where they are.	Explore significant global places (e.g., North and South America) and describe their physical and human characteristics. Explain how these influence population and land use.	Evaluate how places change over time and the factors driving those changes (e.g., economy, environment, climate). Explain how global connections influence local places.
Space	Notice and describe where things are in relation to each other (e.g., "next to", "behind"). Begin to draw simple maps of familiar spaces.	Use simple directional language (near, far, left, right) to describe locations. Begin to understand routes and maps.	Use simple compass directions (North, South, East, West) and locational vocabulary to describe where things are. Create basic plans of familiar environments.	Use 4-point compass directions, symbols, and keys to locate features on maps. Begin to use grid references.	Use 8-point compass directions and 4-figure grid references to describe location. Apply map-reading skills to different scales.	Use 6-figure grid references, scale, and digital mapping. Describe and explain spatial patterns such as urbanisation or climate zones.	Interpret a range of thematic maps and spatial data to identify patterns and draw conclusions about relationships between places.
Environment	Explore the natural world around them and talk about seasonal changes and weather.	Identify different types of weather and seasonal patterns in the UK. Observe how weather affects daily life.	Describe physical features such as rivers, hills, and forests. Understand simple processes like rainfall and temperature changes.	Explore key physical features (mountains, rivers, coasts) and describe processes such as erosion and water flow.	Explain simple processes that form and change the landscape (e.g., volcanoes, earthquakes). Identify how climate affects physical geography.	Investigate ecosystems and biomes. Explain how natural processes and human activity affect the environment.	Evaluate environmental change and sustainability, including climate change and its global and local impacts. Suggest ways people can reduce their environmental footprint.

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Scale	Recognise that their home and school are part of a wider community.	Identify local features and begin to talk about other parts of the UK.	Understand that the world has many countries and identify the UK's location on a world map.	Compare local areas with regions in Europe. Recognise that places are connected at different scales.	Understand that events and actions in one place can affect places at regional, national, and continental scales.	Compare geographical issues across scales, e.g., deforestation locally and globally.	Analyse how global processes (trade, climate, migration) operate at multiple scales and impact local communities.
Environmental Impact and Sustainability	Begin to care for their immediate environment (e.g., tidying up, caring for plants).	Discuss ways to look after the local environment and why it is important.	Identify how people can both improve and harm the environment.	Explain how human actions affect the environment, e.g., pollution, farming, tourism.	Investigate local environmental issues and consider ways to make improvements.	Explore global environmental challenges such as deforestation and climate change. Discuss sustainability and renewable resources.	Evaluate the effectiveness of environmental initiatives and suggest solutions to promote sustainable development locally and globally.
Cultural Awareness and Interconnections	Talk about similarities and differences between themselves and others.	Recognise that people live differently in other places.	Identify and compare ways of life in different countries.	Describe how people adapt to living in different environments.	Explain how culture, trade, and traditions influence how people live.	Understand how global connections such as trade, travel, and communication link people and places.	Evaluate how interdependence and globalisation shape modern societies and local communities.

Assessment and Progress Tracking

Assessment in Geography is continuous and guided by the Balance Assessment Tool. Teachers assess both substantive knowledge (factual understanding of locations, processes, and patterns) and disciplinary knowledge (application of enquiry, fieldwork, and spatial thinking skills). Termly reviews of Balance data support planning, ensure consistent progression, and provide evidence for monitoring and reporting. Pupil voice, fieldwork evidence, and book scrutiny further support evaluation of impact.