

St Charles' CVA

Geography Knowledge Progression 2026–2027

Whole school progression at a glance

	Immediate environment → contrasting environments	Maps, natural world, weather/seasons, city/countryside and contrasting landscapes	Simple/aerial/digital maps; sensory observation; directional language; comparison	Explore, observe, describe and notice similarities/differences
Haddon - Reception	Spatial / locational knowledge	Human & physical understanding	Mapping & fieldwork	Geographical thinking
Chatsworth – Y1	Local area → UK → Europe/Asia	Recognise and compare simple human/physical features; weather and seasons	Aerial photos, simple maps, N/E/S/W, observation and surveys	Describe and compare
Bolsover – Y2/3	UK/world oceans and coasts; global mountains/volcanoes	Coasts, habitats, tectonic processes and hazards	Atlases, sketch maps, simple charts, mapped fieldwork	Move from description to causal explanation
Melandra – Y3/4	Antarctica, UK regions, New Delhi, major rivers	Climate, adaptation, settlements, land use, rivers/water cycle	OS maps, four-figure references, eight-point compass, environmental fieldwork	Explain relationships and change
Peveril – Y4/5	Europe/Alps, oceans, global desert distribution	Mountain environments, marine systems, deserts, human impact	Select methods, questionnaires, sketch maps, thematic maps, charts	Interpret, compare and evaluate
Hardwick – Y6	South America and global population patterns	Population, migration, climate pressures and contemporary issues	Scale, OS routes, digital mapping, independent enquiry	Reason from evidence; justify and evaluate conclusions

Haddon Class – Reception

History Knowledge Progression

Term / unit	Builds on	Knowledge progression	Geographical skills / fieldwork	Key vocabulary	Where this leads next
Advent – Exploring maps	Builds on children's everyday experience of familiar places, journeys, stories and positional language.	Know that maps represent places and can show features using shapes, lines, colours and symbols; recognise familiar features on simple maps and aerial views; understand that a map can represent a real or imaginary place; begin to recognise land and water and that places can be viewed from above; know that familiar local places can be described and represented.	Draw information from a simple map; identify and locate features; discuss an aerial photograph of the school; build simple 3D maps; use positional and directional language; create journey sticks; compare different maps; make a simple map of the local area.	map; feature; aerial view; land; water; journey; route; direction; above; below; near; far; local area	Provides the foundations for Year 1 "What is it like here?": aerial photographs, simple maps, symbols, routes and describing the immediate environment.
Lent – Outdoor adventures	Builds on observing the immediate environment and describing familiar places through talk, play and simple mapping.	Know that the natural world can be explored using the senses; recognise and describe natural features and materials; know that weather conditions affect what the environment looks and feels like; recognise the four seasons and that the natural world changes across the year; understand that people respond to weather through choices such as clothing; begin to recognise ways to care for local wildlife and habitats.	Observe closely outdoors; describe what is seen, heard and felt; collect and compare natural objects; make observational representations; investigate weather; revisit the same environment to notice seasonal change; use simple field observations to talk about patterns and differences.	natural world; environment; weather; season; spring; summer; autumn; winter; observe; senses; plant; animal; habitat	Directly prepares pupils for Year 1 weather and seasons work and strengthens observation skills used in local fieldwork.
Pentecost – Around the world	Builds on knowledge of the local environment, simple maps, land and water, weather and seasonal change.	Know that there are environments beyond the local area and that some are very different; recognise broad differences between city and countryside and between contrasting world landscapes; know that life in other countries can have similarities and differences to life in the UK; begin to recognise the UK on maps and explore contrasting environments such as hot deserts and polar regions; understand that maps, books, photographs and digital maps provide information about places.	Use simple and digital maps to explore places; identify land and water; compare photographs and other sources; describe similarities and differences between environments; sort and discuss features of city, countryside, desert and polar landscapes; communicate observations through talk, role play and creative activity.	world; country; United Kingdom; city; countryside; landscape; desert; polar; environment; compare; similar; different; digital map	Prepares pupils for Year 1 comparison of the UK with Shanghai and for later learning about continents, climate and contrasting environments.

Chatsworth Class – Year 1

History Knowledge Progression

Term / unit	Builds on	Knowledge progression	Geographical skills / fieldwork	Key vocabulary	Where this leads next
Advent What is it like here?	Reception experiences of familiar places, simple maps and talking about the immediate environment.	Know that an aerial photograph shows a place from above; identify the school and familiar features from above; know the name of the settlement and country in which the school is located; understand that maps represent places and that symbols/objects can represent features; recognise that people can have different views about places and that survey information can be used to suggest improvements.	Locate familiar features on aerial photographs; make a simple classroom map; use a map to find features in the school grounds; collect simple opinion data; use findings to design an improvement to the playground.	aerial photograph; aerial view; map; feature; location; symbol; route; survey; playground; local area	Prepares pupils to use compass directions, observe weather and locate the four countries of the UK.
Lent What is the weather like in the UK?	Builds on locating the school and local area and on Reception learning about seasons and changing weather.	Know that the UK is made up of England, Scotland, Wales and Northern Ireland; locate these on a UK map; know the four seasons and recognise seasonal change; know the four main compass directions and that a compass needle points north; recognise common weather types and symbols; understand that weather can vary across the UK and that people adapt clothing and activities to conditions.	Use maps to locate the four UK countries; use N, E, S and W to describe locations; observe and record daily weather; compare weather observations and communicate simple patterns.	United Kingdom; England; Scotland; Wales; Northern Ireland; season; weather; compass; north; east; south; west; temperature; rainfall	Supports comparison of the local area with Shanghai and later work on climate, hot/cold places and continents.
Pentecost What is it like to live in Shanghai?	Builds on local mapping, UK location, directional language and identifying familiar human and physical features.	Know the difference between human and physical features; know that the UK is in Europe and China is in Asia; locate Europe, Asia, the UK and China using an atlas; recognise selected human and physical features of China and Shanghai; understand that places can be compared by identifying similarities and differences in their human and physical geography.	Undertake a local walk; identify and photograph features; use aerial photographs; create a simple sketch map with symbols; use directional language and compass points; use an atlas to locate countries and continents; compare photographs and map evidence.	human feature; physical feature; continent; country; Europe; Asia; China; Shanghai; atlas; aerial photograph; sketch map; compass	Leads into Year 2 work locating all seven continents, the Equator and poles, and making more detailed place comparisons.

Bolsover Class – Years 2 and 3

History Knowledge Progression

Term / unit	Builds on	Knowledge progression	Geographical skills / fieldwork	Key vocabulary	Where this leads next
Advent Why do people live near volcanoes?	Builds on KS1 knowledge of continents, physical features and simple map use, and introduces more explanatory physical geography.	Know the four layers of the Earth in order and a characteristic of each; understand that tectonic plates move and that many mountains, volcanoes and earthquakes occur at plate boundaries; explain ways mountains form; identify major mountain ranges; distinguish shield and composite volcanoes and explain how volcanoes form; classify volcanoes; understand both benefits and hazards of living near volcanoes; know that earthquakes result from movement at plate boundaries.	Use world maps to locate mountain ranges, volcanoes and plate boundaries; interpret diagrams; use evidence to explain hazards and benefits; observe, record and digitally map rocks in local fieldwork; classify rock evidence by likely origin.	crust; mantle; outer core; inner core; tectonic plate; plate boundary; mountain; volcano; magma; lava; eruption; earthquake; shield volcano; composite volcano	Supports later work on climate zones, biomes, rivers and explaining relationships between physical processes and human activity.
Lent Why is our world wonderful?	Builds on Year 1 knowledge of the UK, human and physical features, simple maps and aerial photographs.	Know key characteristics and landmarks of the UK; distinguish human from physical features; recognise that significant features can be located at UK and world scales; understand the difference between a sea and an ocean; name and locate the five oceans; recognise that local natural habitats are geographically important and can be investigated and cared for.	Use maps and atlases to locate UK and world features; use an aerial photograph to create a simple sketch map; collect fieldwork data using mapped sketches and tally charts; present findings in a bar chart.	landmark; human feature; physical feature; ocean; sea; Atlantic; Pacific; Indian; Southern; Arctic; aerial photograph; sketch map; tally; bar chart; habitat	Secures KS1 global and local map knowledge and prepares pupils for more precise KS2 map interpretation and environmental enquiry.
Pentecost What is it like to live by the coast?	Builds on knowledge of the UK, oceans and seas, compass directions, human/physical features and simple fieldwork.	Name and locate the seas and oceans surrounding the UK; define a coast and locate examples around the UK; recognise characteristic coastal physical features; identify human features of a coastal settlement and explain ways people use coasts; understand that coastal places combine physical processes and human activity.	Use an atlas and UK maps; label seas and oceans; describe locations with four compass directions; label features on photographs; follow a prepared route; collect fieldwork data using tally charts; represent findings in a pictogram and describe patterns.	coast; coastline; sea; ocean; beach; cliff; bay; headland; harbour; settlement; human feature; physical feature; compass; route; tally; pictogram	Prepares pupils for KS2 study of settlements, land use, rivers, environmental quality and more independent fieldwork.

Melandra Class – Years 3 and 4

History Knowledge Progression

Term / unit	Builds on	Knowledge progression	Geographical skills / fieldwork	Key vocabulary	Where this leads next
Advent What are rivers and how are they used?	Builds on KS1 coasts and water features and on early KS2 map work and physical-process explanations.	Know the main stores and processes in the water cycle; describe upper, middle and lower river courses; identify key river features; locate major rivers; explain different human uses of rivers and some associated problems; recognise how physical and human features interact around a river; understand that environmental quality can be judged and improved.	Use maps and atlases to locate rivers; identify a river on an OS map; interpret physical and human features; carry out river or comparable waterside fieldwork; make an environmental-quality judgement from evidence and propose improvements.	water cycle; evaporation; condensation; precipitation; source; tributary; meander; waterfall; floodplain; mouth; estuary; river course; OS map; environmental quality	Deepens understanding of physical processes and human-environment interaction, supporting later work on oceans, resources and sustainability.
Lent Who lives in Antarctica?	Builds on Year 2 hot/cold places and continents and develops KS2 positional language and climate knowledge.	Know that latitude and longitude describe position; understand that the Northern and Southern Hemispheres experience seasons at different times; define climate zones; locate Antarctica in the far south and describe its polar climate and physical features; know that people do not live there permanently but visit mainly for scientific research and tourism; understand how clothing, equipment and behaviour enable people to work in extreme environments; know the broad outcome of Shackleton's expedition.	Use maps and globes to locate Antarctica; use latitude/longitude language; plot four-figure grid references; begin using the eight compass points; use digital-map zoom and aerial views; plan and evaluate a local expedition/fieldwork route.	Antarctica; latitude; longitude; hemisphere; climate zone; polar; ice sheet; iceberg; ice shelf; research station; tourism; expedition; grid reference; compass	Supports later study of climate zones, biomes, deserts and how people adapt to contrasting environments.
Pentecost Are all settlements the same?	Builds on identifying human features and using maps, and on understanding how environments influence where and how people live.	Know the differences between villages, towns and cities; locate selected UK cities and geographical regions; recognise common types of land use; understand that the location of features is influenced by physical and human factors; know that places change over time; locate New Delhi and identify its human and physical features; compare land use and settlement features in New Delhi with the local area.	Read an OS-map legend; follow a route on an OS map; observe and record local land use; use fieldwork evidence to explain feature locations; compare maps, photographs and other evidence from different places and times.	settlement; village; town; city; land use; residential; commercial; industrial; agricultural; OS map; legend; route; region; New Delhi; urban; rural	Provides foundations for later work on trade, population, migration, resources and increasingly complex place comparisons.

Peveril Class – Years 4 and 5

History Knowledge Progression

Term / unit	Builds on	Knowledge progression	Geographical skills / fieldwork	Key vocabulary	Where this leads next
Advent What is life like in the Alps?	Builds on KS2 knowledge of mountains, Europe, map use, settlements and comparing places.	Locate the Alps and the eight countries across which they extend; identify key physical and human characteristics of the Alpine region; know features of Innsbruck as a case study; understand that mountain environments influence settlement, transport, tourism and ways of life; compare the local area's human and physical geography with Innsbruck and explain important similarities and differences.	Use atlases and maps at different scales; research place characteristics; plan and carry out urban fieldwork using questionnaires, route mapping, sketches and photographs; organise evidence and use it to make a supported comparison.	Alps; mountain range; Europe; Austria; Innsbruck; physical feature; human feature; tourism; settlement; transport; questionnaire; route; fieldwork	Builds towards understanding global environmental regions, oceans, deserts and more independent geographical enquiry.
Lent Why do oceans matter?	Builds on the water cycle, rivers, environmental quality, map skills and understanding of human impact on environments.	Recall the water cycle; explain major ways people use oceans; understand that oceans help regulate Earth's climate and temperature; locate the Great Barrier Reef in Australia and describe its value; explain ways human activity damages marine environments and the consequences; identify actions that can support healthier oceans; understand that environmental decisions should be based on evidence.	Locate major oceans and marine environments; select suitable fieldwork methods; collect litter/environmental data using tally charts, photographs and sketch maps; navigate safely; present data including pie charts; use evidence to recommend environmental improvements.	ocean; marine; atmosphere; climate; temperature; Great Barrier Reef; coral reef; ecosystem; pollution; plastic; biodegradable; sustainability; tally chart; pie chart	Prepares pupils to evaluate threats to desert environments and, later, population, energy and sustainability issues.
Pentecost Would you like to live in the desert?	Builds on climate zones, biomes, place comparison, human impact and map-based location.	Know where hot desert biomes tend to occur in relation to latitude; describe the climate, vegetation and physical characteristics of hot deserts; locate major deserts; use the Mojave Desert as a case study; explain ways people use deserts and adapt to them; recognise different time zones; explain threats to desert environments, including human contributions to climate and landscape change; weigh benefits and drawbacks of desert life; compare desert land use with a contrasting biome.	Use world maps and lines of latitude to identify distribution patterns; interpret photographs, climate information and thematic maps; compare biomes and land use; evaluate evidence and reach a justified judgement about whether a desert is hospitable.	desert; biome; arid; latitude; Tropic of Cancer; Tropic of Capricorn; Mojave Desert; climate; vegetation; time zone; land use; adaptation; threat; sustainability	Supports Year 6 evaluation of population, migration, climate change, resources and independent enquiry.

Hardwick Class – Year 6

History Knowledge Progression

Term / unit	Builds on	Knowledge progression	Geographical skills / fieldwork	Key vocabulary	Where this leads next
Advent Why is South America in the news?	Builds on upper-KS2 knowledge of continents, climate zones, biomes, environmental regions, human impact and comparative place study.	Know where South America is and locate a range of its countries and major cities; identify significant physical features and environmental regions, including the Andes and Amazon basin; recognise patterns of climate, biome and vegetation; connect contemporary issues reported in the news to geographical causes and consequences such as deforestation, resource use, climate, settlement, trade or hazards; understand that news stories represent places selectively and should be interpreted using maps and reliable geographical evidence.	Use atlases, thematic maps, digital mapping and news sources to locate events; compare sources; interpret spatial patterns and data; distinguish human and physical causes and consequences; communicate an evidence-based geographical explanation.	South America; Andes; Amazon basin; environmental region; biome; vegetation belt; climate zone; deforestation; resource; trade; settlement; thematic map; evidence	Applies Kapow's upper-KS2 locational and place-knowledge progression and prepares pupils to analyse population change and global interdependence.
Lent Why does population change?	Builds on settlement, land use, climate, human-environment interaction, map scale and interpreting geographical data.	Know that population is unevenly distributed and identify densely and sparsely populated areas; describe broad global population growth; define birth rate and death rate and identify factors that influence them; define migration and explain push and pull factors, including forced migration; explain how climate change can affect populations; recognise links between population and environmental pressure.	Interpret population maps and data; calculate route length using scale; follow a selected route on an OS map; choose and use data-collection methods including a Likert scale and public survey; create a digital map to compare data from two locations; draw conclusions from evidence.	population; population density; densely populated; sparsely populated; birth rate; death rate; migration; migrant; push factor; pull factor; climate change; Likert scale; OS map; scale	Leads into independent fieldwork by requiring pupils to choose methods, handle data and justify conclusions.
Pentecost Can I carry out an independent fieldwork enquiry?	Builds on the full primary fieldwork sequence: asking geographical questions, map reading, route planning, data collection, digital mapping, analysis and evaluation.	Know that a geographical enquiry begins with a focused issue and answerable questions; understand that different questions require different data-collection methods; know how sampling locations and route choice affect evidence; recognise and manage fieldwork risks; understand that raw data must be organised and analysed before conclusions are drawn; know that digital mapping can reveal spatial patterns; understand that a strong enquiry evaluates its process and limitations.	Identify a local issue; formulate enquiry questions; justify methods; design accurate recording templates; select sampling points on an OS-map route; assess risk; collect data independently; analyse outcomes; map data digitally; present conclusions and evaluate the enquiry process.	enquiry; issue; question; method; primary data; secondary data; sampling; route; risk; OS map; data collection; analyse; digital map; conclusion; evaluate	Culminates the primary Geography progression and prepares pupils for KS3 geographical enquiry, increasingly independent fieldwork and evidence-based reasoning.

