

## St John's Catholic School Geography Skills Progression Map 2025/2026

### Disciplinary Knowledge

Locational Knowledge

Place Knowledge

Human and Physical  
Geography

Geographical Skills  
and Fieldwork

### Disciplinary Concepts

Place

Space

Scale

Interdependence

Physical and  
Human Processes

Environmental  
Impact


Sustainable  
Development

Cultural Awareness  
and Diversity

#### EYFS

##### Understanding the world - Understanding the World: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

 Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>The World and our School</b> <b>The Local Park</b> <b>Our School Grounds</b>	<b>My local area and Tulum, Mexico</b> <b>Investigating weather and climate</b>	<b>United Kingdom</b> <b>Bee conservation</b> <b>Land use, economic activity and travel</b>	<b>Greece</b> <b>Locality</b> <b>Investigating weather and climate</b>	<b>America</b> <b>Rivers</b> <b>Biomes and eco system</b>	<b>UK depth study</b> <b>Sustainability</b>
<b>Place</b>	<b>Place</b> To understand that places can have meaning to people  To understand that places can have meaning to people.  To understand that places can have meaning to people.	<b>Place</b> To understand that places can have meaning to people.  To understand that physical features are significant within the local area in which they are located.	<b>Place</b> To understand that places can have meaning to people.  To understand that people can choose to use land differently, and give some examples.  To understand that people can choose to use land differently, and give some examples.	<b>Place</b> To understand that places can have meaning to people and make some suggestions or examples.  To understand that people can choose to use land in different ways, depending on the land's physical geography.  To understand the similarities and	<b>Place</b> To understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.	<b>Place</b> To understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area.  To understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.

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			<p>To understand that people can choose to use land in different ways depending on the physical geography of the landscape, and give some examples.</p>	<p>differences between my region and the South Aegean and give some examples.</p> <p>To understand that places can have meaning to people and make some suggestions or examples.</p> <p>To understand that people can choose to use land in different ways, depending on the land's physical geography.</p> <p>To identify climate zones worldwide and their relation to the equator and poles.</p>		
<b>Locational</b>	<p><b>Space</b> To understand that the world has seven continents.</p> <p>To identify some key human and physical features of my local area.</p> <p><b>Scale</b> To understand that the UK is split into countries and surrounding seas.</p> <p>To understand how my local park fits within my local area.</p>	<p><b>Space</b> To understand that the world has seven continents and five oceans.</p> <p>I can understand that the UK is split into countries and surrounding seas.</p> <p><b>Scale</b> To understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city.</p> <p>To understand that Mexico is a North American country</p>	<p><b>Space</b> To understand that the UK is split into countries and regions.</p> <p>To understand that regions are split into counties.</p> <p>To understand that counties contain settlements.</p> <p>To understand that the UK is split into countries and regions.</p> <p>To understand that regions are split into counties.</p> <p>To understand that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial, recreational and commercial.</p> <p><b>Scale</b> To understand that England, Scotland, Wales and Northern Ireland are countries in the UK.</p>	<p><b>Space</b> To identify the continents of the world.</p> <p>To use maps to identify some of the countries of Europe and their capital cities.</p> <p>To identify some key physical features and settlements in South Aegean.</p> <p>To identify the location of my region in England and the key human and physical features.</p> <p>To identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian.</p> <p>To identify the location of my settlement and region in</p>	<p><b>Space</b> I can identify the location of my region in England and the key human and physical features.</p> <p>To identify some of the countries of North/South America and their capital cities.</p> <p>To identify some key settlements in the Western USA</p> <p>To give examples of how the landscape in the Western USA varies massively, e.g. climate zones, vegetation belts and biomes.</p> <p>To identify how physical geography and climate can affect the type and location of settlements in my region and the Western USA</p>	<p><b>Space</b> I can use clues to identify my region's key human and physical geographical features and landmarks.</p> <p>To identify the location of my region within England.</p> <p><b>Scale</b> To understand how my region is an area within England, and there are counties, towns and cities within my region.</p> <p>To understand how England is one country within the continent of Europe and the links it has with other countries in Europe.</p>

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			<p>I can understand how my region is an area within England.</p> <p>To differentiate between settlements of various sizes, including cities, towns, villages, and hamlets.</p> <p>To understand that hamlets, villages, towns and cities are settlements of different sizes</p>	<p>England and the key human and physical features.</p> <p>To understand and describe human geography, including types of settlement and land use.</p> <p><b>Scale</b> To understand how my region is an area within England with different-sized settlements.</p> <p>To understand that South Aegean is a region within Greece, with settlements of different sizes.</p> <p>To understand that England Greece are countries within the continent of Europe.</p> <p>To understand how my region is an area within England with different-sized settlements.</p> <p>To understand that my local settlement is within a region of England, which is a country within the continent of Europe.</p>	<p>I can identify the Prime/Greenwich Meridian and time zones, including day and night.</p> <p>To identify the names and locations of the five longest rivers in England.</p> <p>To identify the location of a river in my region. To identify the location of the River Thames</p> <p>To name biomes and vegetation belts that are found across the world.</p> <p>To name the biomes and ecosystems found in the UK.</p> <p>To identify the location of the New Forest.</p> <p><b>Scale</b> To understand how my region is an area within England, and there are counties, towns and cities within my region.</p> <p>To understand that England is a country within the continent of Europe.</p> <p>To understand that the USA is a country within the North American continent.</p> <p>To can understand that Western USA is a region within the USA</p>	
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					<p>To understand that there are states, cities, and towns within the West Region of the USA</p> <p>To make comparisons between my country and the USA in terms of the size of the land and the population.</p> <p>To understand that you can find different ecosystems, vegetation belts and biomes within countries.</p>	
Physical and Human Processes	<p><b>Physical and Human Processes</b></p> <p>To identify seasonal and daily weather patterns in the UK.</p> <p>To identify how the weather varies around the world.</p> <p>The identify human and physical features.</p> <p>To understand human processes in my local area, including settlements and varied land use.</p> <p>To identify human and physical geographical features in my local area.</p>	<p><b>Physical and Human Processes</b></p> <p>To understand that the poles and equator impact the climate on Earth.</p> <p>To identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary.</p> <p>To understand the differences between weather and climate.</p> <p>To understand that the poles and equator impact the climate on the Earth.</p> <p>To identify hot and cold areas of the world in relation to the poles and the equator</p> <p><b>Cultural Awareness and Diversity</b></p> <p>To understand the similarities and differences between my country and other countries.</p>	<p><b>Physical and Human Processes</b></p> <p>To understand that land has height.</p> <p>To identify mountains, hills and rivers on maps.</p> <p>To understand human processes in the UK, including settlements and land use.</p> <p>To understand that land use patterns change over time.</p> <p>To identify some key human and physical features of the UK and my region.</p> <p>To understand how bees are involved in physical processes</p> <p>To understand human processes in the UK, including settlements and land use.</p> <p><b>Cultural Awareness and Diversity</b></p> <p>To understand that England is made up of different regions and counties and that people</p>	<p><b>Physical and Human Processes</b></p> <p>To understand that physical processes are the natural forces that change Earth's physical features. I understand how tectonic movement has shaped the Earth's surface.</p> <p>To understand how earthquakes and volcanoes happen and can identify some key events in South Aegean, Greece.</p> <p>To understand human processes in my region and South Aegean, including settlements and economic activity.</p> <p>To understand and describe human geography.</p> <p>To understand human processes in my local settlement, including land use, types of settlements and economic activity.</p>	<p><b>Physical and Human Processes</b></p> <p>To understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle.</p> <p>To understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA</p> <p>To understand how tectonic movement has shaped the Earth's surface.</p> <p>To understand human processes in my region and Western USA including settlements and economic activity.</p> <p>To identify key features of the River Thames including the source and the mouth.</p> <p>To understand what rivers are and how they are formed.</p>	<p><b>Physical and Human Processes</b></p> <p>To understand that human actions can disrupt the natural physical processes on Earth.</p> <p>To understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market.</p> <p>To explain how economic activity in the United Kingdom has changed over time.</p> <p><b>Interdependence</b></p> <p>To explain the impact that plastic waste has on the environment.</p> <p>To outline the environmental impact caused by different economic activities in the UK.</p>

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			<p>living in these regions and counties may have different senses of identity based on where they live</p> <p><b>Environmental impact</b> To understand how land use impacts the survival of bees.</p> <p>To understand how personal choices on how to use land impact the environment.</p> <p><b>Sustainable Development</b> To suggest how to make the school locality more environmentally friendly.</p> <p><b>Independence</b> To understand that UK settlements rely on different areas of land use to thrive.</p>	<p>To understand the differences between weather and climate and give examples.</p> <p>To explain how the equator, poles, circles and tropics affect climate.</p> <p>To give reasons for the climate and weather in the United Kingdom.</p> <p>To identify climate zones worldwide and their relation to the equator and poles</p> <p><b>Cultural Awareness and Diversity</b> To understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centers.</p>	<p>I can name and explain the different features of rivers.</p> <p>To understand how the climate impacts the landscape through biomes and vegetation belts.</p> <p>To understand what animals, plants and habitats can be found in a woodland ecosystem in the UK.</p> <p><b>Cultural Awareness and Diversity</b> To understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.</p>	<p><b>Sustainable Development</b> To make suggestions on how the school can reduce the impact it is having on the environment.</p> <p><b>Environmental Impact</b> To outline the environmental impact caused by different economic activities in the UK.</p>
<b>Geographical skills and fieldwork</b>	<p>To use simple fieldwork and observational skills to answer geographical questions.</p> <p>To use directional language to describe a route.</p> <p>To name and use cardinal directions.</p> <p>To devise a simple map.</p> <p>To collect and record simple data.</p> <p>To present simple data in a chart.</p>	<p>To use atlases and globes to discover the continents and oceans of the world.</p> <p>To use compass directions and locational and directional language to describe the location of features on a map.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and devise simple maps.</p> <p>To use a key.</p> <p>To use simple fieldwork and observational skills to study the school's geography.</p>	<p>To use compass points, four-figure grid references, symbols, and keys.</p> <p>To devise a sketch map of my local area.</p> <p>To identify physical features on a map.</p> <p>To locate settlements on a map.</p> <p>To use maps and atlases to discover the United Kingdom.</p> <p>To carry out a geographical enquiry using fieldwork and observational skills.</p>	<p>To use atlases, maps and globes to locate places and describe features studied.</p> <p>To use atlases, maps and globes to locate places and describe geographical features studied.</p> <p>To use digital to observe, record and present the human and physical features in my local settlement using a sketch map.</p> <p>I can use the eight points of a compass, four-figure grid references, symbols and key, to build my knowledge of my local settlement.</p>	<p>To use atlases, maps and globes to locate places and describe features studied.</p> <p>To plan a geographical enquiry using fieldwork and observational skills.</p> <p>To record data in a variety of ways.</p> <p>To present my data using charts and graphs.</p> <p>To analyse data and explain what I have learnt.</p> <p>To plan a geographical enquiry using fieldwork and observational skills.</p>	<p>To plan a geographical enquiry using fieldwork and observational skills.</p> <p>To collect data using a range of equipment.</p> <p>To record data in a variety of ways.</p> <p>To present my data using charts and graphs.</p> <p>To analyse data and explain what I have learnt.</p> <p>To use facts and evidence to judge the sustainability of economic activity in the UK.</p>

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		<p>To carry out a geographical enquiry using simple fieldwork and observational skills.</p> <p>To collect weather data using the equipment.</p> <p>To record weather data.</p> <p>To present my data. I can analyse data.</p>	<p>To record data</p> <p>To analyse data and evaluate fieldwork.</p> <p>To devise a simple map using information learnt from a geographical enquiry</p> <p>To plan a geographical enquiry using fieldwork and observational skills</p> <p>To use digital mapping to collect data.</p> <p>To record data using tables and questionnaires.</p> <p>To present collected data using bars and charts.</p> <p>To analyse data and explain what I have learnt.</p>	<p>To plan a geographical enquiry using fieldwork and observational skills.</p> <p>To collect weather data using a range of equipment.</p> <p>To record weather data in a variety of ways.</p> <p>To present my data using charts and graphs.</p> <p>To analyse data and explain what I have learnt.</p>	<p>I can collect data using a range of equipment.</p> <p>I can record data in a variety of ways.</p> <p>I can present my data using charts and graphs.</p> <p>I can analyse data and explain what I have learnt.</p> <p>I can use compass points and six-figures and references to build my knowledge of the world.</p>	
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