High Ercall Primary School
Progression in Geography

Date: November 2026	Subject Lead: GL	Review: November 2027

Curriculum Intent:

The intent of our geography curriculum at High Ercall Primary School is to ensure pupils will understand where they are **globally, nationally, and locally**. Using their knowledge of the Earth, children will be able to **relate a place's location to its characteristics** (e.g. distance from equator or altitude related to climate).
The intent of our geography curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more ensuring they are fully prepared for KS3.

Curriculum Targets:

- To equip pupils with substantive knowledge about diverse societies, economics and cultures, together with a deep understanding of the Earth's key physical and human processes
- To encourage pupils to gain coherent disciplinary knowledge to develop skills to make sense of the world in which we live and how it has evolved
- To stimulate curiosity and imagination and build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes.
- Where possible and relevant, links will be made between history and other curricular areas of study, key events nationally and locally, our individual student needs and prepare our students for KS3.
- To ensure pupils have appropriate subject knowledge, skills and understanding as set out in the EYFS and National Curriculum History Programmes of study.
- To fulfil the duties of the National Curriculum whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

Links with reading and writing	**Links to school key drivers**
Reading a text, appropriate in age and context	**Resilience:** In Geography children are encouraged to enquire about their topic of interest and develop their independence when locating places, describing places and exploring the outdoors.
Use their geographical knowledge to produce a long piece of writing	
Understand and use a range of geographical vocabulary in their writing.	**Outdoor Learning:** developing collaborative learning experiences with a high level of challenge, problem solving, reflection and discussions will enhance the ability of children to use the outdoors to conduct enquiry-based learning
Use their individual writing targets to inform their geographical piece of writing.	
Class teacher to expect all taught grammatical and feature techniques to be included in all pieces of geographical writing.	**Diversity:** Children will learn and revisit the importance of our world and how it should be treated through a range of cultural capital activities and experiences.
Class teacher to use English marking criteria when marking a long piece of writing in geography.	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key concept knowledge	- Pupils understand place through settings, characters and events encountered in books read in class and storytelling		-Pupils can give a brief explanation of some key concepts. - Pupils can exemplify a key concept.		- Pupils can explain some key concepts - Pupils can make links between some topics using key concepts -Pupils can exemplify some key concepts	-	-Pupils have a secure understanding of all key concepts - Pupils can make links between topics using key concepts -Pupils can exemplify all key concepts

Vocabulary	- Pupils participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Pupils can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	- Pupils are beginning to use simple words and phrases found in the Y1 geography vocabulary list - Pupils can use and are beginning to remember names and places that link to areas studied	- Pupils can remember and use a range of names and words specific to areas of study - Pupils can use words and phrases accurately from the Y1 list and are beginning to use specific words from the Y2 geography vocabulary list. - Pupils are beginning to use a few words related to our key concepts	- Pupils can remember and use a range of names and words from the areas they have studied in Year 3 as well as remembering a few names and words from previous study - Pupils can use words and phrases accurately from previous years vocabulary lists and are beginning to use more specific words and phrases from the Y3 geography vocabulary list -Pupils are beginning to learn some words related to our geographical concepts.	- Pupils can remember and use a range of names and words from the areas they have studied in Year 4 as well as remembering some names and words from previous study - Pupils can use words and phrases accurately from previous years vocabulary lists and are beginning to use more specific words and phrases from the Y4 geography vocabulary list -Pupils understand a few words related to our geographical concepts as well as human and physical geography.	- Pupils can remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study - Pupils can use words and phrases accurately from previous years vocabulary lists and are beginning to use more specific words and phrases from the Y5 geography vocabulary list - Pupils understand some words related to our geographical concepts as well as human and physical geography.	- Pupils can remember and use a range of names and words from the areas they have studied over the years - Pupils can use a range of words and phrases to indicate locational and direction - Pupils understand a range of words related to our geographical concepts as well as human and physical geography.
Locational Knowledge	- Pupils can draw information from a simple map. -Pupils can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -	-Pupils can name and locate three of the seven continents of the world -Pupils can name and locate two of the five oceans of the world -Pupils can name and locate three of the four countries of the United Kingdom -Pupils can name two of the four capital cities of the United Kingdom	- Pupils can name and locate the seven continents of the world - Pupils can name and locate the five oceans of the world - Pupils can name and locate the four countries of the United Kingdom - Pupils can name the four capital cities of the United Kingdom	-Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map -Pupils can, with increasing accuracy, locate cities of the United Kingdom -Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian	- Pupils can confidently locate countries in Europe, North and South America on a map - Pupils can locate cities of the United Kingdom and are beginning to identify counties - Pupils can identify at least 4 for 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	-Pupils can, mostly, locate countries of the world on a map -Pupils can, mostly, locate counties and cities of the United Kingdom -Pupils can identify most for 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 -Pupils can identify aspects of the physical and human geography that have changed over time	-Pupils can confidently locate countries of the world on a map -Pupils can confidently locate counties and cities of the United Kingdom -Pupils can 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 -Pupils can confidently identify how aspects of the physical and human geography have changed over time
Place Knowledge	-Pupils can explain some similarities and differences between	-Pupils have studied a small area in the U.K and in a non-European country	-Pupils have studied a small area in the U.K and in a non-European country and are	-Pupils have studied a small area in the U.K and in a non-European country	- Pupils have studied a region of the U.K, a region in a European	-Pupils have studied a region of the U.K, a region in a European country and	-Pupils have studied a region of the U.K, a region in a European country and

	life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	and are able to identify a few similarities and differences in human geography -Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in physical geography	able to identify similarities and differences in human geography -Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography	and are able to understand similarities and differences in human geography -Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in physical geography	country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography - Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in human geography	a region within North or South America and can identify similarities and differences between the three in physical geography -Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in human geography	a region within North or South America and are able to understand similarities and differences between the three in physical geography -Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography
Human & Physical Knowledge	- Pupils 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.	- Pupils can identify seasonal patterns - Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles - Pupils are beginning to use basic geographical vocabulary to refer to human features - Pupils are beginning to use basic geographical vocabulary to refer to physical features	- Pupils can identify seasonal and daily weather patterns - Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles - Pupils can use a wide range of basic geographical vocabulary to refer to human features - Pupils can use a wide range of basic geographical vocabulary to refer to physical features	- Pupils can describe a few aspects of physical geography - Pupils can describe a few aspects of human geography	-Pupils can describe an increased range of aspects of physical geography -Pupils can describe an increased range of aspects of human geography	-Pupils can describe and understand an increasing variety of key aspects of physical geography -Pupils can describe and understand an increasing variety of key aspects of human geography	-Pupils can describe and understand a wide range of key aspects of physical geography -Pupils can describe and understand a wide range of key aspects of human geography -Pupils have studied human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water -Pupils have studied physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Geographical Skills and Field studies	- Pupils can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -Pupils can draw information from a simple map.	- Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately - Pupils can use simple compass directions with increasing accuracy - Pupils are recognising landmarks with increased accuracy - Pupils are beginning to devise a simple map	-Pupils can use maps, atlases and globes confidently to identify studied regions -Pupils can use simple compass directions confidently -Pupils can recognise landmarks -Pupils can devise a simple map with basic symbols in a key	- Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently - Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key - Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies	-Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied -Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) -Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies	-Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied -Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) -Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies	-Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied -Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and keys (including the use of Ordnance Survey Maps) -Pupils can 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