



St Stephen Churchtown Academy
Progression Overview – Geography
2025-2026



	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Fieldwork
Nursery 2-3	<p>As a geographer:</p> <p>Use language of proximity to ask and answer locational questions – use of ‘where’, ‘up’ and ‘down’.</p> <p>Mutual agreement on where things are placed in a known area.</p> <p>Have some spatial knowledge of distance in their known area.</p>	<p>As a geographer:</p> <p>Make basic observations of the local area – park, shop etc.</p> <p>Make connections between landmarks and their purpose – we go to the shop for food.</p>	<p>As a geographer:</p> <p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p>Make connections between sensory interactions and memory. For example, touching bark reminds them of a tree.</p>	<p>As a geographer:</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p>
Nursery 3-4	<p>As a geographer:</p> <p>Describe a familiar route and location using words such as ‘in front of’ and ‘behind’.</p> <p>Understand position through words alone. For example: left, right, up, down, next to, above.</p> <p>Comment and ask questions about their familiar world such as the place they live or the natural world.</p> <p>Know that there are different countries and continents in the world.</p>	<p>As a geographer:</p> <p>Talk about things they have observed in different places.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Use play to create their own ‘small worlds’ based on geographical understanding.</p>	<p>As a geographer:</p> <p>Prompt the discussion of patterns in the human and physical world. For example: natural areas are greener, seasonal changes to colour and weather, bricks in urban areas.</p> <p>Begin to recognise seasonal changes in conjunction with temperature.</p> <p>Begin to understand the need to care for the natural world.</p> <p>Begin to use simple vocabulary to name man made and natural objects in the world. For example: plant, house, tree, shop, animal.</p>	<p>As a geographer:</p> <p>Observe and identify features in the place they live and the natural world.</p> <p>Discuss likes and dislikes in the immediate environment, suggesting improvements if possible.</p> <p>Use a diverse range of stories, props, books, photos, and maps to provide a stimulus for geographical exploration.</p> <p>Use the five sense in a hands on exploration of the natural world.</p>
Reception	<p>As a geographer:</p> <p>Know the county and country they live in, being able to point to St Stephen on a map.</p>	<p>As a geographer:</p> <p>Recognise that places are different to the ones they live in.</p>	<p>As a geographer:</p> <p>Know that rural and urban areas are made of different geographical features: students expect grass, trees and wildlife in an urban area whilst</p>	<p>As a geographer:</p> <p>Draw information from a simple map, such as the differentiation between land and water.</p>

	<p>Comment upon the different lives people lead in different countries through stories, props, books, photos, and maps.</p> <p>Know that different lives should be celebrated and respected.</p>	<p>Demonstrate the ability to describe differences between a range of simple places such as a park, a school, the woods, the ocean.</p> <p>Understand that foreign buildings, streets and the like are different to their own because people live differently to them in different countries.</p>	<p>expecting buildings, roads, shops in more urban areas.</p> <p>Have a sensory understanding of seasonal changes in conjunction with temperature.</p> <p>Know the importance of recycling and how our natural world can be affected by litter.</p>	<p>Compose simple maps based on stories, books, photos, and maps. For example: drawing a treasure map in conjunction with pirate based stories or drawing a map of their walk to school.</p> <p>Compare places using visual cues such as arial photographs and simple maps.</p> <p>Explore the natural and manmade world whilst showing more affluence in geographical vocabulary.</p>
Year 1	<p>As a geographer:</p> <p>Name and locate some places in their locality, the UK and abroad. Be able to point to St Stephen, Cornwall and London.</p> <p>Comment upon why people lead different lives around the world through stories, props, books, photos, and maps.</p> <p>Know that there are many similarities and differences between their lives and that in different countries.</p>	<p>As a geographer:</p> <p>Begin to independently recognise simple similarities and differences between their local environment and others, using prompted geographical vocabulary.</p> <p>Begin to understand why places are geographically different or similar to their own environment.</p> <p>Articulate the differences in place through pictorial and/or constructional means. Students can verbally explain their decisions using geographical vocabulary.</p>	<p>As a geographer:</p> <p>Express their own views on different geographical environments, using geographical vocabulary in the process.</p> <p>Have an understanding that temperature changes when you travel to different places and how this can alter the lifestyle of people.</p> <p>Know ways in which they can recycle and make conscious efforts within the classroom environment. Discuss the impact on school grounds if they did not.</p>	<p>As a geographer:</p> <p>Compose maps of a known geographical area by using a simple key. Maps should be composed alongside familiar images and aerial pictures.</p> <p>Use maps to move around known areas. Use maps under the supervision of staff to move around unknown areas.</p> <p>Ask and answer simple geographical questions through fieldwork.</p> <p>Collect data as a class and comment upon their findings using numbers.</p>
Year 2	<p>As a geographer:</p> <p>Name and locate places of significance across the country, UK, and abroad. Be able to point to a range of places independently.</p> <p>Make observations as to a locations characteristics in conjunction with an appreciation of why this may be the case. Stories, props, books, photos</p>	<p>As a geographer:</p> <p>Independently recognise similarities and differences in the characteristics and practicalities of their local environment and others, using prompted geographical vocabulary.</p> <p>Begin to understand the impact that geography has on a place and its people, recognising differences and similarities to their own environment.</p>	<p>As a geographer:</p> <p>Give simple reasonings for their own geographical views, giving reasons for any suggested changes, using geographical vocabulary in the process.</p> <p>Have an understanding of the equator and that it is hotter the closer you live to it. Discussion as to how people live differently closer to the equator.</p>	<p>As a geographer:</p> <p>Compose maps of an unknown geographical area by using a key. Maps should be composed alongside images and aerial pictures.</p> <p>Under supervision, use maps to move around unknown areas. Students should be referring to the key throughout their fieldwork.</p>

	<p>and maps used to provide a stimulus for this.</p> <p>Know that people who live different lives have special talents which are moulded by the geography around them.</p>	<p>Articulate differences in place through written means, using age appropriate statistical representation if relevant to the topic. Geographical vocabulary used throughout.</p>	<p>Actively promote recycling in the class room and at home. Discuss the impact on their local village if people littered.</p>	<p>Ask and answer geographical questions through fieldwork. Raise further questions through fieldwork.</p> <p>Use simple mathematical charts, such as a tally chart, to record the results of fieldwork.</p>
Year 3	<p>As a geographer:</p> <p>Name and locate places significant to their own lives. Be able to point to taught geographical areas without prompt.</p> <p>Identify geographical ideas of the curriculum, such as economies, temperature and the tropics, in relation to learned locational knowledge. Students should answer geographical questions in conjunction with prompted reminders of these ideas.</p>	<p>As a geographer:</p> <p>Use different geographical resources to identify the geographical circumstances of given places. Students can attribute findings to given ideas and/or opinions.</p> <p>Students can give an example of conflict between human and physical geography. Students are aware that geographical changes can occur over time.</p> <p>Articulate the conflict between human and geographical features in a given place through a piece of formal writing which includes one form of geographical representation. Writing can possibly include: elements of independent research, analysis of fieldwork, data analysis, opinion pieces on causality. All writing should have evidence of high level vocabulary.</p>	<p>As a geographer:</p> <p>Compose written and verbal geographical opinions which use geographical vocabulary. Students opinions are supported with one piece of evidence, however students can state whether the evidence is a piece of physical or human geography.</p> <p>Students should be able to identify the tropics and the equator, identifying the geographical changes this can present. Students should be able to sort changes into physical and human.</p> <p>Understand how St Stephen is attempting to be sustainable and offer ways to improve this. Students should understand that awareness of the environment is a kindness and a responsibility for all of us.</p>	<p>As a geographer:</p> <p>Compose maps using a key to highlight topographical features. Some awareness of scaling.</p> <p>Whilst undergoing fieldwork, students should use maps to mark their journey and later recall their travails through a given environment.</p> <p>Answer simple questions of causality (why?). Make further geographical comments in conjunction with the given topic.</p>
Year 4	<p>As a geographer:</p> <p>Name and locate places significant to the lives of themselves and their family. Be able to point to geographical areas of their own interest without prompt.</p> <p>Explain geographical ideas of the curriculum, such as economies, temperature and the tropics, in relation to learned locational knowledge. Students should answer geographical</p>	<p>As a geographer:</p> <p>Use different geographical resources to develop their own explanation as to the geographical circumstances of given places. Students can use these resources as evidence for their understanding.</p> <p>Understand that every geographical place has an inherent conflict between physical and human geography, understanding that this can change over time.</p>	<p>As a geographer:</p> <p>Compose written and verbal geographical opinions which consistently use geographical vocabulary. Students opinions are supported with two pieces of evidence: one physical and one human.</p> <p>Students should be able to identify the tropics and the equator, explaining the geographical changes this can present. Students should be</p>	<p>As a geographer:</p> <p>Compose maps using a key to highlight topographical features and appropriate scaling.</p> <p>Whilst undergoing fieldwork, students should use maps to mark their journey and later recall their travails through a given environment.</p> <p>Answer simple questions of causality (why?). Make further</p>

	<p>questions through their knowledge of such ideas.</p> <p>Show an understanding of the lives of different people in relation to their geographical context. Attribute emotions to their geographical conflicts.</p>	<p>Articulate the conflict between human and geographical features in a given place through a piece of formal writing which includes at least one form of geographical representation. Writing can possibly include: elements of independent research, analysis of fieldwork, data analysis, opinion pieces on causality. All writing should have evidence of high level vocabulary.</p>	<p>able to articulate which changes are physical and which changes are human.</p> <p>Understand how Cornwall is attempting to be sustainable and offer ways to improve this. Students should understand that awareness of the environment is a kindness and a responsibility for all of us.</p>	<p>geographical comments based on their observations.</p>
Year 5	<p>As a geographer:</p> <p>Name and locate places geographically significant to their own lives. Be able to point to a range of geographically interesting areas of the world independently.</p> <p>Make analytical geographical comments on location in line with areas of the curriculum such as economies, temperature and the tropics. Students should answer geographical questions through their knowledge of geographical conflicts (human vs physical).</p> <p>Show an intrigue in the lives of different people. Begin to empathise with another's geographical circumstances.</p>	<p>As a geographer:</p> <p>Identify the different geographical resources that can be used to support their interpretation of geographical places. Show an understanding of how those resources can support their understanding of physical and human geography.</p> <p>Understand the etymology of geographical conflict between human and physical features, recognising similarities and differences across the world. Further to this, students understand that this conflict develops over time.</p> <p>Articulate the conflict between human and geographical features in a given place through a piece of formal writing which includes a couple of geographical representations. Writing can possibly include: elements of independent research, analysis of fieldwork, data analysis, opinion pieces on causality. All writing should have evidence of high level vocabulary.</p>	<p>As a geographer:</p> <p>Compose written and verbal geographical debates which consistently use geographical vocabulary. Students arguments are grounded in geographical evidence and is conscious of both physical and human geography.</p> <p>Students should be able to identify the tropics and the equator, explaining the impact that living on near one of these zones has on its people. Students should begin to formalise opinions on the conflict between physical and human geography in these zones.</p> <p>Offer methods of sustainability by looking at national and international processes. Students should understand that every change has a human, physical, and economic impact.</p>	<p>As a geographer:</p> <p>Compose highly detailed maps using a key to highlight topographical features, appropriate scaling and appropriate perspective.</p> <p>Under supervision, independently traverse environments using their knowledge of a key, scale, perspective and the compass points.</p> <p>Answer questions of causality (why?). Raise further questions based on geographical knowledge.</p> <p>Form appropriate mathematical representations of found data in line with mathematical curriculum – line graphs, pie charts, two way tables. Use found data as a tool for geographical analysis of impact.</p>
Year 6	<p>As a geographer:</p> <p>Name and locate places geographically significant to the world (human and physical). Be able to point to a range of geographically significant areas of the world independently.</p>	<p>As a geographer:</p> <p>Use interpretive skills to develop an understanding of place through a range of geographical resources – data, reports, historical texts, news paper clippings and the like.</p>	<p>As a geographer:</p> <p>Compose written and verbal geographical debates which consistently use geographical vocabulary. Awareness of impact any</p>	<p>As a geographer:</p> <p>Compose highly detailed maps using a key to highlight topographical features, appropriate scaling, appropriate perspective, and the use of a grid.</p>

	<p>Make locational predictions based on previously taught geographical knowledge (such as the tropics and the equator). Students should use locational knowledge as a stimulus for enquiry, asking and answering their own geographical questions.</p> <p>Show a curiosity and fascination for the lives of people different to themselves. Students should be able to empathise with another's geographical circumstances.</p>	<p>Understand the conflict between human and physical geography in a given place, recognising similarities and differences across the world. Further to this, students to frame their work within a context of changes over time when appropriate.</p> <p>Articulate the conflict between human and physical geography in a given place through a piece of formal writing which includes a range of geographical representations. Writing can possibly include: elements of independent research, analysis of fieldwork, data analysis, opinion pieces on causality. All writing should have evidence of high level vocabulary.</p>	<p>suggested changes may have on the environment and its people.</p> <p>Describe the positioning of the tropics and the equator without the aid of a map. Analyse the impact living on the equator has on the people living in those countries and the conflict this causes between human and physical geography.</p> <p>Offer methods of sustainability by looking at biodegradable alternatives to our current use of resources. Understand the impact that changing our ways has on both the future of our planet and the farmers/workers who provide resources for us.</p>	<p>Under supervision, independently traverse environments using their knowledge of a key, scale, perspective and the compass points.</p> <p>Ask and answer geography questions of causality (why?). Raise further questions with cross curricular ties.</p> <p>Form appropriate mathematical representations of found data in line with mathematical curriculum – line graphs, pie charts, two way tables. Use found data as a tool for geographical analysis of causality, consequence and impact.</p>
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