

Padstow School
Progression Overview – Geography
2026-2027

	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Fieldwork
Nursery 2-3	<p>As a geographer:</p> <p>Use language of proximity to ask and answer locational questions – use of 'where', 'up' and 'down'.</p> <p>Mutual agreement on where things are placed in a known area.</p> <p>Have some spatial knowledge of distance in their known area.</p>	<p>As a geographer:</p> <p>Make basic observations of the local area – park, shop etc.</p> <p>Make connections between landmarks and their purpose – we go to the shop for food.</p>	<p>As a geographer:</p> <p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p>Make connections between sensory interactions and memory. For example, touching bark reminds them of a tree.</p>	<p>As a geographer:</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p>
Nursery 3-4	<p>As a geographer:</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>As a geographer:</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>As a geographer:</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>As a geographer:</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>
Reception	<p>As a geographer:</p> <p>Name some places in their locality. Be able to point to Cornwall on a map.</p> <p>Use directional language to describe known journeys.</p>	<p>As a geographer:</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>As a geographer:</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>As a geographer:</p> <p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
Year 1	<p>As a geographer:</p> <p>Name and locate some places in their locality, the UK and abroad. Be able to</p>	<p>As a geographer:</p> <p>Begin to independently recognise simple similarities and differences</p>	<p>As a geographer:</p> <p>Express their own views on different geographical environments, using</p>	<p>As a geographer:</p> <p>Compose maps of a known geographical area by using a simple</p>

	<p>point to St Stephen, Cornwall and London.</p> <p>Comment upon why people lead different lives around the world through stories, props, books, photos, and maps.</p> <p>Know that there are many similarities and differences between their lives and that in different countries.</p>	<p>between their local environment and others, using prompted geographical vocabulary.</p> <p>Begin to understand why places are geographically different or similar to their own environment.</p> <p>Articulate the differences in place through pictorial and/or constructional means. Students can verbally explain their decisions using geographical vocabulary.</p>	<p>geographical vocabulary in the process.</p> <p>Have an understanding that temperature changes when you travel to different places and how this can alter the lifestyle of people.</p> <p>Know ways in which they can recycle and make conscious efforts within the classroom environment. Discuss the impact on school grounds if they did not.</p>	<p>key. Maps should be composed alongside familiar images and aerial pictures.</p> <p>Use maps to move around known areas. Use maps under the supervision of staff to move around unknown areas.</p> <p>Ask and answer simple geographical questions through fieldwork.</p> <p>Collect data as a class and comment upon their findings using numbers.</p>
Year 2	<p>As a geographer:</p> <p>Name and locate places of significance across the country, UK, and abroad. Be able to point to a range of places independently.</p> <p>Make observations as to a locations characteristics in conjunction with an appreciation of why this may be the case. Stories, props, books, photos and maps used to provide a stimulus for this.</p> <p>Know that people who live different lives have special talents which are moulded by the geography around them.</p>	<p>As a geographer:</p> <p>Independently recognise similarities and differences in the characteristics and practicalities of their local environment and others, using prompted geographical vocabulary.</p> <p>Begin to understand the impact that geography has on a place and its people, recognising differences and similarities to their own environment.</p> <p>Articulate differences in place through written means, using age appropriate statistical representation if relevant to the topic. Geographical vocabulary used throughout.</p>	<p>As a geographer:</p> <p>Give simple reasonings for their own geographical views, giving reasons for any suggested changes, using geographical vocabulary in the process.</p> <p>Have an understanding of the equator and that it is hotter the closer you live to it. Discussion as to how people live differently closer to the equator.</p> <p>Actively promote recycling in the class room and at home. Discuss the impact on their local village if people littered.</p>	<p>As a geographer:</p> <p>Compose maps of an unknown geographical area by using a key. Maps should be composed alongside images and aerial pictures.</p> <p>Under supervision, use maps to move around unknown areas. Students should be referring to the key throughout their fieldwork.</p> <p>Ask and answer geographical questions through fieldwork. Raise further questions through fieldwork.</p> <p>Use simple mathematical charts, such as a tally chart, to record the results of fieldwork.</p>
Year 3	<p>As a geographer:</p> <p>Name and locate places significant to their own lives. Be able to point to taught geographical areas without prompt.</p> <p>Identify geographical ideas of the curriculum, such as economies,</p>	<p>As a geographer:</p> <p>Use different geographical resources to identify the geographical circumstances of given places. Students can attribute findings to given ideas and/or opinions.</p>	<p>As a geographer:</p> <p>Compose written and verbal geographical opinions which use geographical vocabulary. Students opinions are supported with one piece of evidence, however students can state whether the evidence is a</p>	<p>As a geographer:</p> <p>Compose maps using a key to highlight topographical features. Some awareness of scaling.</p> <p>Whilst undergoing fieldwork, students should use maps to mark their journey and later recall their</p>

	<p>temperature and the tropics, in relation to learned locational knowledge. Students should answer geographical questions in conjunction with prompted reminders of these ideas.</p> <p>Show an interest in people from different geographic backgrounds.</p>	<p>Students can give an example of conflict between human and physical geography. Students are aware that geographical changes can occur over time.</p> <p>Articulate the conflict between human and geographical features in a given place through a piece of formal writing which includes one form of geographical representation. Writing can possibly include: elements of independent research, analysis of fieldwork, data analysis, opinion pieces on causality. All writing should have evidence of high level vocabulary.</p>	<p>piece of physical or human geography.</p> <p>Students should be able to identify the tropics and the equator, identifying the geographical changes this can present. Students should be able to sort changes into physical and human.</p> <p>Understand how St Stephen is attempting to be sustainable and offer ways to improve this. Students should understand that awareness of the environment is a kindness and a responsibility for all of us.</p>	<p>travails through a given environment.</p> <p>Answer simple questions of causality (why?). Make further geographical comments in conjunction with the given topic.</p>
Year 4	<p>As a geographer:</p> <p>Name and locate places significant to the lives of themselves and their family. Be able to point to geographical areas of their own interest without prompt.</p> <p>Explain geographical ideas of the curriculum, such as economies, temperature and the tropics, in relation to learned locational knowledge. Students should answer geographical questions through their knowledge of such ideas.</p> <p>Show an understanding of the lives of different people in relation to their geographical context. Attribute emotions to their geographical conflicts.</p>	<p>As a geographer:</p> <p>Use different geographical resources to develop their own explanation as to the geographical circumstances of given places. Students can use these resources as evidence for their understanding.</p> <p>Understand that every geographical place has an inherent conflict between physical and human geography, understanding that this can change over time.</p> <p>Articulate the conflict between human and geographical features in a given place through a piece of formal writing which includes at least one form of geographical representation. Writing can possibly include: elements of independent research, analysis of fieldwork, data analysis, opinion pieces on causality. All writing should have evidence of high level vocabulary.</p>	<p>As a geographer:</p> <p>Compose written and verbal geographical opinions which consistently use geographical vocabulary. Students opinions are supported with two pieces of evidence: one physical and one human.</p> <p>Students should be able to identify the tropics and the equator, explaining the geographical changes this can present. Students should be able to articulate which changes are physical and which changes are human.</p> <p>Understand how Cornwall is attempting to be sustainable and offer ways to improve this. Students should understand that awareness of the environment is a kindness and a responsibility for all of us.</p>	<p>As a geographer:</p> <p>Compose maps using a key to highlight topographical features and appropriate scaling.</p> <p>Whilst undergoing fieldwork, students should use maps to mark their journey and later recall their travails through a given environment.</p> <p>Answer simple questions of causality (why?). Make further geographical comments based on their observations.</p>
Year 5	<p>As a geographer:</p> <p>Name and locate places geographically significant to their own</p>	<p>As a geographer:</p> <p>Identify the different geographical resources that can be used to support</p>	<p>As a geographer:</p> <p>Compose written and verbal geographical debates which</p>	<p>As a geographer:</p> <p>Compose highly detailed maps using a key to highlight</p>

	<p>lives. Be able to point to a range of geographically interesting areas of the world independently.</p> <p>Make analytical geographical comments on location in line with areas of the curriculum such as economies, temperature and the tropics. Students should answer geographical questions through their knowledge of geographical conflicts (human vs physical).</p> <p>Show an intrigue in the lives of different people. Begin to empathise with another's geographical circumstances.</p>	<p>their interpretation of geographical places. Show an understanding of how those resources can support their understand of physical and human geography.</p> <p>Understand the etymology of geographical conflict between human and physical features, recognising similarities and differences across the world. Further to this, students understand that this conflict develops over time.</p> <p>Articulate the conflict between human and geographical features in a given place through a piece of formal writing which includes a couple of geographical representations. Writing can possibly include: elements of independent research, analysis of fieldwork, data analysis, opinion pieces on causality. All writing should have evidence of high level vocabulary.</p>	<p>consistently use geographical vocabulary. Students arguments are grounded in geographical evidence and is conscious of both physical and human geography.</p> <p>Students should be able to identify the tropics and the equator, explaining the impact that living on near one of these zones has on its people. Students should begin to formalise opinions on the conflict between physical and human geography in these zones.</p> <p>Offer methods of sustainability by looking at national and international processes. Students should understand that every change has a human, physical, and economic impact.</p>	<p>topographical features, appropriate scaling and appropriate perspective.</p> <p>Under supervision, independently traverse environments using their knowledge of a key, scale, perspective and the compass points.</p> <p>Answer questions of causality (why?). Raise further questions based on geographical knowledge.</p> <p>Form appropriate mathematical representations of found data in line with mathematical curriculum – line graphs, pie charts, two way tables. Use found data as a tool for geographical analysis of impact.</p>
Year 6	<p>As a geographer:</p> <p>Name and locate places geographically significant to the world (human and physical). Be able to point to a range of geographically significant areas of the world independently.</p> <p>Make locational predictions based on previously taught geographical knowledge (such as the tropics and the equator). Students should use locational knowledge as a stimulus for enquiry, asking and answering their own geographical questions.</p> <p>Show a curiosity and fascination for the lives of people different to themselves. Students should be able to empathise with another's geographical circumstances.</p>	<p>As a geographer:</p> <p>Use interpretive skills to develop an understanding of place through a range of geographical resources – data, reports, historical texts, news paper clippings and the like.</p> <p>Understand the conflict between human and physical geography in a given place, recognising similarities and differences across the world. Further to this, students to frame their work within a context of changes over time when appropriate.</p> <p>Articulate the conflict between human and physical geography in a given place through a piece of formal writing which includes a range of geographical representations. Writing can possibly</p>	<p>As a geographer:</p> <p>Compose written and verbal geographical debates which consistently use geographical vocabulary. Awareness of impact any suggested changes may have on the environment and its people.</p> <p>Describe the positioning of the tropics and the equator without the aid of a map. Analyse the impact living on the equator has on the people living in those countries and the conflict this causes between human and physical geography.</p> <p>Offer methods of sustainability by looking at biodegradable alternatives to our current use of resources. Understand the impact that changing</p>	<p>As a geographer:</p> <p>Compose highly detailed maps using a key to highlight topographical features, appropriate scaling, appropriate perspective, and the use of a grid.</p> <p>Under supervision, independently traverse environments using their knowledge of a key, scale, perspective and the compass points.</p> <p>Ask and answer geography questions of causality (why?). Raise further questions with cross curricular ties.</p> <p>Form appropriate mathematical representations of found data in line with mathematical curriculum – line</p>

		include: elements of independent research, analysis of fieldwork, data analysis, opinion pieces on causality. All writing should have evidence of high level vocabulary.	our ways has on both the future of our planet and the farmers/workers who provide resources for us.	graphs, pie charts, two way tables. Use found data as a tool for geographical analysis of causality, consequence and impact.
--	--	--	---	--