Geographical Skills and Knowledge	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge **Progression:** Local → UK → Europe → South America → Global systems & abstract positioning.	Seasonal walk to contrast different weather patterns. Understand that there different countries in the world and talk about the differences they have experienced or seen in photos. Learn about the Lunar New Year and China. Explore where different foods come from. Some aspects of their learning is child-led, linked to their specific interests - teachers skillfully weave in the content around these interests.	**People, Culture and Communities:** Describe their immediate environment using knowledge from observation, discussion, stories, and non-fiction texts and draw information from simple maps. Use a simple map to walk around Jenners Field (exploring the geography of the local environment). Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. **The Natural World:** Explore some similarities and differences between the natural world around them and contrasting environments (including Polar regions). Understand some important processes and changes in the natural world around them, including the seasons (weather). **Note**: Some aspects of their learning is child-led, linked to their specific interests - teachers skillfully weave in the content around these interests.	Name and locate the 4 countries of the UK and their capital cities. Identify surrounding seas. Recognise local area (school, village).	Name and locate the 7 continents and 5 oceans. Identify Equator, North & South Poles. Locate hot and cold areas of the world.	Name and locate UK counties, major cities, rivers and mountains. Identify the Pacific Ring of Fire.	Locate countries in Europe (focus: Italy). Identify seas surrounding Italy. Locate major rivers, mountain ranges, climate zones and biomes.	Locate South America and Brazil. Identify Andes, Amazon River, biomes, Tropics of Cancer & Capricorn. Locate tectonic plate boundaries.	Secure global knowledge of continents, oceans and major countries. Identify latitude, longitude, hemispheres, tropics, Arctic/Antarctic Circles, Prime Meridian and time zones.
Place Knowledge **Progression:** Observation → Structured comparison → Analytical and evaluative comparison.			Identify human and physical features in the local area.	Compare the UK with a contrasting non-European country.	Compare rural and urban areas within the UK. In depth study of the key human and physical features of London. Contrast London with rural towns and villages and compare against other UK cities including, Edinburgh, Cardiff, Belfast, Manchester and Inverness.	Compare Italy with the UK (settlement, land use, tourism, climate).	Compare Brazil with the UK and Europe (physical & human geography). Explore environmental issues (deforestation).	Compare countries globally using environmental regions, economic activity, and physical processes. Evaluate global significance.
Human Geography **Progression:** Feature identification → Explanation → Interdependence & global systems.			Identify basic human features (buildings, roads, homes). Understand local community.	Recognise settlements in different countries.	Understand land use in rural vs urban UK. Identify tourism and major landmarks.	Understand population, settlement types, economic activity (Italy).	Understand land use, trade, natural resources, economic activity in Brazil. Explore sustainability.	Analyse global human features including cultural, political and economic boundaries. Understand time zones as human systems.
Physical Geography **Progression:** Identify → Describe processes → Explain systems → Analyse global patterns.			Identify basic physical features (hill, river, forest, season, weather). Understand seasonal change.	Identify deserts, rainforests, mountains. Understand hot and cold climates linked to Equator.	Understand volcanoes, tectonic plates, earthquakes. Identify UK rivers and mountains.	Understand water cycle, rivers (source to mouth), climate zones, biomes.	Understand earthquakes in depth; plate boundaries; environmental issues in biomes.	Understand global physical patterns linked to latitude, longitude and hemispheres. Analyse interactions between physical and human geography.
Geographical Skills and Knowledge **Progression:** Map use → Technical precision → Analytical & mathematical application.			Use simple maps and aerial photographs. Create simple maps with symbols and keys. Use basic compass directions (N, S, E, W). Conduct simple local fieldwork.	Use world maps, atlases and globes. Construct simple keys. Identify Equator and Poles.	Use 8-point compass. Use 4-figure grid references. Interpret OS symbols. Conduct local fieldwork and present findings.	Use atlases and digital mapping. Apply 4-figure grid references independently. Interpret climate/biome maps. Annotate river diagrams. Observe a tributary in the local area and use digital technologies to identify key features from an aerial perspectaive. Draw a sketch map of the observed area. Record and present rainfall data over a 6 week period.	Interpret distribution maps. Use digital research tools and maps. Analyse secondary data.	Use 6-figure grid references. Interpret map scale. Calculate time differences. Create accurate sketch maps independently Use multiple map types for comparison.
Vocabulary progression .			**KS1 vocabulary:** Map, key, compass, continent, ocean, season, weather, human/physical features		**LKS2 vocabulary:** Grid reference, climate zone, biome, volcano, settlement, land use		**UKS2 vocabulary:** Hemisphere, latitude, longitude, tropics, tectonic plates, trade, natural resources, time zones	

The curriculum demonstrates:	
- Clear vertical progression from local study (Y1) to global systems (Y6) - Increasing conceptual complexity (e.g., seasons → climate zones → latitude impact) - Cumulative mapping skill development (simple keys → OS maps → 6-figure grid references & scale) - Revisited core knowledge (continents, oceans, compass, human vs physical geography) - Increasing disciplinary thinking (comparison → explanation → analysis → evaluation)	