



Summary: (Reception to Year 6)

The following tables summarise the progression of skills and knowledge in each strand from Reception to Year 6. It is designed to inform parents about how children's understanding and abilities develop over time.

BIG IDEA: Human Kind: Progression Summary

Concepts:	Human Features and Landmarks		Settlements and Land Use	
Year Group	Core Knowledge	Skill Focus	Core Knowledge	Skill Focus
Reception	Maps and plans are pictures or drawings of a place or journey.	Name and talk about human-made features like shops, houses, streets and parks.	Maps and plans are pictures or drawings of a place or journey.	Describe a contrasting environment to their own.
Year 1	Human features include houses, bridges and roads. Landmarks help locate places and may serve the community or commemorate history.	Name and describe the purpose of human features and landmarks.	Cities, towns and villages are types of settlements. London is the largest in the UK.	Identify the characteristics of a settlement.
Year 2	Human features are used for work, travel, entertainment and living.	Use geographical vocabulary to describe how and why people use human features.	Tourism helps people travel for pleasure and is a key local industry.	Describe the size, location and function of a local industry.
Year 3	Ancient features like henges and barrows were used for ceremonies and burials. Modern features are located in populated areas or connected by transport routes.	Describe the type, purpose and use of buildings, monuments, services and land.	Land use includes agricultural, commercial, recreational, residential and transportation.	Describe the type and characteristics of settlement or land use.
Year 4	Britain's railway network links towns and cities and connects to other transport systems like ferries and airports.	Describe a range of human features and explain how they are interconnected.	Rivers and canals are used for farming, leisure and transport. Canals were key during the Industrial Revolution.	Explain how settlements, land use or water systems are used.

Year 5	Transport networks move people and goods efficiently. Motorways connect cities and link to other transport hubs.	Describe and explain the location, purpose and use of transport networks.	UK agriculture includes arable (crops), pastoral (livestock), and mixed farming.	Describe different types of agricultural land use.
Year 6	Access to resources, cultural influences and economic activity shape community life in settlements.	Explain how humans function in the place they live.	Natural resources include food, minerals, energy sources and water.	Describe the distribution of natural resources.

BIG IDEA: Processes: Progression Summary

Concepts:	Climate and Weather		Physical Processes	
Year Group	Core Knowledge	Skill Focus	Core Knowledge	Skill Focus
Reception	Spring is a season of change and new life, with varied weather and blossoming trees.	Record observations about seasonal changes in the local environment.	Weather affects how we use the environment, like visiting parks on sunny days or avoiding icy roads.	Describe how different types of weather affect the local environment.
Year 1	The UK has four seasons, each with typical weather patterns.	Identify patterns in daily and seasonal weather.	Weather is a physical process that influences human activity and the environment.	Describe how a physical process or human behaviour affects a place.
Year 2	Hot places are near the equator, cold places are far, and the UK has a temperate climate.	Describe simple weather patterns of hot and cold places.	Erosion is caused by wind and water, changing landscapes over time.	Describe the effects of erosion.
Year 3	Weather influences activities and impacts both natural and built environments.	Explain how weather affects urban and rural environments.	Earthquakes occur due to tectonic plate movements; volcanic eruptions are linked to these processes.	Explain the physical processes that cause earthquakes and volcanic eruptions.
Year 4	North and South America have contrasting climates with different weather conditions.	Explain climatic variations of a country or continent.	The water cycle includes evaporation, condensation, precipitation and collection.	Explain the water cycle using vocabulary and diagrams.
Year 5	Changes in climate affect how land is used for farming, living, and development.	Explain how climate affects land use.	These factors determine where and how agricultural land is used.	Describe how soil fertility, drainage and climate affect agriculture.
Year 6	Climate change intensifies extreme weather, affecting poorer countries most due to limited resources.	Evaluate how climate and extreme weather affect people's lives.	The Global Climate Risk Index shows which countries are most affected by extreme weather.	Describe physical processes, including weather, affecting two locations.

BIG IDEA: Investigation: Progression Summary

Concepts:	Geographical Resources		Data Analysis		Fieldwork	
Year Group	Core Knowledge	Skill Focus	Core Knowledge	Skill Focus	Core Knowledge	Skill Focus
Reception	Maps and photographs can be used to show key features of the local environment.	Use photographs and maps to identify and describe human and physical features from their locality.	There are lots of different plants & animals that live in the local environment. Environments have different features. A beach is a pebbly or sandy shore, especially by the sea.	Begin to collect simple geographical data during fieldwork activities.	The local environment has lots of different features including rivers, roads, lakes, woods, canals and railways. A map is a drawing of an area it shows features, including roads, rivers, woods, parks and buildings.	Take photographs, draw simple picture maps and collect simple data during fieldwork activities.
Year 1	An aerial photograph or plan perspective shows an area of land from above.	Identify features and landmarks on an aerial photograph or plan perspective.	Data is information. Data can be numbers or measurements.	Collect simple data during fieldwork activities.	Field work includes observing and collecting data (information) about people, places and natural environments.	Carry out fieldwork tasks to identify characteristics of the school grounds or locality.
Year 2	An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).	Study aerial photographs to describe the features and characteristics of an area of land.	Data can be recorded in different ways, including tables, charts and pictograms.	Collect and organise simple data in charts and tables from primary sources (fieldwork/observation) and secondary sources (maps and books).	Fieldwork can help to answer questions about the local community.	Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.
Year 3	Maps, globes and digital mapping tools can help to locate and describe significant geographical features such as countries, oceans & seas.	Analyse maps, atlases & globes, including digital mapping, to locate countries & describe features studied.	Primary data refers to the first-hand data gathered by observation and investigation.	Analyse primary data, identifying any patterns observed.	Geographical evidence includes facts, information and numerical data.	Gather evidence to answer a geographical question or enquiry.
Year 4	An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic,	Study and draw conclusions about places and geographical features using a	Secondary data refers to second hand information gathered by reports, published	Collect and analyse primary and secondary data, identifying and analysing patterns and	Fieldwork can help inform and answer a geographical hypothesis. Methods that help draw conclusions about a	Investigate a geographical hypothesis using a range of fieldwork techniques.

	social and economic statistics of an area.	range of geographical resources, including maps, atlases, globes and digital mapping.	surveys, maps, books and the internet.	suggesting reasons for them.	hypothesis include surveying, studying maps, collecting and analysing numerical data.	
Year 5	People use map symbols, six-figure grid references and compass directions to analyse and compare places and features on Ordnance Survey and other maps.	Analyse and compare a place, or places, using aerial photographs, atlases and maps.	Demographic and economic statistics can help geographers to draw conclusions.	Summarise geographical data to draw conclusions.	A geographical enquiry can help us to understand the physical geography or human geography of an area and the impacts on the surrounding environment.	Construct or carry out a geographical enquiry by gathering and analysing a range of sources.
Year 6	A scale on a map is written as a ratio, for example, 1cm:800km. Distances on maps can be measured using grid lines, the scale, a ruler, a finger, string and the scale bar.	Use satellite imaging and maps of different scales to find out geographical information about a place.	Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies).	Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.	Fieldwork can help to answer questions about the local environment.	Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.

BIG IDEA: Materials: Progression Summary

Concepts:	Natural and Human-Made Materials	
Year Group	Core Knowledge	Skill Focus
Reception	Natural materials include wood, stone and sand. Human-made materials include metal, plastic, glass and fabric.	Name some natural and human-made materials in the environment.
Year 1	Natural materials are dug out of the ground, grown or taken from a living thing. Human-made materials are often made from natural materials but have been changed.	Identify natural and human-made materials in the environment.

Year 2	Materials found in the environment can be natural (rock, stone, water) and human-made (brick, glass, plastic).	Describe the properties of natural and human-made materials and where they are found.
Year 3	Three main types of rock: sedimentary, igneous and metamorphic, each with distinct properties.	Name and describe the types, appearance and properties of rocks.
Year 4	Rivers transport materials by solution, suspension, saltation and traction. Loam soil is good for plant growth.	Describe and explain the transportation of materials by rivers.
Year 5	Farming is influenced by climate, topography and soil type of the location.	Explain how topography and soil type affect agricultural regions.
Year 6	Polar oceans are significantly colder than other oceans due to the presence of ice.	Explain how the presence of ice makes polar oceans different.

BIG IDEA: Nature: Progression Summary

Concepts:	Physical Features		Environment		Sustainability	
Year Group	Core Knowledge	Skill Focus	Core Knowledge	Skill Focus	Core Knowledge	Skill Focus
Reception	Large physical features include rivers, mountains, oceans, and the coastline.	Name some common physical features in the locality and beyond.	Litter can be harmful to plants and animals. Leaving litter on beaches can harm marine life.	Describe ways to look after the immediate environment.		
Year 1	Physical features are made by nature. They include hills, mountains, beaches, and oceans.	Use basic geographical vocabulary to identify and describe physical features.	Litter and pollution have a harmful effect on the areas where we live, work and play.	Describe how pollution and litter affect the local environment & school grounds.	People can protect the environment by preserving woodlands and hedgerows, recycling and getting rid of waste carefully.	Describe ways to protect natural environments, such as woodlands, hedgerows and meadows.
Year 2	Physical features include beaches, stacks, cliffs, arches, rivers, lakes, and woodland. A stack is formed when waves erode a cliff.	Describe the size, location and position of a physical feature.	The local environment can be improved by picking up litter, planting flowers and improving amenities.	Describe ways to improve the local environment.	Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the future.	Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.

Year 3	A volcano is a mountain or hill with an opening in the Earth's crust. Types: shield, stratovolcano, cinder cone, lava dome. Eruptions can be effusive or explosive (pyroclastic flow).	Describe the parts of a volcano or earthquake.	The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical.	Identify the five major climate zones on Earth.	People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products.	Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.
Year 4	Mountains form when tectonic plates move. Types: fold, fault-block, volcanic, dome, plateau.	Identify, describe and explain the formation of different mountain types.	The four altitudinal zones from highest to lowest are: glacier, tundra and meadow, coniferous and deciduous forest and subtropical rainforest.	Describe altitudinal zonation on mountains.	Renewable energy includes solar power, wind power, hydropower, geothermal energy and bioenergy. Humans use natural resources to make energy. Natural resources such as coal and oil cannot be replaced and are non-renewable.	Describe how natural resources can be harnessed to create sustainable energy.
Year 5	North America: tundra, coniferous forest, prairie, deciduous forest, desert, tropical rainforest. South America: equatorial to sub-Arctic zones.	Identify and describe key physical features and environmental regions of North and South America.	Climate zones are areas with distinct climates, weather patterns, latitude, plants & animals. Vegetation belts are areas where certain species of plant grow. Biomes are large areas that share similar climates, vegetation belts and animal species. They also include aquatic areas.	Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.	Sustainable manufacturing processes include reducing carbon footprint, using renewable energy and investigating new technologies.	Identify and explain ways that people can improve the production of products without compromising the needs of future generations.
Year 6	Key features: iceberg, glacier, mountain, ice field, tundra, boreal forest.	Compare and describe physical features of polar landscapes.	Climate change affects the water, temperature, greenhouse gases and weather of a biome. The four main causes of climate change are: burning fossil fuels, deforestation,	Explain how climate change affects climate zones and biomes across the world.	Natural resource management (NRM) aims to create sustainable ways of using land now and in the future.	Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.

			overpopulation and rearing livestock.			
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BIG IDEA: Place and Space: Progression Summary

Concepts:	World		UK		Location	
Year Group	Core Knowledge	Skill Focus	Core Knowledge	Skill Focus	Core Knowledge	Skill Focus
Reception	Maps and globes show different places; oceans cover most of the Earth	Talk about different places around the world	People live in different places. Globes and maps show locations. The ocean covers over two-thirds of the Earth.	Identify the United Kingdom on a world map or globe.	Different places have different weather, environments, and animals. Maps and globes help us locate them. Polar regions are always cold and icy.	Describe how the weather, plants and animals of one place is different to another.
Year 1	7 continents and 5 oceans of the world	Name continents and oceans	UK = England, Northern Ireland, Scotland, Wales. Capitals: London, Belfast, Edinburgh, Cardiff.	Name and locate the four countries of the UK and their capital cities.	The equator is an imaginary line. Areas closer to it are warmer; areas further are colder.	Locate hot and cold areas of the world in relation to the equator.
Year 2	UK surrounded by Atlantic, North Sea, Irish Sea, English Channel	Locate seas around the UK and world seas	England: White Cliffs, Lake District. NI: Giant's Causeway. Scotland: Arthur's Seat. Wales: Mount Snowden.	Identify characteristics of the four countries and major cities of the UK.	The Earth is divided into hemispheres. The North and South Poles are the extreme points.	Locate the equator and the North and South Poles on a world map or globe.
Year 3	Europe includes over 50 countries including Russia	Locate countries and cities in Europe	Counties: Yorkshire, Suffolk, etc. Cities: Edinburgh, Belfast, St Davids, Birmingham, Manchester, London.	Name, locate and describe some major counties and cities in the UK.	Latitude and longitude are coordinates used to locate places on Earth.	Locate significant places using latitude and longitude.
Year 4	Covers North, Central and South America with major cities	Locate countries and cities in the Americas	Mountains: Ben Nevis, Scafell Pike, Snowdon, Slieve Donard. Rivers: Tay, Trent, Wye. Forests and islands included.	Study geographical features: hills, mountains, coasts, rivers.	The tropics lie between the Tropic of Cancer and Tropic of Capricorn, near the equator.	Identify the location of the Tropics of Cancer and Capricorn.
Year 5	Cities like London, New York, Shanghai, Lagos, etc.	Name and describe major world cities	Examples: Dundee to Plymouth 675km, Cardiff to Birmingham 150km, etc.	Describe relative location of cities, counties or features.	The Prime Meridian divides the Earth into east and west. Time zones are based on it.	Explain the function of the Prime Meridian and time zones.

Year 6	Understand global relationships and historical links	Explain interconnections between world areas	Settlements: rural/urban, linear, circular, compact, dispersed. Growth due to migration, facilities, transport.	Describe patterns of population, land use and settlement.	Latitude and longitude define locations. Polar regions have extreme daylight changes. Time zones are based on Earth's rotation.	Explain the significance of global coordinates and time zones.
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Concepts:	Position		Maps	
Year Group	Core Knowledge	Skill Focus	Core Knowledge	Skill Focus
Reception	Positional words include under, over, through, on top, in front, behind, next to and above. Directional words include forward, backward, left and right.	Use simple positional language to describe where things are in relation to each other and give directions.	Maps are drawings of places or journeys. They show features like roads, rivers, woods, parks and buildings.	Make and use simple maps in their play to represent places and journeys.
Year 1	A location is a place or position. Direction is the way you travel to get somewhere.	Use simple directional and positional language to give directions and describe locations.	Maps show human and physical features. A key and symbols help identify locations.	Draw or read a simple picture map.
Year 2	A compass shows direction. The four cardinal points are north, south, east and west.	Use simple compass directions to describe locations or routes on a map.	Maps help plan routes and identify features. Symbols and keys explain map details.	Draw or read a range of simple maps that use symbols and a key.
Year 3	Intercardinal points are north-east, south-east, south-west and north-west.	Use the eight points of a compass to locate features on a map.	Four-figure grid references use eastings and northings to locate map squares.	Use four-figure grid references to describe locations.
Year 4	Cardinal directions are N, E, S, W. Intercardinal directions are NE, SE, SW, NW.	Use compass points, grid references, symbols and keys to locate and plot features.	Six-figure references give precise locations. Keys and symbols explain map features.	Use four or six-figure grid references and keys.
Year 5	Compass points describe relationships between features on maps.	Use compass points, grid references and scale to interpret maps.	Relief maps use contour lines to show elevation. Close lines = steep; wide = flat.	Identify elevated areas, depressions and river basins on a relief map.
Year 6	Latitude lines run horizontally and show north/south position. Longitude lines run vertically and show east/west position.	Use lines of longitude and latitude or grid references to find positions.	OS maps use grid references and symbols. Contour lines show terrain and elevation.	Use grid references, latitude/longitude, contour lines and symbols.

BIG IDEA: Comparison: Progression Summary

Concepts:	Compare and Contrast	
Year Group	Core Knowledge	Skill Focus
Reception	The weather, environment and living things are different in different places around the world.	Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.
Year 1	Hot places are close to the equator and cold places are far away. Kuala Lumpur and London both have rivers and zoos but differ in transport systems.	Identify the similarities and differences between two places.
Year 2	Somalia is hot and dry, crossed by the equator, and has four seasons like the UK. Capital: Mogadishu.	Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.
Year 3	Volcanoes are physical features that can be active, dormant or extinct.	Classify, compare and contrast different types of geographical feature.
Year 4	Rivers have sources, tributaries, and mouths. Mountains rise above 610m and have summits.	Describe and compare aspects of physical features.
Year 5	Continents differ in size, shape, location, population and climate.	Identify and describe the similarities and differences in physical and human geography between continents.
Year 6	Climates vary in precipitation and temperature. Antarctica is the coldest, windiest and driest place on Earth.	Describe the climatic similarities and differences between two regions.

BIG IDEA: Significance: Progression Summary

Concepts:	Significant Places	
Year Group	Core Knowledge	Skill Focus
Reception	A place can be important because of its location, use, buildings or landscape.	Discuss and describe places that are important to them.
Year 1	Important buildings include schools, places of worship, shops and libraries. Some tell us about the past.	Name important buildings and places and explain their importance.
Year 2	Places can be significant due to religious or historic events. Examples: Buckingham Palace, Balmoral Castle.	Name, locate and explain the significance of a place.
Year 3	The Ring of Fire is a major area of volcanic activity. Significant volcanoes: Mount Vesuvius, Laki, Krakatoa.	Name and locate significant volcanoes and plate boundaries and explain why they are important.
Year 4	Significant rivers: Nile, Amazon, Thames. Significant mountains: Himalayas, Andes, Alps.	Name, locate and explain the importance of significant mountains or rivers.

Year 5	Developing countries face challenges like lack of technology and labour. Example: Peru.	Identify problems of farming in a developing country and report on support methods.
Year 6	Main industrial regions: North America, Europe, East Asia. Countries trade goods like fossil fuels and food.	Name, locate and explain the distribution of industrial, farming and exporting regions.

BIG IDEA: Change: Progression Summary

Concepts:	Geographical Change	
Year Group	Core Knowledge	Skill Focus
Reception	Features including fields, woodlands, roads and shops in the local area change over time.	Discuss how the local environment has changed over time using photographs and first-hand experiences.
Year 1	Geographical features such as roads and towns can change over time.	Describe how a place or geographical feature has changed over time.
Year 2	Places change due to human activity like building, tourism, and physical processes like erosion.	Describe how an environment has or might change over time.
Year 3	Volcanoes and earthquakes can change landscapes and affect habitats, homes, and services.	Describe how a significant geographical activity has changed a landscape.
Year 4	Tectonic plate movements create mountains, volcanoes, valleys, and earthquakes.	Describe the activity of plate tectonics and how this has changed the Earth's surface.
Year 5	Water bodies transform landscapes through erosion, deposition, and transportation.	Explain how the physical processes of a river, sea or ocean have changed a landscape.
Year 6	Tourism impacts regions environmentally, socially, and economically.	Present a detailed account of how an industry, including tourism, has changed a place or landscape.