



Christopher Pickering Primary School

Be the Best you can Be!

Christopher Pickering Geography Progression 2024-2025

Geography Progression EYFS-Y6



The Intention of the Geography Curriculum

- To ensure that all pupils have;
- A curiosity and fascination about the world and its people
- A knowledge about diverse places, people, resources, natural and human environments
- A deep understanding of the Earth's key physical and human processes
- An understanding of how the Earth's features, at different scales, are shaped, interconnected and changed over time.

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	Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork
F2	<p>To know that where I live is my home and it is in Hull</p> <p>To know that my school is Christopher Pickering primary School</p> <p>To know that India is far away from us</p> <p>To know that Hull and London are in England</p> <p>To know that I would have to catch a train or get in the car/bus to get to London</p>	<p>To know that India is a big country and has different weather to us</p> <p>To know that houses in other countries will look different to houses in England</p> <p>To know that different plants including fruits and vegetables, grow in different countries</p> <p>To identify differences and similarities between a farm and the natural countryside</p> <p>To know that Africa is a big continent made up of lots of countries</p> <p>To know that parts of Africa can be hot, sandy, cities, towns, tropical rainforest and cold</p>	<p>To describe some of the features of the four seasons, changes in the natural world, how our clothes change and the corresponding weather</p> <p>I know that we live in different types of homes such as house, bungalow, flat</p> <p>To describe the human and physical features of the Foundation Stage garden</p> <p>To describe human and physical features of a farm and compare to our FS garden</p>	<p>To know that a map shows where something is</p> <p>To use some positional language to describe where something is on a map</p> <p>To draw a simple birds eye map</p> <p>To take photographs of the changes in the natural world</p> <p>To use world maps to identify India and the UK</p> <p>To use a map of the UK to identify Hull and London</p> <p>To use simple fieldwork skills by identifying different houses on a local walk</p> <p>To use photographs of physical and human features to compare and contrast</p> <p>To use a range of stories, photographs and maps to find out what a place is like</p> <p>To draw a simple map based on Handa's walk using simple pictures</p>
Vocabulary	<p>Hull, Christopher Pickering, UK, England India, London, train, car</p>	<p>India, big, weather, different, Hot, sunny, cloudy, dry, rainy, thunderstorm Houses, bungalow, flat, Carrot, turnip, apple, grape tomato Mango, pineapple, tangerine, passion fruit</p>	<p>Autumn, Spring, Summer, Winter Trees, leaves, bare, blossom, bud, grow, fall, Hot, sunny, cloudy, dry, rainy, thunderstorm, snow, ice, fog, rainbow, frost, dew Shorts, t-shirt, coat, jumper, hat, scarf, sunhat, Bush, tree, play equipment, path, water, sandpit, grass, flowers., shed Shed, field, house, barn, pond, paddock, pasture, Physical and human</p>	<p>Map, world map, UK map, symbols positional, above, below, next to, beside, on top, under Birdseye, aerial, street view Fieldwork – house, bungalow, flat Shed, field, house, barn, pond, paddock, pasture,</p>

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	Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork
Year 1	<p>To recognise and name England, Scotland, Wales and Northern Ireland on a map of the UK</p> <p>To know that Hull is a city in England</p> <p>To name the continents and oceans of the world and begin to locate them on a map, globe and atlas.</p> <p>To begin to recognise that a large body of water on a map/globe is an ocean and a smaller body of water is a sea</p> <p>To be able to identify the British coastline</p> <p>To be able to identify and locate the Caribbean</p> <p>To be able to identify and locate the North Sea</p>	<p>To describe some of the physical and human features of the environment around school</p> <p>To identify that the United Kingdom is made up of England, Northern Ireland, Scotland and Wales</p> <p>To identify and describe some main human and physical features of England, Scotland, Wales and Northern Ireland</p> <p>To identify human and physical features of Withernsea and compare them to those of the Caribbean</p>	<p>To explain how the weather changes throughout the year and name the seasons (link to Science)</p> <p>To identify human and physical features on the school grounds</p> <p>To identify human and physical features of the 4 countries of the UK</p> <p>To identify human and physical features of Withernsea and the Caribbean</p>	<p>To use aerial photographs and plans to identify the key human and physical features of my school</p> <p>To construct basic symbols for human and physical features and locate on a basic map of the school using basic observational skills</p> <p>To use, maps, atlases and globes to identify the worlds continents and oceans</p> <p>To use photographs to find out what places are like</p> <p>To understand and use positional and directional language to find a location on a map</p> <p>To use simple fieldwork and observational skills to identify human and physical features during a fieldtrip</p> <p>To compare simple weather data between a hot and cold locality (Children will not have looked at statistics at this point)</p>
Vocabulary	<p>Continent, country, ocean, sea England, Scotland, Wales, Northern Ireland, UK, London, Edinburgh, Cardiff, Belfast</p> <p>Kingston upon Hull, Ocean, Sea Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean Asia, Africa, North America, South America, Antarctica, Europe, Australia</p>	<p>London, Lake District, Humber Bridge, Lake Windermere, Scafell Pike, Edinburgh, Lochs, Loch Ness, Mountains, Cardiff, Mount Snowdon, River Severn, Hills, Valleys, Giants Causeway, Belfast Withernsea, Beach, coast, sea, North Sea, wave, lighthouse, pier</p>	<p>Weather, hot, dry, rain, cloud, sun, drizzle, snow, sleet, hail, wet, cloudy, thunder, frost, mist</p> <p>Physical features, human features Field, seats, bin, trees, MUGA, play area, building, path, fence, bush Scafell Pike, Lake Windermere, Glenfinnan Via Duct, Edinburgh, London, Belfast, Cardiff, Ben Nevis, River Severn, Giants Causeway</p>	<p>Aerial, photographs, maps, atlases, globes, Human and Physical Features</p> <p>Positional language, directional language, location, identity, beach, coast, sea, shops, light house, bins,</p>

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	Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork
Year 2	<p>To name and locate England, Scotland, Wales and Northern Ireland and their capital cities on a map of the UK</p> <p>To name the waters that surround the UK</p> <p>To locate Hull on a map of the UK</p> <p>To name and locate the world's continents and oceans on a map, globe and atlas.</p>	<p>To identify physical features and the equator and the poles making comparisons between them</p> <p>To identify similarities and differences between some of the continents of the world</p> <p>To understand the difference between a city, town and village</p> <p>To identify similarities and differences between our city and New York</p>	<p>To identify the location of hot and cold areas of the world in relation to the equator and poles</p> <p>To describe the key human and physical features of London</p> <p>To describe the key human and physical features of Hull</p> <p>To describe the key human and physical features of New York</p>	<p>To know the 4 main directions on a compass.</p> <p>To use simple compass directions and directional language to find a location on a map. ***</p> <p>To interpret simple maps of London using symbols and keys to identify its features</p> <p>To use a variety of maps including Digi maps to make comparisons between sizes of settlements</p> <p>To use aerial photographs and plan to identify the key features and landmarks of London</p> <p>To create a simple map of London and use basic symbols in a key.</p> <p>To use maps and globes to identify the equator and north and south pole</p> <p>*** Y1 Maths Objectives to embed and use within fieldwork</p> <p>Describe position, direction and movement, including whole, half, quarter and three quarter turns.</p>
Vocabulary	<p>UK, England, Ireland, Scotland, Wales, Capital City, London, Edinburgh, Belfast, Cardiff, Kingston upon Hull,</p> <p>Continent, Asia, Africa, North America, South America, Antarctica, Europe, Australia/Oceania</p> <p>Oceans, Indian Ocean, Pacific Ocean, Atlantic Ocean, Southern Ocean, Arctic Ocean</p> <p>Equator, North pole, south pole, northern hemisphere, southern hemisphere</p>	<p>New York – Hudson River, Manhattan, Statue of Liberty, Central Park, Trade Centre, Empire State Building,</p> <p>London – River Thames, Buckingham Palace, Houses of Parliament, Big Ben, The Underground</p> <p>Route,</p>	<p>River, sea, weather, season, Vegetation, City, factory, house, shop, building, skyscraper, church, cathedral, settlements, landmarks, town, hamlet, village, city</p> <p>Tourist attraction</p> <p>Human and physical features</p> <p>Sunlight, day, night,</p> <p>Hot, cold, ice, desert, flourish</p> <p>Seasonal and daily weather patterns,</p>	<p>Directions, compass, north, south, east, west, compass rose</p> <p>Maps, globes, atlases, symbols, keys, Digi maps</p> <p>Tourist map, tube map</p> <p>Aerial view, street view</p> <p>Maps</p> <p>Aerial, key, symbols, interpret</p>

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	Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork
Year 3	<p>To name and locate a range of countries in Europe*</p> <p>To use compass knowledge and positional language to describe where countries in Europe * are located in relation to Hull</p> <p>To know that England is divided into regions and to be able to name three of them (Yorkshire, North West and South West)</p> <p>To identify the location of the world's most active volcanoes including the Ring of Fire</p>	<p>To identify some of the major cities and features within the regions of the UK</p> <p>To use the terms city, town, village and hamlet to describe a settlement</p> <p>To examine to effects of settlements beside a volcano</p> <p>To identify the features of southern Iceland and compare and contrast to Yorkshire</p>	<p>To identify human and physical features of Hull to explain how and why we are connected to Europe</p> <p>To identify the main human and physical features of Yorkshire and the south west and then compare and contrast to identify differences and similarities</p> <p>To identify some areas in the world with a deciduous biome and describe its features</p> <p>To understand the physical processes of volcanoes</p> <p>To identify the physical processes of an earthquake and the effect one can have on the local community</p>	<p>To be able to read and give two figure grid references</p> <p>To use an OS map and correlating symbols/legends to interpret the map of Hull</p> <p>To use a range of maps (1890's, 1950 and current) to examine changes in the local area</p> <p>To know and use the eight points of a compass to describe position</p> <p>To carry out data collection in a fieldwork setting in order to find out how a village compares to a town and is all of the land used the same way? ** ** Y2 Maths objectives to embed and use within fieldwork interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p>
Vocabulary	<p>Continent, country, ocean, sea, body of water *UK, Spain, France, Italy, Germany, Russia, Denmark, Netherlands North, west, south, east</p> <p>Yorkshire , North West , South West</p> <p>Ring of fire, Volcanoes within the ring of fire, Pacific ocean, Equator, tropics, tectonic plates Asia, Indonesia,</p>	<p>Yorkshire – Humber Bridge, York, North West – Manchester, Scafell Pike South West – Stonehenge, Cheddar Gorge, Bath</p> <p>Hull City, Humber estuary, River Hull, local area, Humber Bridge, City Centre, St Andrews Quay, St Stephen's</p>	<p>Human and Physical features ; Port, trade, land use, industrial, factory, River Humber, North Sea, ferry, crossing, docks, trains, roads, links , Topography, hill, mountains, lake, valleys, residential, urban River, hill, mountain, high land, low land, weather, bodies map, Yorkshire Dales Biome – deciduous, broad leaf, seasons, leaves fall, polar regions and tropics Settlements, city, town, village, hamlet, Population, supermarket, post office, shop, police station, fire station, church Shield, composite and cinder shaped Fault, underwater volcano, mid, ocean ridge, Magma, pressure, crust, lava, active, dormant, extinct, chamber, vent, conduit, ash, cloud, Techtronic plates, epicentre, seismic/Movement magnitude scale,</p>	<p>OS Map, Ordnance Survey, legend,/key, symbols, features, 2 figure grid reference, digital mapping</p> <p>Compass Points, Compass Rose, North, South, East, West, north-east, north-west, south-east, south-west</p> <p>Museum, tourist information, park and ride, golf course, park, golf course, nature reserve, picnic site</p> <p>Traffic surveys, land use, amenities</p>

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	Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork
Year 4	<p>To be able to locate Africa and Egypt on a world map and describe its position in Africa and the Equator, Tropics and lines of latitude</p> <p>To use locational language to describe countries within Europe and Rome in Italy</p> <p>To name and locate UK Roman cities that are a legacy</p> <p>To understand and identify where Rainforest Biomes are located across the world</p>	<p>To be able to locate and describe the varying biomes within Africa (four out of the 6 main)</p> <p>To use data sources and a range of maps and images to describe the physical characteristics of Egypt</p> <p>To identify human and physical geographical features of the Lazio region</p> <p>To explain what a biome is and how different biomes occur across the globe</p> <p>To describe the diverse biomes of South America</p>	<p>To understand the physical process of why the River Nile Floods</p> <p>To be able to identify and describe why Egyptian settlements are mostly beside the River Nile</p> <p>To understand how dams create renewable energy and how this is good for the planet</p> <p>To identify human and physical features of the Lazio region</p> <p>To compare the human and physical features of Lazio and Yorkshire</p> <p>To explain how the rainforest is a unique ecosystem</p> <p>To identify areas of the world with a tropical rainforest, desert, temperate and savannah biome and describe its features</p> <p>To explore how humans impact the rainforest both positively and negatively</p> <p>To understand how Fair Trade agreements improve conditions for farmers and encourage sustainability</p>	<p>To use an atlas and its index to locate UK Roman settlements</p> <p>To read, interpret and give four figure grid references</p> <p>To compare temperature and rainfall data of a woodland and rainforest biome **</p> <p>** Y3 Maths objectives to embed and use within fieldwork</p> <p>interpret and present data using bar charts, pictograms and tables including 2 way-tables</p>
Vocabulary	<p>Continent, Country, Africa, Egypt, Continent, Atlantic Ocean</p> <p>Equator, Latitude, Tropic of Cancer, Tropic of Capricorn, North Pole, South Pole, Southern Hemisphere, Northern hemisphere</p> <p>UK, Spain, France, Italy, Germany, Russia, Denmark, Netherlands</p> <p>Rome, Greece –Adriatic Sea, Tyrrhenian Sea, Ionian Sea, Mediterranean sea,</p> <p>South America, Brazil, Congo, Indonesia, Peru, India, Mexico</p>	<p>Biomes, Desert, Rainforest, Savannah, Grassland, Vegetation Belt</p> <p>City, region, peninsula, Lazio, Capital City</p> <p>River Tiber, Lakes; Lago Di Bracciano, Lago Di Bolsena, Rome, Vatican City</p> <p>The Amazon Rainforest,</p>	<p>River Nile, Flooding, Desert, rainfall, annual, mountains, high lands, river bed, river bank, fertile land, Delta, river source, river mouth , low lands</p> <p>Coliseum, Pantheon, Trevi Fountain, Castle Sant' Angelo, Vatican, Tourism, culture, economy</p> <p>Economic trade, settlements, population, Biomes: rainforest – between tropics, hot, moist, precipitation, dense, no seasons</p> <p>Desert – dry, little rainfall, hot in day, cold at night, cactai</p> <p>Temperate - deciduous, broad leaf, seasons, leaves fall, polar regions and tropics</p> <p>Climate, rainfall, temperature biome, dense, oxygen, species, tropical, temperate, temperature, humid, average, deforestation, Layers, canopy, Emergent Layer, The understory, the forest floor</p>	<p>Atlas, index, grid reference, Roman settlements</p> <p>Four figure grid reference, x and y axis, co-ordinates , average, temperature, rainfall, data, biome, woodland biome, rainforest biome, line graph, bar chart, table, average data,</p>

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	Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork
Year 5	<p>To identify and describe the location of Greece and its neighbouring countries and bodies of water</p> <p>To identify and locate key countries and bodies of water in Northern Europe</p> <p>To name major world rivers and understand why they are significant.</p> <p>To name and describe the location of some of the World's most significant mountains</p>	<p>To identify the geographical features of Greece</p> <p>To identify the similarities and differences between Yorkshire and the Cyclades</p> <p>To identify and describe the geographical features of Northern Europe including biomes</p> <p>To name and locate major UK rivers</p>	<p>To identify and describe the human and physical features of Greece</p> <p>To identify human and physical features of Yorkshire and the Cyclades</p> <p>To name some of the world's natural resources and where they come from</p> <p>To identify areas of the world with a tundra, ice, taiga and savannah</p> <p>To compare the natural resources of a country and understand basic trade</p> <p>To describe how a river is formed and name its features</p> <p>To understand why the water cycle needs to be conserved</p> <p>To understand what river pollution is and know strategies that can reduce it.</p> <p>To describe the physical process of mountain formation.</p>	<p>To use a range of maps to identify key physical features of an area</p> <p>To use a scale to calculate a straight line distance on a map</p> <p>To be able to read, use and give six-figure grid references.</p> <p>To use sketch maps to record the land use beside the river Hull and its key features.</p> <p>To use a physical (topographical) map, within an Atlas to identify major mountain ranges of the world.</p> <p>To read and use contour lines, identifying key UK peaks.</p> <p>To interpret digital OS maps, online sources and data sets to learn more about Mount Snowden **</p> <p>** Y4 maths obj to embed</p> <p>♣ interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>♣ solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>
Vocabulary	<p>Continent, ocean, sea, body of water Greece, Italy, Turkey, Albania, North Macedonia, Bulgaria Egypt, Mediterranean Sea, Sea of Crete, Ionian Sea, Aegean Sea</p> <p>Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, Norway, Sweden, UK and Ireland Atlantic Ocean, North Sea, Baltic Sea, Norwegian Sea</p>	<p>Islands, mainland, peninsula, mountainous regions, borders, , Cyclades, Athens, Greece, Naxos, Paros, topography, high land, low land,</p> <p>River Serven, River Thames, River Trent, River Wye, The Great Ouse River, River Ure, River Tay, River Clyde</p> <p>The Yangtze (Cháng Jiāng), The Amazon, The River Nile, The Mississippi River, The Murray River, The Ganges</p>	<p>Population, settlement, economic activity, trade, resources Rivers, mountains, climate change, global temperature, river, source, tributary, ox-bow lake, meander, flow, stream, river bed, river bank, deposition, mouth, estuary, valley, highland, water cycle, evaporation, condensation, precipitation, pollution, plates, earth's crust Major river, highland, lowland, mouth, sea, estuary Biomes – microbiomes, savannah, tundra, Taiga, Ice</p>	<p>Topography topographical, contour lines, incline, height, peak, point, scale, distance, represent, grid reference, sketch map, OS map, height above sea level, key, 6 figure grid references, sketch map, features, land use, human and physical,</p>

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	Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork
Year 6	<p>To geographically describe the locality of central America.</p> <p>To identify the position and significance of the Prime Meridian at Greenwich and the world's time zones.</p>	<p>To identify the geographical features of Central America and identify its main human and physical features</p> <p>To explain the function of a farm and calculate land needed to grow food.</p> <p>To use data to compare the population of European countries.</p> <p>To read and interpret line graphs to compare the wealth of European Countries.</p> <p>To read and interpret pie charts to understand UK imports.</p>	<p>To explain the connection between farming and weather.</p> <p>To understand what greenhouse gas is, what it does and how it can be reduced.</p> <p>To explain the important link between more plants and less CO2</p> <p>To explore changes in farm landscapes and how carbon footprints are being reduced.</p> <p>To generate a climate action plan for our school.</p>	<p>To master using the eight points of the compass.</p> <p>To understand how longitude links to time zones across the world</p> <p>To use a scale to calculate straight line distances on a map.</p> <p>To observe and collect weather data.</p> <p>To use a 6 figure grid reference on an OS map and understand the legend.</p> <p>To interpret data sources to learn about a locality. **</p> <p>** Y5 maths objectives to embed solve comparison, sum and difference problems using information presented in a line graph * complete, read and interpret information in tables, including timetables Y6 Maths objectives interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average</p>
Vocabulary	<p>North, South and Central America, NSEW, Caribbean Sea, Pacific Ocean, Gulf of Mexico, Prime Meridian at Greenwich, longitude, 0 degrees, London, eastern hemisphere, western hemisphere</p>	<p>Farm, land use, calculate, crops, read, animals, wind solar power, electricity</p>	<p>Weather, climate, land use, farming, arable, greenhouse gas, atmosphere, carbon foot print, sustainable working, action plan</p>	<p>Longitude, time zone, Greenwich meridian, scale, distance, represent, data, observe, collect, ml, OS map, legend, grid reference, 6figure grid reference, co-ordinates,</p>