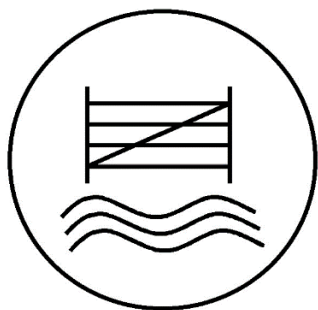




Ambergate Primary School

Achieve, Believe, Create

Geography – Progression statements

Written:	September 2025
Review:	June 2026

Progression Statements

	Class 1 – EYFS and Y1	Class 2 – Y2 and Y3	Class 3 – Y4, Y5 and Y6
Areas of Study	Up, Up and Away – Birds eye view, map and direction work. Beyond Ambergate but still within Derbyshire On the farm – Use of land surrounding Ambergate Home and Gardens - Local study involving observational skills with a focus on buildings Old and New – Seasonal and daily weather patterns in the UK and hot and cold places (e.g. North Pole, near the equator)	Marvellous Modern Europe – Locating continents, oceans and countries with the UK. Focus on Scandinavia. India – In depth study of India (non-European country). Compare and contrast to Europe.	Rainforests – Comparing the human and physical differences across the UK, Europe and North/South America. Climate zones, biomes and vegetation belt. To infinity and beyond – Use of satellites. Volcanoes –Volcanoes, earthquakes and the water cycle.
Geographical enquiry	Ask geographical questions [i.e. 'What is it like to live in this place?'] Observe and record Express their own views about people, places and environments [i.e. about parking near the school] Communicate in different ways including through tables, pictures and diagrams.	Ask geographical questions [i.e. 'Why did people choose to live here?', 'What makes this a good place to live?'] Observe and record [i.e. identify buildings in street and complete a chart], drawing conclusions. Express their own views about people, places and environment using evidence to support their views.	Ask geographical questions [i.e. 'What is this landscape like?', 'What do I think about it?'] Collect and record evidence [i.e. carrying out a survey of shop functions and showing on a graph] Analyse evidence and draw conclusions [i.e. by comparing population data for two localities]

	Communicate understanding through writing and pictures. Use geographical vocabulary [i.e. hill, motorway, near, far, north, south] Use fieldwork skills [i.e. recording info on a school plan or local area map] Use simple globes, maps, plans at a range of scales [i.e. following a route on map] Use secondary sources of information [pictures, photographs, stories, information texts, videos, artefacts] Make maps and plans [i.e. a pictorial map of a place in a story]	Communicate in different ways including through numerical and quantitative skills, maps and pictures. Communicate understanding through writing at length. Use geographical vocabulary appropriate to the topics taught Use fieldwork skills [i.e. plan and investigate around a school plan or local area map] Use globes, maps, plans at a range of scales [i.e. following a route on a map] Use secondary sources of information [i.e. internet, pictures, photographs, stories, information texts, videos, artefacts] Make maps and plans with keys.	Identify and explain different views that people, including themselves, hold about topical geographical issues [i.e. views about plans to build an hotel in an overseas locality] Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, [i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school]. Use geographical vocabulary [i.e. temperature, transport, industry] Use fieldwork techniques [i.e. labelled field sketches] and instruments [i.e. rain gauge, camera] Use atlases and globes, and maps and plans at a range of scales [i.e. using contents, keys, grids] Use secondary sources of info, including aerial photos [i.e. stories, info texts, internet, images] Draw plans and maps at a range of scales [i.e. a sketch map of a locality] Use ICT to help in geography investigations [i.e. creating a data file to analyse fieldwork data]
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			Develop decision-making skills [i.e. what measures needed to improve safety in a local street?]
Geographical skills and fieldwork	Look closely at similarities, differences, patterns and change (EYFS). Ask simple geographical questions e.g. What is it like to live in this place? Use simple observational skills to study the geography of the school and its grounds. Use simple maps of the local area e.g. large scale, pictorial etc. Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Make simple maps and plans e.g. pictorial place in a story. Use the 4 points on a compass.	Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. Use four figure grid references. Use the 8 points of a compass. Make plans and maps using symbols and keys.	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. Use maps, charts etc. to support decision making about the location of places e.g. new crossing, new houses

Human and physical geography	Make observations of weather and plants and explain why some things occur. Talk about changes noticed. Understand how some places are linked to other places e.g. roads, trains. Describe seasonal weather changes. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Identify and describe physical features. Identify physical and human features of the locality. Describe how people have been affected by changes in the environment. Explain about weather conditions / patterns. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains. Understand how humans affect the environment over time. Understand why people seek to manage and sustain their environment. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Explore weather patterns around parts of the around the UK and parts of Europe. Know how rivers erode, transport and deposit materials. Know about the physical features of coasts and begin understand erosion and deposition.
Place knowledge / Locational knowledge	Explain the features of their own immediate environment and how environments might vary from one another. Name, describe and compare familiar places.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Name and locate the cities of the UK.	Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.

	Link their homes with other places in their local community. Know about some present changes that are happening in the local environment e.g. new houses, traffic lights. (Place knowledge) Suggest ideas for improving the school environment. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.	Understand why there are similarities and differences between places. Develop an awareness of how places relate each other. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Ambergate v town in India)	Recognise the different shapes of continents. Know about the wider context of places e.g. county, region and country. Identify where countries are within Europe; including Russia. Know and describe where a variety of places are in relation to physical and human features. Identify human and physical characteristics, (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
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