Geography Progression 2026-2027

At St Peter's we believe that all children should be enthused by the ever-changing world and be equipped with skills that allow them to flourish

Geography Big Ideas:

Biomes Biomes are the different natural areas of the world each with their own climate, plants and animals.	**Earth processes** Earth processes are the natural changes that shape our planet.	**Human impact and interaction** Human impact and interaction are about how people live on Earth and how we change and use the environment.



Geography Concepts:

 **Location:** The precise site, position, or situation of a place.	 **Human and Physical Geography** Physical geography looks at the natural processes of the Earth. Human geography looks at the impact and behaviour of people and how they relate to the physical world.	 **Place** What a place is like compared to other places.	 **Fieldwork** The process of observing and collecting data about people, cultures, and natural environments.

Year 1

	Topic 1	Topic 2	Topic 3
	What is it like to live here?	How is life in London different to Salisbury?	What is the weather like in the UK?
Location	• To know they live in England. • To know St Peter's Place is located in the city of Salisbury in England.	• To know London is located in England. • To know that the UK is short for 'United Kingdom'. • To know that the United Kingdom is made up of four countries, England, Northern Ireland, Scotland and Wales.	• To know the name of the two continents. (Oceania, Europe) • To know that a continent is a group of countries. • To know that they live in the continent of Europe.
Human and physical geography	• To know that physical features means any feature of an area that is on the Earth naturally – hill, plain, mountain, beach, woods, valley, river • To know that human features means any feature of an area that was made or built by humans – park, school, cathedral, house, farm, bridge, shop • Recognise some human and physical features in their locality.	• To compare the physical and human features of Salisbury and London – cathedral, river, skyscraper, houses, shops, Stonehenge, Buckingham Palace.	• To know the four seasons of the UK. • To know that 'weather' refers to the conditions outside at a particular time. • To compare the weather in Salisbury and Edinburgh. • To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.
Place	• To know that a country is a land or nation with its own government. • To know Salisbury is a city with a cathedral.	• To know London is the capital city of England • To know that a capital city is the city where a country's government is located.	• To know the weather in the UK is temperate.
Fieldwork	• **Asking and answering simple questions** about the features of their school and school grounds (field, playground, MUGA, forest school) • Draw the features they notice in their school and school grounds in correct relation to each other on a sketch map. • Record their feelings about St Peter's and explain why they like/dislike some of its features.	• Use an atlas to locate London and Salisbury. • Use an atlas to locate the four capital cities of the UK. • Use the compass points (N, S, E, W) to describe the location of features on a map.	• Use a simple daily chart or symbols (e.g. sun, cloud, rain) to record the weather over time.

Year 2

	Topic 1	Topic 2	Topic 3
	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?	What is it like to live by the coast?
Location	• To be able to name the seven continents of the world. • To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.	• To know Shanghai is located in China. • To know China is located in the continent Asia. • To know Shanghai is on the coast next to the Pacific ocean.	• To be able to name the five oceans of the world. • To know that there are four bodies of water surrounding the UK and to be able to name them. • To know the English Channel is the nearest sea to the Jurassic coastline
Human and physical geography	• To know that England and Kenya have different weather conditions • The weather of a place is caused by its location. • To compare physical and human features found in the UK and Kenya – city, savannah, house, river, valley	• To identify human and physical features of Shanghai– ocean, metro, port, skyscrapers, river, road, vegetation • Compare the human and physical geography of Shanghai and Salisbury –urban/rural, inland/coastal	• To know that a sea is a body of water that is smaller than an ocean. • To know key physical features of the Jurassic coast– beach, cliff, coast, sea, ocean, port harbour
Place	• To know that the Equator is an imaginary line around the middle of the Earth. • To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.	• To know some similarities and differences between Salisbury and Shanghai – coastal, skyscrapers, river, size • To know Shanghai is the biggest city in China.	• To know Weymouth is a coastal town in the UK • To know Weymouth is a popular tourist destination due to its beach and coastal location.
Fieldwork	• Collect data on rainfall and temperature in their local area. • Present data in simple tally charts or pictograms and comment on what the data shows.	• Use a world map to locate two of the world's seven continents (Europe and Asia) • Using an atlas to locate the Atlantic Ocean and Pacific Ocean. • Identify and label key landmarks from aerial photographs of a city studied, recording findings on a simple annotated map. (Huangpu river, Pearl Tower, The Bund)	• Use a map to locate the English Channel • Use a map to locate the four bodies of water surrounding the UK

Year 3

	Topic 1	Topic 2	Topic 3
	Why do people live near volcanos?	Who lives in Antarctica?	Are all settlements the same?
Location	• To locate major plate boundaries (focus on South America) • Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'	• To name and locate different climate zones around the world (polar, temperate, arid, tropical, mediterranean, mountains) • To identify the position and significance of the northern and southern hemisphere • To identify the position and significance of the Arctic and Antarctic circle •	• To locate the counties Wiltshire, Dorset, and Middlesex. • Locate the villages of Broad Chalke and Combe Bissett on the outskirts of Salisbury.
Human and physical geography	• To know that volcanoes and earthquakes largely occur at plate boundaries • Describing why volcanoes occur. • The Earth is made up of four layers: the inner core, the outer core, the mantle and the crust. • The Earth's crust is broken into pieces called tectonic plates	• To define the climate zone of Antarctica • To know the key geographical features of Antarctica (ice sheets, mountains, iceberg) • To understand that there are no permanent settlements in Antarctica • To know that tourism and research and the main reasons people visit Antarctica	• To know villages are small settlements with lower populations located in rural areas. • To know towns are larger than villages with larger populations and more human features e.g. buildings. • To know cities are larger than towns, more densely populated and have more human features including a cathedral. • To know land can be used for agricultural, recreational, commercial or residential purposes or for transportation • Explore how land use in Salisbury has changed over time e.g. St Peter's Place from agricultural to residential.
Place	• . To know the negative effects of living near a volcano – loss of life and destruction of homes • To know the positive effects of living near a volcano – beautiful landscapes and rich fertile soil. • Describing and explaining how physical features such as volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.	• To compare tourist numbers to Salisbury and Antarctica • To understand why more people visit Salisbury than Antarctica • To consider the environmental impact of increasing tourism in Antarctica	• To know Broad Chalke and Combe Bissett are small villages. • To know Salisbury and London are cities with cathedrals. • To know Bournemouth is a town.
Fieldwork	• Finding lines of latitude and longitude on a globe and explaining why these are important. • Accurately using 4-figure grid references to locate features on a map in regions studied. • Use maps at two different scales to locate the same place and estimate distances using the scale bar.	• Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied.	• Conduct a traffic survey to compare road use within St Peter's Place and the A360 • Record the human and physical features of St Peter's on a sketch map. • Suggesting different ways that a locality could be changed and improved.

		• Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map.	

Year 4

	Topic 1	Topic 2	Topic 3
	Why are rainforests important?	Where does our food come from?	What are rivers and how are they used?
Location	• To locate South America on a map • To name and locate the South American countries the Amazon Rainforest is in • To name and locate a city in the Amazon Rainforest (Manaus) • To identify the position and significance of the equator • To identify the position and significance of the Tropics of Cancer and Capricorn	• To name and locate different biomes around the world (rainforests, woodlands, tundra, savannah, deserts, grasslands) • To name and locate countries in West Africa where cocoa beans are grown (Côte d'Ivoire and Ghana)	• To name and locate rivers around the world (Nile, Yangtze and Amazon) • Locate some of the UK's longest rivers: Thames, Severn, Trent, Wye, The Great Ouse • Locate the Severn estuary
Human and physical geography	• To know indigenous people live in the Amazon rainforest and use natural resources to survive. • There are four layers of the rainforest: the forest floor, the understory later, the canopy layer and the emergent layer.	• To know the UK grows food locally which can be bought when it is in season (cereals, potatoes, strawberries) • To know that the UK imports food from other countries that it cannot produce or when it is out of season and imports food from other countries • To know that food miles are how far food has travelled from its country of origin • To understand what natural resources are and the impact they can have on a country • To understand the distribution of cocoa beans around the world	• Describe how rivers are formed • To know that the water cycle is the process which moves water around our Earth. • To know the key features of a river – bank, source, tributary, meander, oxbow lake, mud flats, mouth • To know rivers are used by humans in a variety of ways – water sources, transportation, energy • To know how a meander and an oxbow lake are formed
Place	• To know land along the equator has a tropical climate with intense sunlight and high rainfall. • To explain why the world's rainforests have formed along the equator. • To know the world's rainforests have tropical biomes with similar plant life, animals and climate • To know that countries near the Equator have less seasonal change than those near the poles. • To know each layer of the rainforest is full of diverse plants and animals, many of which can only be found in the rainforest.	• To identify that different foods grow in different biomes and explain why (UK and Côte d'Ivoire) • To understand that foods with high food miles have a negative impact on the environment	• To know an estuary is where the fresh water from a river or stream meets the sea. • To describe the features of an estuary– brackish water, tidal, salt marshes, mud flats
Fieldwork	• Using atlases, maps and globes to recognise and describe physical features and human features found in the Amazon rainforest.	• Present collected data using bar charts, annotated sketches, or digital graphs. • Finding answers to geographical questions through data collection.	• Observing, recording, and naming geographical features in their local environments. • Using simple sampling techniques e.g. flow velocity and/or cross section river depth, appropriately.

	• Finding countries and features of countries in an atlas using contents and index.	• Analysing and presenting quantitative data in charts and graphs.	• Making digital photos and labelling or captioning them. • Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • **Select how to present data** using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.

Year 5

	Topic 1	Topic 2	Topic 3
	How are humans changing the Alps?	How is erosion shaping the UK?	Would you like to live in the desert?
Location	• To name and locate the European countries the Alps run through. • To know the location of the Alps in France and Italy • To name and locate cities the Alps go through (Grenoble and Innsbruck)	• To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones. • To name and locate different geographical regions of the UK (highlands, lowlands, mountains, coasts, lakes)	• To name and locate the Atacama Desert and Mojave Desert and what countries they are in. • To name and locate cities in the Atacama and Mojave deserts (Las Vegas and Copiapo) • To identify the position and significance of longitude and latitude
Human and physical geography	• To know vegetation belts are areas of the world that are home to similar plant species (link to prior knowledge of biomes) • To know some positive impacts of humans on the Alps. • To know some negative impacts of humans on the Alps. • To know how mountains form: fault-block mountains and fold mountains	• To identify key topographical features of the UK • To identify how some areas of the UK have changed over time due to erosion (Holderness and Lake District) • To know some of the different causes of erosion (wind, water, glaciers and gravity) and how these are increasing due to climate change •	• To know some positive impacts of humans on deserts. • To know some negative impacts of humans on the deserts.
Place	• To know some similarities and differences between the UK and the Alps • To know why tourists visit mountain regions. • To name and describe the vegetation belts found in the Alps (coniferous forest, evergreen forest, temperate grassland, highland) • To know vegetation belts can vary with altitude.	• To compare how erosion has shaped two different places in the UK (Studland and Holderness) • To identify that because the UK is an island, it is more at risk of erosion	• To know why humans have settled in deserts. • To name and describe the vegetation belts found in deserts (desert scrub, desert)
Fieldwork	• Designing interviews/questionnaires to collect qualitative data on living in Grenoble. • Using a simple Likert scale to record judgements on living in Grenoble • Conducting interviews/questionnaires to collect qualitative data. • Use questionnaire findings to answer a geographical question about how people use or value an area.	• Confidently locating features using the 8 points of a compass. • Follow a short pre-prepared route on an OS map. • Identify the 8 compass points on an OS map. • Using models and maps to talk about contours and slopes. • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.	• Use thematic maps (e.g. land use, population, transport) to recognise and describe patterns in the areas studied.

Year 6

	Topic 1	Topic 2	Topic 3
	Why does population change?	Do we have enough energy to power our future?	How can we carry out a fieldwork enquiry?
Location	• To name and locate counties in the UK (Wiltshire, West Midlands, Greater Manchester, Essex, Cornwall, Northumberland). • To name and locate cities in the UK (London, Birmingham, Manchester, Newcastle, Edinburgh, Cardiff, Belfast, Salisbury). • To name and locate the twelve geographical regions of the UK.	• To name and locate different countries around the world (UAE, Russia, Iceland, USA) • To name and locate key cities within these countries (Dubai, Moscow, Reykjavik, Houston) • To name and locate key seas around the UK.	Choice of enquiry questions to carry out their own investigative fieldwork project: What impact has the new estate had on the surrounding natural environment? How accessible is our local area for different groups of people? How does the quality of the environment vary across our local area?
Human and physical geography	• To know the global population has grown significantly since the 1950s. • To know which factors are considered before people build settlements. • To know migration is the movement of people from one country to another.	• To know that natural resources can be used to make energy. • To know key sources of renewable energy (hydropower, solar polar, wind power, geothermal) • To know key sources of non-renewable energy (coal, oil, wood) • To understand how the distribution of natural resources can benefit a place (Dubai, Iceland)	
Place	• To know that London and the South East regions have the largest population in the UK. • To explain population distribution patterns across the UK – settlement size, economic factors, energy	• To know that Dubai and Midland are key locations for oil reserves • To know that Iceland and the North Sea are key locations for renewable energy • To compare the energy sources of different places	
Fieldwork	• Selecting appropriate methods for data collection. • Using a simplified Likert Scale to record their judgements of environmental quality. • Beginning to use standard field sampling techniques appropriately. • Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed.	• Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). • Using the scale bar on a map to calculate distances.	• Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. • Developing their chosen enquiry questions. • Select and justify appropriate data collection methods (e.g. surveys, sampling, observations, measurements) to answer an enquiry question. • To identify and mitigate potential risks during fieldwork. • Deciding how to present data using plans, freehand sketch maps, annotated drawings,

	• Analysing quantitative data in pie charts, line graphs and graphs with two variables e.g. traffic count vs population.		graphs, presentations, writing at length and digital technologies when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Present fieldwork findings using carefully chosen graphs, annotated maps, and written conclusions, explaining how evidence supports outcomes.