TOYNTON ALL SAINTS PRIMARY SCHOOL

Geography Progression

EYFS to Year 6 | Curriculum cycle 2026–27

Progression overview

Locational knowledge and scale

Planned progression
• Recognise familiar classroom, school and local rural features and routes.
• Locate familiar community places; locate the UK on a globe or world map and recognise countries and oceans.
• Name school, village, county and country; locate England, the UK countries, surrounding seas and five oceans.
• Locate India, New Delhi, Antarctica, the Southern Ocean, South Pole and major UK/world rivers; use latitude to explain climate.
• Use atlases and coordinates to locate Europe, the Americas, countries, capitals, hemispheres, the Equator and major physical features.
• Use thematic maps to interpret global population and energy patterns and regional variation.

Place, settlement and comparison

Planned progression
• Describe familiar places and distinguish natural from human-made features.
• Compare the local rural area with a city and contrast local conditions with a hot, cold or coastal place.
• Identify human and physical features of school and coast; explain how people use coastal places.
• Classify settlement types and land use; compare the local area with New Delhi using evidence and without stereotyping.
• Compare carefully selected American localities and explain how physical geography influences settlement, life and economic activity.
• Explain how population, migration, climate change, resources and settlement interact.

Physical and human processes

Planned progression
• Notice seasonal and weather patterns and identify farmland and fields.
• Observe weather; recognise habitat needs and practical environmental improvement.
• Describe seasons, UK weather patterns and responses to weather; define coast and identify coastal features and uses.
• Distinguish weather and climate; explain the water cycle, river formation and river uses.
• Relate climate to latitude, altitude and distance from the sea. • Explain food production, trade, supply chains, environmental impact and responsible choices.
• Explain birth and death rates, migration and climate-related population change. • Compare renewable and non-renewable energy using geographical criteria.

Maps, routes and spatial language

Planned progression
• Use positional language and build a simple map or model of a familiar place.
• Sequence landmarks, describe routes and place features on simple maps.
• Recognise a plan view; use symbols, left/right and four compass points to follow and describe routes.
• Use maps, symbols, compass directions and checkpoints to plan an expedition and explain feature locations.
• Interpret OS symbols and keys; use eight compass points, scale, and four- and six-figure grid references to plan journeys.
• Plan efficient fieldwork routes using scale, symbols, grid references and checkpoints.

Fieldwork and geographical enquiry

Planned progression
• Observe familiar environments.
• Use simple tallies or pictograms, map minibeasts and suggest a practical improvement.
• Observe school grounds, collect simple data, present views and justify a realistic improvement.
• Classify local land use; compare historic sources; frame a river enquiry, collect data safely and evaluate findings.
• Compare maps and photographs; map food-origin evidence and recognise limitations; justify routes using multiple constraints.
• Develop an answerable enquiry; select quantitative and qualitative methods and sampling; analyse patterns and anomalies; evaluate reliability and ethics.