






Geography Subject Progression:

		Nursery & Reception	Year 1 & 2	Year 3 & 4	Year 5 & 6
	Location	Children begin to develop an understanding of where they live by learning about their local environment, such as their home, school, and the immediate surroundings. They start to recognise simple maps and identify key landmarks, such as where their school is located in relation to their home.	Children begin to understand basic geographical terms such as "near," "far," "up," and "down." They start to locate key places on a simple map or globe, such as their town or country, and begin to explore the wider world. Children are introduced to the concepts of continents and oceans, and can start to identify the countries that make up the United Kingdom.	Children start to locate the United Kingdom on a map of Europe and identify surrounding countries. They begin to develop a more detailed understanding of world geography, including continents, countries, and major cities. Children use a variety of tools, including maps and digital resources, to locate places and identify geographical features.	Children are able to locate countries and cities across the world, using more advanced maps and atlases. They can use geographical coordinates (latitude and longitude) to locate places, and begin to understand the concept of time zones. Children explore the relationship between human and physical geography, considering factors such as climate and population density in different regions.
	Place	Children explore their immediate environment and the features of places around them, like their home, school, and local park. They begin to describe these places using simple words such as "big," "small," "far," and "close."	Children begin to compare and contrast different places, recognising key features of local and distant places. They start to describe the physical and human characteristics of places, such as describing what a park or beach looks like, and learning how different places are used for different purposes.	Children begin to investigate the characteristics of a variety of places, including those within the UK and abroad. They compare the physical and human features of different places, such as cities versus rural areas, and explore how the environment affects the way people live. Children also start to use geographical vocabulary to describe the environment, such as "coastline," "urban," and "rural."	Children investigate the characteristics of different regions and countries, considering how geographical features, climate, and human activity shape these places. They compare and contrast places in different parts of the world, exploring the impact of geography on culture, economy, and lifestyle. Children are able to describe places in greater detail using specific terms related to human and physical geography.
	Fieldwork	Children explore the world around them through simple outdoor activities. They engage in sensory experiences like looking at plants and animals in the local area, and drawing or discussing the places they explore.	Children begin to develop basic fieldwork skills, such as observing the environment, asking simple questions about places, and recording information using drawings or symbols. They conduct simple investigations in their local area, such as exploring the school grounds and looking for different types of plants and animals.	Children develop more formal fieldwork skills, such as taking photographs and making simple sketches. They begin to use basic tools like maps and compasses to navigate and make observations. Children carry out investigations of local areas, looking at how land use changes or how physical features differ across the region.	Children conduct more detailed fieldwork investigations, using a wider range of tools and techniques. They collect, analyse, and present data, such as through surveys, interviews, and measurements. Children explore both human and physical aspects of the local area, conducting studies of environmental change, urban development, or climate conditions.
	Human Features	Children begin to notice human features in the environment, such as houses, schools, and shops. They explore how people use these features in daily life, for example by learning about where people live and work.	Children identify key human features such as buildings, roads, and shops, and begin to understand how people use these features in different places. They begin to compare the human features of their own area with those of other places, such as exploring how a town differs from a village.	Children investigate human features in more detail, including how settlements are developed and how land is used in different places. They explore concepts such as urban and rural areas, and begin to consider how humans impact the environment through activities like farming, building, and transportation.	Children understand the complexities of human features and how they shape the world around them. They study population distribution, land use, and the development of cities, and explore issues such as migration, urbanisation, and sustainability. Children explore how human activity influences the environment and how people adapt to different geographical challenges.
	Physical Features	Children explore natural physical features in their environment, such as trees, rivers, and hills. They begin to develop language to describe these features, like "big," "small," and "wet," and notice the changing seasons and weather patterns.	Children identify and describe simple physical features, such as mountains, rivers, beaches, and forests. They begin to understand how these features are part of the natural environment and how they can be found in different parts of the world. Children also begin to compare physical features in their local area with those in other regions.	Children deepen their understanding of physical features, exploring their formation and significance. They study a variety of physical features, such as volcanoes, mountains and coastlines, and understand their role in shaping the environment. Children also begin to understand the processes that form physical features, such as erosion, and how these features impact human life.	Children explore physical features in great detail, studying the processes that shape landscapes and ecosystems. They investigate natural phenomena such as floods, and climate zones, and explore how physical features like rivers, and deserts affect the lives of people living in those regions. Children begin to appreciate the global distribution of physical features and the links between physical geography and environmental issues.