Starcross Primary School - Geography Progression

Learning for life

		Preschool	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	**Countries**	Children understand our local community Children can talk about visiting different places	Children will learn about their own community and other communities across the world by learning about different festivals.	Children develop their knowledge of Starcross and Exeter and their place within England and the UK.	Children develop their knowledge of a non-European country – South Africa	Children develop their knowledge of the Mediterranean (focussing on Greece) and compare this to the UK.	Children develop their knowledge of Thailand (focussing on Bangkok) and compare this to the UK.	Children develop their knowledge of South America (focussing on areas covered by the Amazon rainforest) and compare this to the UK.	Children develop their knowledge of North America (focussing on areas surrounding The Rockies) and compare this to the UK.
	Maps	Recognises and talks about their own home, classroom, or playground. Understands simple positional language in context: near, far, under, over, next to.	Begins to use simple pictorial maps and diagrams (e.g., treasure maps, classroom layout). Can follow a simple route indoors or outdoors using a map or diagram.	Recognises simple maps and photographs of the local area (Starcross, Dartmoor, school grounds). Uses simple positional and directional language: left, right, near, far, up, down. Identifies key features (river, road, building, playground) on a map. Begins to use a key or legend to understand symbols. Follows simple routes on a map or diagram.	Locates familiar places on a map (village, city, local rivers/coast). Uses a simple key/legend independently to identify features. Uses compass directions (N, S, E, W) with support. Begins to measure distance using simple units (steps, paces). Draws simple maps with basic symbols and labels, e.g., a route around school or local area.	Locates countries and key physical features (mountains, rivers) on maps of the UK, Europe, or world. Uses more complex symbols and a key on maps. Uses simple compass directions confidently (N, S, E, W) and begins to understand NE, NW, SE, SW. Begins to use basic 4-figure grid references on atlases. Draws maps showing physical and human features accurately with labels and a simple key.	Uses maps to locate countries, regions, rivers, and mountains. Uses a key confidently, including conventional symbols for settlements, water, and relief. Uses compass directions including 8 points (N, NE, E, SE, S, SW, W, NW). Uses 4-figure grid references accurately on atlases and maps. Can interpret aerial photographs and relate them to maps. Draws detailed maps showing routes, settlements, and physical features with accurate symbols and key.	Reads and interprets a range of maps: topographical, political, and thematic. Uses scale to measure distance accurately. Uses 6-figure grid references with support (more complex mapping exercises). Interprets contour lines and basic relief features on topographical maps. Can compare maps and aerial photographs to identify change, e.g., urban growth, rivers, or coastlines. Draws detailed maps using scale, symbols, and key to represent human and physical features.	Uses atlases and digital mapping (GIS) to locate countries, cities, rivers, mountains, and regions globally. Reads and interprets a range of maps (topographical, thematic, political) confidently. Uses 6-figure grid references and compass bearings accurately. Interprets contour lines, relief, and scale to analyse terrain. Makes comparisons between maps over time to identify environmental and human change. Draws accurate, detailed maps including symbols, key, scale, and directional language to represent physical and human geography effectively. Begins to evaluate map sources and explain differences between maps, including reliability and purpose.
	Water	Knows where water comes from Knows that there is water at the beach (sea) Knows that there is water in the river/estuary	Children will learn about the estuary in our locality. Children will learn about seaside locations (including in the local area)	Identifies key water features (river, stream, estuary, sea) in the local area on simple maps or photographs. Describes differences between moving water (rivers/streams) and standing water (ponds, estuary pools). Explains how water affects where people live and what they do in Starcross and Dartmoor.	Locates major rivers (e.g., Orange, Limpopo) and coasts on a map or globe. Explains how rivers, lakes, and the coast affect the land and the people living nearby. Explains how rivers, lakes, and coasts influence where people live, work, and travel in South Africa. Explains how water affects life, farming, and settlements in South Africa.	Locates the Mediterranean Sea accurately and identifies key countries, rivers, and coasts around it. Explains how the Mediterranean environment (climate, rivers, sea) affects landscapes and human activities. Explains how water affects life, farming, settlements, and tourism in the Mediterranean region.	Locates the Chao Phraya River and main canals on a map of Bangkok and explains their position within the city. Explains how the river and canals affect daily life in Bangkok (transport, fishing, markets, flooding).	Locates major rivers, lakes, and coasts accurately and describes their position relative to countries and key cities. Explains how water shapes the landscape, settlements, and human activity in South America. Records observations and uses simple data to describe water features and human use. Explains challenges and solutions related to water in South America, including human adaptation, sustainable use, and environmental management.	Locates the Rocky Mountains and associated rivers, lakes, and glaciers accurately and describes their position relative to countries, states, and cities. Explains how water shapes the landscape and affects ecosystems and human activity in the Rockies. Explains challenges and solutions for managing water in the Rockies, including human adaptation to seasonal changes, conservation, and sustainable use.

Mountains				Begins to recognise Dartmoor as a named place within the local area. Identifies Dartmoor on a simple map, aerial photograph, or globe with support. Securely locates Dartmoor and understands it is part of England. Describes simple physical features of Dartmoor (moorland, hills, rivers). Compares Dartmoor with their local area, identifying simple similarities and differences.	Begins to locate South Africa and the Drakensberg Mountains on a world map or globe. Recognises the Drakensberg as part of a different continent compared to the UK. Describes key physical features of the Drakensberg Mountains (peaks, valleys, rivers). Explains how the landscape differs from the local area (e.g., Starcross/Exeter). Identifies human activities in the Drakensberg (farming, tourism, settlements). Recognises how the physical landscape shapes human life (e.g., homes on slopes, mountain paths).	Locates Greece and major mountain ranges (e.g., Pindus Mountains, Olympus) on a map and describes their position relative to cities and the coast. Explains how the mountains affect climate, vegetation, and human activity in Greece. Explains how physical features (steep slopes, rivers) influence settlement, transport, and agriculture in Greek mountains. Explains how the physical environment affects life, farming, and transport in Greek mountains.	Know what the Golden Mount (Wat Saket) is and that it is a human feature of Bangkok and why this has been created. Locates major mountain ranges in Thailand (Thai Highlands, Doi Inthanon) and describes their position relative to Bangkok. Explains how the mountains affect climate, vegetation, and human activity compared to the flat land around Bangkok. Explains how mountains influence settlement, farming, and transport in Thailand. Explains how mountains affect life, farming, and transport in Thailand.	Locates the Andes and major surrounding countries and rivers, describing their position relative to cities and coasts. Explains how the Andes' physical features affect climate, vegetation, and human activity. Explains how physical features, altitude, and climate influence settlement, farming, and transport in the Andes. Explains how the Andes' physical features affect farming, transport, and settlement.	Locates the Rocky Mountains and key surrounding rivers, cities, and states accurately. Explains how physical features and climate affect landscapes, ecosystems, and human activity in the Rockies. Explains how altitude, rivers, and climate affect settlement, farming, tourism, and transport in the Rockies. Explains how physical geography affects farming, settlements, and human activity.
Urbanisation (Villages, towns and cities)	Recognises and talks about familiar places such as home, school, and the immediate environment. Uses simple positional language in everyday contexts (near, far, under, over, next to). Explores the local environment through play, walks, and first-hand experiences. Notices basic features of places (buildings, roads, grass, water). Begins to talk about likes and dislikes of different places.	Talk about what buildings and amenities are in our local area. Describes familiar places using simple geographical language. Uses positional and directional language more confidently to describe routes and locations. Talks about similarities and differences between familiar places and environments. Explore how local farms work	Describes simple features of a village and a city. Identifies key features of Starcross (homes, local services, green spaces). Identifies key features of Exeter (shops, roads, buildings, transport). Describes simple similarities and differences between Starcross and Exeter. Begins to understand that urbanisation means places grow and change. Recognises that new buildings and roads change how places look.	Locates Pretoria and Johannesburg on a map of South Africa. Recognises Pretoria as a town and Johannesburg as a large city within the same country. Describes key features of Pretoria (smaller buildings, local services, green spaces). Describes key features of Johannesburg (tall buildings, busy roads, shopping centres). Identifies similarities and differences between Pretoria and Johannesburg. Recognises that people live, work, and travel differently in towns and cities. Explains how urban areas grow and change over time (e.g., more homes, roads, schools). Discusses the ways people use towns and cities (jobs, shopping, transport, leisure). Recognises why cities like Johannesburg are larger than towns like Pretoria.	ocates Athens and other major towns and villages in Greece and describes their position relative to physical features (coast, mountains). Explains how villages, towns, and Athens differ in size, population, and services, including physical and human features. Explains how human activity and physical geography affect settlement patterns, transport, and land use. Explains reasons why people live in villages, towns, or cities (work, trade, lifestyle). Explains differences between settlement types and why people live in particular areas.	Locates Bangkok and surrounding towns and villages on a map and describes their position relative to rivers, coast, and mountains. Explains how villages, towns, and Bangkok differ in population, services, and land use. Explains how human activity (markets, housing, transport) and physical geography (rivers, floodplains) affect settlement patterns. Explains why people live in villages, towns, or Bangkok (work, trade, lifestyle, transport). Explains differences between settlement types and why people live in particular areas.	Locates Brasília and surrounding settlements on a map and describes their position relative to rivers, terrain, and other major cities. Explains how villages, towns, and Brasília differ in population, services, and land use. Explains how human activity (administration, commerce, housing) and physical geography (rivers, terrain) affect settlement patterns. Explains why people live in villages, towns, or the capital (work, trade, lifestyle, transport). Explains differences between settlement types and why people live in particular areas.	Locates villages (e.g., Banff), towns, and cities (Calgary, Vancouver) and describes their position relative to mountains, rivers, and other major features. Explains how settlements differ in population, services, and land use, including the impact of tourism and industry in the Rockies. Explains how human activity (tourism, farming, industry) and physical geography (mountains, rivers, valleys) affect settlement patterns. Explains why people live in villages, towns, or cities near the Rockies (work, tourism, lifestyle, transport). Explains differences between settlement types and why people live in particular areas.

Knowledge

Starcross Primary School - Geography Progression

Learning for life

Knowledge

Environment							
Exploring foods from local farms. Discussing our role when looking after the local environment and wildlife. Take care of animals and the local environment.	Begins to understand where their food comes from. Understand how to look after wildlife and our local area.	Explains simple ways people care for and protect the Dartmoor environment. Recognises local environments such as an estuary, woodland, or coast. Identifies these environments on simple maps or photographs. Uses basic location language to describe where these environments are. Explains simple ways people can care for and protect our local environments (estuary, coastal, rural) Describes how growing places can affect people and the environment.	Explains simple environmental problems in polar regions (melting ice, habitat loss, pollution). Explains environmental problems in deserts (desertification, water scarcity, soil erosion). Understands that human activity can worsen environmental problems (littering, overfarming, climate change). Identifies ways people can reduce their impact on fragile environments. Gives simple examples, e.g., reducing waste, using less energy, recycling, protecting wildlife. Explains why it is important to look after extreme environments to preserve plants, animals, and natural landscapes. Suggests simple solutions to reduce human impact.	Locates countries or regions affected by natural disasters (volcanoes, earthquakes, floods) and begins to describe patterns. Explains how natural disasters affect communities, settlements, and the natural environment. Explains how global warming may increase the frequency or severity of natural disasters (storms, floods, heatwaves). Explains how people can reduce risk and respond to environmental changes responsibly. Explains why natural disasters happen and how they affect humans and the environment.	Identifies major areas of farming, forests, and urban land use on maps and explains their location. Explains how farming and deforestation affect the landscape, wildlife, and climate. Explains how land use (farming, urban areas, deforestation) impacts the environment, including soil, water, and biodiversity. Explains how people can reduce the negative impact of farming and deforestation. Explains how different types of land use impact the environment and human life.	Locates major rainforests (Amazon, Congo, Southeast Asia) and describes their position relative to continents, countries, and the equator. Explains how rainforests affect the world, including providing oxygen, habitats, and resources for humans and wildlife. Explains how deforestation affects plants, animals, and local communities, and how farming and urbanisation contribute to it. Explains how humans can reduce the impact of deforestation and support rainforest conservation. Explains how rainforests affect the world and why they are important to people, animals, and the environment.	Locates key rivers, lakes, and water-rich and water-poor regions around the world and describes their position. Explains how human activities affect water supply, including pollution, overuse, and damming. Explains how water availability and use affect settlements, farming, industry, and ecosystems. Explains strategies for reducing water use and protecting water sources locally and globally. Explains how human activity affects water locally and globally.
Weather/ climate							
Observe and discuss seasonal changes.	They develop understanding of key processes and changes, including weather patterns and the seasons.	Talks about what the weather is like in Starcross at different times of the year. Describes simple patterns in weather (sunny, rainy, windy, cloudy). Compares seasonal differences, e.g., warmer in summer, colder in winter. Recognises how weather affects daily life (clothes, activities, transport). Talks about how local features, like the coast, influence the weather in Starcross.	Recognises that climate and environment affect the way people live, work, and travel in the Drakensberg Mountains. Locates Starcross and a South African location, noticing general climate differences. Explains simple seasonal patterns and compares weather in Starcross with South Africa. Explains how weather and climate influence daily life, activities, and human settlements.	Recognises basic weather types (sunny, rainy, windy) in villages and towns. Describes seasonal changes and how weather varies across Greece (coastal vs inland). Explains how weather affects daily life, farming, and settlements (e.g., summer heat, winter rainfall). Analyses patterns of climate in Greece and links them to geography (mountains, coast) and human activity.	Recognises typical weather (rainy, dry, hot) in Bangkok and surrounding villages. Describes seasonal patterns, including monsoon rains and dry season. Explains how climate affects human life, settlement, agriculture, and flooding risks. Analyses links between geography, climate, and human activity, including urbanisation impacts on local climate (heat, drainage).	Recognises rainforest and regional weather types (hot, wet, humid) around Brasília and the Amazon. Describes how weather varies between rainforest, urban, and rural areas, including rainfall and temperature. Explains how climate affects ecosystems, farming, and human settlements. Analyses the impact of climate on land use and human activity, and how deforestation may change local and regional climate.	Recognises mountain, city, and regional weather (snow, rain, temperature variation). Describes seasonal weather patterns, including mountain-specific features like snowfall, glacier melt, and valley climates. Explains how climate affects people, wildlife, farming, transport, and settlements. Analyses how geography, altitude, and climate interact to influence environmental challenges and human activity, including urbanisation and tourism in the Rockies.

Skills									
Locational knowledge	Recognises familiar places such as home, nursery, and the playground. Talks about where things are in familiar environments. Understands that different places have names. Identifies key places in their immediate environment (e.g. classroom, garden, hall). Uses simple language to describe where they are and where they are going. Begins to recognise that places are different and have different features. Shows curiosity about places beyond their immediate environment through stories and images.	Describes familiar places using simple geographical language. Uses positional and directional language to describe where places are (near, far, next to, behind). Identifies key features of the school and local area (roads, buildings, green spaces). Begins to talk about places beyond their immediate environment through stories, images, and discussion.	Pupils can name the four countries of the United Kingdom: England, Scotland, Wales, and Northern Ireland. Pupils can locate and name the capital cities: London, Edinburgh, Cardiff, and Belfast. Pupils can identify characteristics of the UK's countries and surrounding seas. Pupils can use basic geographical vocabulary to describe places: town, city, village, sea, beach, hill, mountain. Pupils begin to use maps and globes to locate places in the UK.	Pupils can name and locate the seven continents: Europe, Africa, Asia, Australasia, North America, South America, Antarctica. Pupils can name and locate the five oceans. Pupils can use simple vocabulary to describe continents, oceans, and their features. Pupils can compare the UK with other continents and begin to recognise similarities and differences between countries. Identifies the Arctic and Antarctic on a globe or map. Identifies major deserts around the world (e.g., Sahara, Kalahari). Understands that these environments are very different from the UK and from each other.	Pupils can locate the Mediterranean region on a map and identify countries surrounding it. Pupils use maps to focus on environmental regions and key features of the Mediterranean.	Pupils can locate Thailand and Bangkok on a world map, including its position in Asia and relation to the Equator and Tropics of Cancer and Capricorn. Pupils use geographical vocabulary accurately to describe features, location, and climate, including hemisphere and time zones.	Pupils can locate South American countries and major cities on a world map or atlas. Pupils use maps and atlases to explore environmental regions and compare them with the UK. Pupils use key geographical vocabulary when describing location, physical features, and human activity.	Pupils can locate North American countries, major cities, and the Rocky Mountains on a map or atlas. Pupils use latitude, longitude, the Equator, and hemispheres to describe location and find places accurately on maps. Pupils compare North America's physical and human geography with South America and the UK. Pupils use geographical vocabulary accurately when describing countries, cities, physical features, mountains, and map coordinates.
Place knowledge	Recognises familiar places such as home, nursery, and the playground. Talks about what they see in familiar places (buildings, toys, grass, trees). Notices simple differences between places (inside / outside, noisy / quiet). Shows curiosity about the environment through play and exploration. Begins to express likes and dislikes about familiar places.	Describes familiar places using simple geographical language. Identifies key features of places (roads, buildings, fields, water). Talks about similarities and differences between familiar places. Begins to describe places beyond their immediate environment through stories, images, and discussion. Explains simple reasons why they like or use certain places.	Pupils can describe features of their local city or town, including population, land use, and key human and physical features. Pupils can begin to identify similarities and differences between their local area and another part of the UK. Pupils can use basic geographical vocabulary to describe their local area, such as town, river, population, and weather.	Pupils can identify South Africa on a map and locate its capital city. Pupils can compare a city or town in South Africa with their local UK city or town, focusing on population, weather, land use, and key human and physical features. Pupils use key geographical vocabulary accurately to explain comparisons between the two locations. Describes key features of polar regions (ice, snow, cold, frozen seas). Describes key features of deserts (sand, very hot days, very dry, sparse vegetation). Recognises that these environments have unique plants, animals, and ways of life adapted to their conditions.	Pupils can identify and describe the human features of UK regions, such as Exeter and London, including population, land use, housing, business, retail, leisure, and agriculture. Pupils can identify and describe the physical features of UK regions, such as Dartmoor, including hills, rivers, valleys, forests, and coasts. Pupils can use appropriate geographical vocabulary when describing the location, features, and characteristics of UK places.	Pupils can compare Thailand with the Mediterranean and the UK in terms of human and physical geography. Pupils use geographical vocabulary accurately when describing location, physical features, human features, and regional characteristics.	Pupils can identify similarities and differences between the South American region and the UK in terms of human and physical geography. Pupils can use geographical vocabulary accurately to describe human and physical features and location.	Pupils can compare North America with the UK and South America, explaining similarities and differences in human and physical geography. Pupils can use geographical vocabulary accurately to describe features, locations, and environmental characteristics.

Learning for life

Skills								
Human and physical geography	Children learn about similarities and differences between themselves and others, including families, communities and traditions. Children explore similarities and differences between places, objects, materials and living things. They talk about the features of their own immediate environment, including the school grounds and local area, and begin to notice how environments may vary.	Planning for Understanding the World is flexible and responsive to children's interests, revisiting learning and making meaningful links to the wider world, including space, place and people. Children learn to distinguish between physical features (natural things like beaches, forests, rivers, mountains) and human features (man-made things like cities, farms, houses, shops)	Pupils can observe and describe daily and seasonal weather patterns in the UK. Pupils can identify key physical features of the UK, including beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, and vegetation. Pupils can identify key human features in their local area, including city, town, village, factory, farm, house, office, port, harbour, and shop. Pupils use simple geographical vocabulary accurately when describing physical and human features in the UK.	Pupils can identify hot and cold areas of the world using a globe or world map, in relation to the Equator and the North and South Poles. Pupils can compare seasonal and daily weather patterns in the UK with those in other parts of the world. Pupils can identify physical features in different countries or continents, using vocabulary such as beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, and vegetation. Pupils can identify human features in other parts of the world, including cities, towns, villages, factories, farms, houses, offices, ports, and harbours. Pupils use geographical vocabulary accurately when comparing physical and human features between the UK and other countries.	Pupils can identify different climate zones in Europe and describe their basic characteristics. Pupils can identify human features of settlements, including types of settlement (village, town, city) and basic land use (farming, housing, business). Pupils can begin to observe local or European examples of physical and human features, noting their impact on people's lives. Pupils use key geographical vocabulary accurately when describing climate, water, settlements, and land use. Explains how the climate, rivers, and sea influence where people live and work in the Mediterranean region.	Pupils can describe and locate major global biomes and climate zones, such as tropical rainforests, deserts, and polar regions. Pupils can explain key physical processes, including volcanoes (active, dormant, extinct), earthquakes (epicentre, shock wave, magnitude), tsunamis, and tornadoes, and describe how these events affect people. Pupils can describe the water cycle in detail, including evaporation, condensation, precipitation, cooling, and filtering processes. Pupils can describe types of settlements and land use in different parts of the world, including urban, rural, and areas affected by deforestation or other human activity. Pupils use key geographical vocabulary accurately when describing natural hazards, climate, biomes, and settlements.	Pupils can describe the physical geography of a region in South America (e.g., Peru), including climate zones, biomes, vegetation belts, mountains, and the water cycle. Pupils can describe human geography, including types of settlement, land use, and basic economic activity such as farming, local trade, and tourism. Pupils can identify natural resources in the region, including energy, food, minerals, and water. Pupils can use key geographical vocabulary accurately when describing physical and human features of Peru.	Pupils can describe the physical geography of a North American region (e.g., California), including climate zones, biomes, vegetation belts, mountains (Rockies, Sierra Nevada), and the water cycle. Pupils can describe human geography, including types of settlement, land use, and economic activity such as trade, industry, tourism, and services. Pupils can identify and explain the distribution of natural resources, including energy, food, minerals, and water, and how these support trade and daily life. Pupils can explain the environmental, economic, and social impacts of human activity in the region, and suggest ways to improve sustainability and reduce carbon footprint. Pupils can use key geographical vocabulary accurately when describing physical and human geography, trade, and resource management in California.
Fieldwork	Explores the immediate environment through play and adult-led activities. Uses senses to observe features in the environment (what they can see, hear, touch). Talks about what they notice when exploring indoors and outdoors. Follows simple instructions during short walks or outdoor exploration. Begins to record experiences through drawings, mark-making, or photographs with support. Shows curiosity and asks simple questions about the environment.	Makes simple observations about the school and local environment. Describes features of places using basic geographical language (road, building, field, water). Records observations through drawings, simple labels, or photographs. Begins to talk about changes they notice in the environment (weather, seasons, use of space). Asks simple questions about places they explore and begins to suggest answers.	Pupils can use a world map, atlas, or globe to locate the UK and the countries, continents, and oceans they have studied. Pupils can use simple compass directions (North, South, East, West) to describe the location of familiar features or routes in the local area. Pupils can create a simple map of a local area using basic symbols and a key. Pupils can make simple observations of their surroundings, noting human and physical features using tally charts, pictograms, or drawings. Observes and records local weather using simple methods (thermometers, rain gauges, pictograms).	Pupils can locate studied countries, continents, and oceans on a world map or globe, beyond the UK. Pupils can describe the location of features and routes using simple compass directions and positional/directional vocabulary. Pupils can create simple maps of wider areas (e.g., a route from home to school or a route in a studied country) and use symbols in a key. Pupils can make observations of physical and human features in the local area and compare them with features in other countries using maps, atlases, or aerial views.	Pupils can use maps, atlases, and digital/computer mapping to locate places in the UK and describe key features. Pupils can use symbols and keys, including Ordnance Survey symbols, to interpret maps and build knowledge of the local area. Pupils can create simple sketch maps and plans of the local area, labeling human and physical features. Pupils can observe the local environment and record features using fieldwork methods such as sketching, note-taking, or photographs. Pupils use key geographical vocabulary accurately when describing maps, features, and locations.	Pupils can use maps, atlases, and digital mapping to locate countries studied and describe their key physical and human features. Pupils can use symbols and keys, including Ordnance Survey conventions, to interpret maps of regions outside the UK. Pupils can create simple sketch maps and annotated plans of a studied region or country, showing human and physical features. Pupils can compare fieldwork observations of the local area with features of a region or country studied elsewhere.	Pupils can use maps, atlases, globes, and digital mapping to locate a South American country (e.g., Peru) and describe its key physical and human features, including rainforests. Pupils can use simple compass points (North, South, East, West) to describe location of features on a map. Pupils can use basic map symbols and keys to identify physical and human features. Pupils can create simple sketch maps, plans, and graphs to record observations of human and physical features.	Pupils can use maps, atlases, globes, and digital mapping to locate a North American region (e.g., California) and describe human and physical features in detail, including rivers. Pupils can use the eight points of the compass (N, NE, E, SE, S, SW, W, NW) and four- and six-figure grid references to describe precise locations. Pupils can use symbols, keys, and Ordnance Survey maps to build understanding of the UK and global regions. Pupils can carry out fieldwork to observe, measure, and record human and physical features using sketch maps, plans, graphs, and digital tools.

Skills									
	Geographical thinking	Through continuous provision, children are encouraged to ask questions and share ideas about their family, local community and familiar environments.	Foster a curiosity about the Earth's features, people and places. Develop a sense of connection to the world.	Children can observe their immediate surroundings and identify basic physical and human features. Children can name simple features such as trees, rivers, hills, houses, shops, or roads. Children can use basic geographical vocabulary to describe what they see Begins to notice and describe patterns over time (e.g., more rain in winter).	Asks questions about why towns and cities grow and change. Suggests reasons why people choose to live in Pretoria or Johannesburg. Asks questions about why polar and desert environments are changing or under threat. Explains what they have learned about protecting polar and desert regions. Explains patterns in the landscape and how the environment affects people's lives.	Children can identify similarities and differences between two places (local area vs another UK town, or UK vs a Mediterranean country). Children can compare human features, such as types of settlements, land use, and population. Children can compare physical features, such as rivers, mountains, coasts, or climate.	Children can explain patterns in physical and human geography (e.g., why settlements are near rivers or why climates differ). Children can describe how human and physical features interact (e.g., farming on fertile land, ports on coasts). Children can describe simple processes, such as the water cycle, erosion, or seasonal changes. Explains how water affects life, transport, and settlements in Bangkok.	Children can explain why places are similar or different and suggest reasons for these differences. Children can explain the impact of physical features, climate, or human activity on people's lives. Children can use geographical vocabulary accurately to describe locations, features, and changes over time.	Children can compare multiple places (local, UK, and global) and analyse similarities, differences, and patterns. Children can make informed predictions about the effects of environmental or human changes on a place.
	Organisation and communication		Children will use geographical terminology that they have learned to talk about places and people, making comparisons to themselves and their locality.	Children can record what they see in their immediate surroundings using drawings, labels, or simple notes. They can describe features using simple words or symbols. They can begin to organise observations into simple categories (e.g., human vs physical). Draws or labels weather symbols to show what the weather is like each day.	Children can use tables, tally charts, or simple lists to record features or weather patterns. Children can organise information by type (e.g., rivers, mountains, towns) or location (e.g., local vs UK). Children can present findings in simple formats such as drawings with labels or a short verbal explanation. Records observations of the Drakensberg Mountains using drawings, labels, or simple sentences.	Children can use maps, atlases, and globes to organise information about countries, cities, or continents. Children can represent information using simple diagrams, plans, or annotated maps. Children can organise features using categories such as physical/human, land use, or climate zones.	Children can organise information to make comparisons between places (e.g., UK vs Mediterranean). Children can present information using charts, tables, or simple digital tools. Children can explain findings using full sentences and appropriate geographical vocabulary.	Children can organise complex data (e.g., population, land use, climate patterns) to identify patterns. Children can use multiple methods (maps, diagrams, graphs, digital mapping) to communicate geographical findings. Children can explain the reasons for patterns and relationships between physical and human features.	Children can synthesise information from multiple sources (fieldwork, maps, atlases, data sets, digital tools) to produce detailed reports or presentations. Children can communicate complex geographical ideas clearly, using annotated diagrams, charts, graphs, and digital tools. Children can justify conclusions and make predictions about human and physical geography. Pupils can present fieldwork findings clearly using maps, graphs, and diagrams, applying geographical vocabulary accurately. Children can present findings using maps, diagrams, or digital tools, clearly explaining human and physical geography.