

Progression in Geography

Skills	Early Years Foundation Stage	Key Stage 1 (Years 1 and 2) (Updated Oct 2025)	Lower Key Stage 2 (Years 3 and 4)	Upper Key Stage 2 (Years 5 and 6) (Updated Oct 25)	As All Saints' Pupils make the transition to secondary school we want them to be able to . . .
Analyse and interpret a range of data from a variety of geographical sources of information. Communicate geographical information in a variety of ways. Participate in activities including fieldwork.	We will look at similarities and differences between different countries with hot and cold climates and compare them to our own country. We will look at different celebrations celebrated around the world including Christmas, Chinese New Year and Diwali. We will take part in community events. We will look at the local area and the different roles played by people within our community. We will develop our understanding of how to care for our environment.	In our 'Explorers' Topic we will locate continents, countries, oceans, the equator and poles using a variety of maps as part of our research into world explorers. <u>In our Mr Men Come to Maldon topic, we will use compass points to describe the direction to and from places on the school playground.</u> We will compare and contrast Human and Physical Geography of Maldon. In our 'Oh I Do Like to be Beside the Seaside' Topic we will identify important cities and coastal areas around the UK. In our 'Mr Men Come to Maldon' Topic we will learn about our local town - Maldon - through exploring human and physical geographical features and identifying landmarks from first hand experience during our local walk. We will draw 'memory maps', and map small environments known to us such as the classroom and the playground. We will look at aerial photos of Maldon geographical features. In our 'Explorers' Topic we will become explorers like Christopher Columbus and Sir Francis Drake,	In our Antarctic Adventure Topic we will use the vocabulary of latitude, longitude, equator, northern and southern hemispheres, the tropics of cancer and Capricorn, Arctic and Antarctic circles during our topic work on the Antarctic. We will look at the features of a map, locating the poles on a map and globe, and we will research the weather conditions at the poles, comparing them to other climate zones around the globe. In our Dragons' Den Topic we will focus on the environmental regions of North America and its key physical and human characteristics. We will look at North America and its differing environmental regions. We will discuss trade and the products that we would sell to different locations, and think about how resources can be sourced, linking to trade and our work on Empires. Where would our designs be desirable? Essential? Not necessary/luxury? In our Invaders and Settlers Topic we will identify key topographical features of our local area linking them to Saxon strongholds.	In our 'We'll Meet Again Topic', we will locate the countries involved in WWII using atlases, maps and the Internet. In our 'Faster, Higher, Stronger' Topic, we will consider the physical features and climates of nations competing in the Olympic games and consider how this may influence their success in certain sports. We will look at natural disasters in Greece over the centuries. In our 'Holes' Topic, we will look at the physical features of rivers and coasts. And the impact of these physical features on economic success. In our 'Holes' Topic, We will describe and understand the water cycle and construct models to explain the process. In our 'Where the World Turns Wild' Topic, we will find the locations of natural disasters around the globe and research their geographical causes and effects. In our 'Rainforests' Topic, we will identify tribal regions of Central and South America.	Understand and appreciate the world and its people with an on-going curiosity and fascination for our diverse planet and its natural and human environment. To understand the challenges our world faces and become the generation who is equal to them.

		exploring different maps over the course of history, looking at the continents, equators and poles. We will relate 2D maps to globes. In our 'Shiver me Timbers' Topic we will learn and locate the different continents and oceans using a map In our 'Towers, Turrets and Tiaras' Topic we will be locating key castles in and around the UK using maps and the Internet, and we will conclude why the Geography of the area made them good locations for a castle, understanding geographical similarities and differences of each area.	In our Invaders and Settlers Topic we will locate cities of the United Kingdom and plot them on to maps. We will look at the Roman Empire on a European and World Map, comparing this to the British Empire. We will name cities and plot their locations and look at the benefits of an Empire, such as shared resources, food, water, energy and trade links. We will look at Saxon strongholds and settlements, including land use.	In our 'Victorians' Topic, we will investigate the climates, biomes, vegetation belts of Central and Southern America and draw comparisons. In our 'Where the World Turns Wild' Topic, we will recreate natural disasters. In our 'Harry Potter Topic', we will use maps to locate and label known places. We will use 4-figure grid references and an 8-point compass to find locations.	
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SEE BELOW FOR MORE DETAILED INFORMATION REGARDING:

VOCABULARY PROGRESSION and LINKS TO THE NATIONAL CURRICULUM

Vocabulary Progression At All Saints' Primary School

EYFS	KS1	Lower KS2	Upper KS2
Warm; Cold; Warmer; Colder; Hot; Hotter. Compare; Same; Different; Man-Made; Natural. Christmas: Winter; Summer; Calendar. Community; Local. Environment.	Countries; Continents; Oceans; The Equator; The Poles; Maps Coasts; coastal. local. UK: United Kingdom; England; Scotland; Wales; Northern Ireland. Human Geography. Physical Geography. Landmarks. Range of geographical vocabulary to describe different locations.	latitude; longitude; equator; northern and southern hemispheres; the tropics of cancer and Capricorn; Arctic and Antarctic circles. Roman and British Empires Continents; Europe. North, East, South, West. United Kingdom. Cities. Climate; weather; temperatures; thermometer. North America; locations; Environment.	location; continents; compass; North, East, South, West, North-East, South-East, South-West, North-West Climate; Weather; Temperature; Equator; Tropics; Tropical; Temperate; Arctic biomes. Rivers and coasts. Rivers: Source, V-Shaped Valleys; River Basin; Meanders; Oxbow Lake; Floodplain;Delta; Mouth. Erosion; transportation deposition transportation: suspension, saltration, tractions; solution. Coastal Erosion: Hydraulic action; Attrition; abrasion; corrosion. Hard and soft engineering. Evaporation; Condensation; Precipitation; Run-Off; Groundwater; Water Table. Earthquakes; Tsunami; Volcano; Natural Disaster; Tectonic Plates; Faults. Continents; South and North America; Rainforest.

National Curriculum Links

Colour-Key:

Key Stage One (KS1): Orange Font **Lower Key Stage Two (LKS2): purple font** **Upper Key Stage Two (UKS2): Green font**

Objective	National Curriculum Link: main focus...	ShineTopic Curriculum location
We will become explorers and explore maps looking at continents, the equator and the poles. We will also learn about where different foods come from.	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (GS&F) understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (PK) use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (GS&F)	Explorers
Using images and videos we will be looking at the differences between seaside holidays in the past and present. We will also look at the geographical features of a coastline.	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom...(PK) use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (H&PG)	Oh I do like to be beside the seaside

We will learn about our local town - Maldon - through exploring human and physical geographical features and identifying landmarks from first hand experience during our local walk. We will draw 'memory maps', and map small environments known to us. NEW!!!! We will create a map of the school, learning about our local environment. We will think about the human and physical geographical features of Maldon and we will compare them with a non European locality.	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom...(PK) use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (H&PG) use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment..(GS&F)	Mr Men Come to Maldon
We will be learning about the Great Fire of London and the significant people involved such as Samuel Pepys. We will also be looking at the historic landmarks of London which survived the fire and the monument which was constructed afterwards.	use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (H&PG)	Fire, Fire!
We will become explorers and explore maps looking at continents, the equator and the poles. We will also learn about where different foods come from.	name and locate the world's seven continents and five oceans (LK)	Explorers
We will learn and locate the different continents and oceans using a map	name and locate the world's seven continents and five oceans (LK) use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (GS&F)	Shiver Me Timbers
NEW!!!! We will look at different types of castles across the United Kingdom and learn	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (LK) understand geographical similarities and differences through studying the human and physical geography of a small area of	Towers, Turrets and Tiaras

about their history and features. We will be locating key castles in and around the UK using maps and the Internet, and we will conclude why the Geography of the area made them good locations for a castle, understanding geographical similarities and differences of each area.	the United Kingdom, and of a small area in a contrasting non-European country (PK)	
We will learn about physical features such as volcanoes; we will look at their effect and we will locate them. We will look at aerial photos of volcanoes and their geographical features. We will learn to use geographical vocabulary to describe different locations.	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (GS&F)	?
<u>NEW!!!!!!!!!!</u> We will learn about the United Kingdom, why it was created, what countries are in it and facts about them. Also, we will identify different landmarks within the United Kingdom.	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (LK) understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (PK))	<u>Dungeons and Dragons</u>
NEW!!!! Inspired by our visit to Hyde Hall, we will look at global ecosystems and how they function as well as how to look after them.	??? use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;	<u>Ready, Steady, Grow</u>
We will learn about the key features of maps and use the appropriate terminology. We will find out about the weather in this region, the creatures that live there and the problems facing Antarctica today.	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (GS&F)	Antarctic Adventure

We will focus on the environmental regions of North America and its key physical and human characteristics. We will look at North America and its differing environmental regions. We will discuss trade and the products that we would sell to different locations, and think about how resources can be sourced, linking to trade and our work on Empires. Where would our designs be desirable? Essential? Not necessary/luxury? We will look at North America and its differing environmental regions. Focussing on one topic a week, we will build up a geographical picture of the USA - landmarks, megacities, topography, climate, environments & habitats.	human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (H&PG) locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK)	Eureka!
We will be looking at local Saxon strong holds and learning about Saxon settlements. We will also plot the route of the invasion of Maldon on a map, looking at the geography of the Blackwater estuary.	human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (H&PG)	Saxons and Vikings
We will look at the Roman Empire and compare this to the British Empire. We will name cities and plot their locations.	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK)	Celts and Romans
Using atlases, we will identify oceans and seas. We will focus on each of the major oceans individually & learn about their individual characteristics.	name and locate the world's seven continents and five oceans (LK) human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (H&PG)	Under the Sea

We will investigate the lives of the Ancient Egyptians through the discovery of the tomb of Tutankhamen by archaeologist Howard Carter. We will learn about their society, mummification, their gods, and the landscape.	human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (H&PG) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (H&PG)	Tomb Raiders
We will look at the different continents of the world and the various types of megastructures situated within them. Additionally, we will take a trip to The Moot Hall and explore a local megastructure too.	name and locate the world's seven continents and five oceans (LK) human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (H&PG)	Megastructures
Using "Old Enough to Save the Planet" we will learn about the different environmental challenges around the world: Deforestation, Endangered species, Protecting bees, littering, Traffic pollution, and Food waste.	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (H&PG)	Dear Earth
We will learn about compass points, grid references and keys. We will also Identify physical and human features of the locality.	locate the world's countries, using maps to focus on Europe (including the location of Russia)... (LK) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (LK) use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (GS&F) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS&F)	Imaginary Worlds

We will look at North America and its differing environmental regions. Focussing on one topic a week, we will build up a geographical picture of the USA - landmarks, megacities, topography, climate, environments & habitats.	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (H&PG)	Eureka!
We will look at the routes of Tudor explorers, how the world maps were represented in Tudor times & key towns and cities within England.	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK)	Terrible Tudors
We will learn about the countries involved in WW2, their location and their part in the war.	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (LK)	We'll Meet Again
We will locate Greece and some selected host nations of the Olympics looking at what sports they excel in and link this success to their country's geography. We will compare and contrast the climate and the physical geography of Greece with the UK. We will consider the physical features and climates of nations competing in the Olympic games and consider how this may influence their success in certain sports.	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (LK)	Greeks
We will be looking at the physical features of rivers and coasts including flooding and other extreme weather. We will also study the water cycle and the topographical features of North America.	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over	Holes

	time (LK) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (H&PG) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (LK)	
We will describe and understand the water cycle and construct models to explain the process.	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (H&PG)	On Tap
We will locate places in our own country and around the world that have suffered great natural disasters. We will look at what caused them, how they can be prevented and will look at why some areas are more prone to disasters than others.	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (LK) identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (LK)	Where the World Turns Wild
We will study Central and Southern America, investigating their climate, the plants and animals that can be found in these areas. As part of our investigation we will look at conservation, biomes and vegetation belts, locate continents and draw comparisons.	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (LK) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (H&PG)	Remarkable Rainforests
We will look at the countries that made up the British Empire. Children will also investigate the creation of tourism in Great Britain.	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (LK) understand geographical similarities and differences through	The Empire

	the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (PK) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (H&PG) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (LK)	
We will use the STEM area to recreate natural disasters.	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (H&PG)	Movers and Shakers
We will look at how the Earth's landscape was different during dinosaur era, how the tectonic plates have shifted and what Egypt would be like without the Nile.	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (H&PG) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (LK)	Back to the Future
We will use JK Rowling's Harry Potter to inspire the children to analyse, design and create their own maps of ancient wizardry. We will use maps to locate and label known places. We will use 4-figure grid references and an 8-point compass to find locations.	use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (GS&F) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS&F) use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (GS&F)	Harry Potter

Areas to improve:

National Curriculum Link	Shine Curriculum Location
human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water H&PG	We used to do a year 5 Maldon walk and look at land use...
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (H&PG)	I BELIEVE THIS IS COVERED IN KS1 SCIENCE LESSONS

Subject Leader Tracker: KS1 AND KS2

National Curriculum Obj:	EYFS	KS1	LKS2	UKS2
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (LK)		X		
name and locate the world's seven continents and five oceans (LK)		X		
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (PK)		X		
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Science			

(H&PG)				
use basic geographical vocabulary to refer to: key physical features , including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features , including: city, town, village, factory, farm, house, office, port, harbour and shop (H&PG)		X		
use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (GS&F)		X		
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (GS&F)		X		
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (GS&F)		X		
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. (GS&F)		X		
human geography, including: types of settlement and land use, economic activity including trade			X	

links, and the distribution of natural resources including energy, food, minerals and water (H&PG)				
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities LK			X	X
locate the world's countries, using maps to focus on Europe (including the location of Russia)... LK				X
identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (LK)			X	X
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America PK				X
physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (H&PG)			X	X
human geography, including: types of settlement and land use,			X	

economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water H&PG				
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (GS&F)				X
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS&F)				X
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (GS&F)				X
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (GS&F)	?			