Progression Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should know:	• Our school is in Torquay in England. • A town is a place where people live. • Torquay is a town near the sea. • A map tells us where places are. • England is an island surrounded by the sea. • The coast is where the sea meets the land. Sometimes there are cliffs and sometimes beaches. • Africa is a continent. • A continent is a big area of land. • The animals that live in Africa are suited to the hot climate. • Lions, elephants and giraffes live wild in Africa. Some species are at risk of extinction and are called endangered. • The Solar System consists of planets, moons, suns and stars. • We live on planet Earth.	· basic vocabulary and concepts about weather and the climate; · the main nations and features of the UK, including their locations and related key vocabulary; · the location and features of the local area.	• the names and locations of the world's continents and oceans, and some information about each of them; • where the world's main hot and cold regions are, and some information about what they are like; • the location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent; • how their location within hot and cold regions might affect everyday life differently in the UK and Zambia.	• where the world's main climate zones are (building on their prior understanding of hot and cold regions); • the location and main human and physical features of North and South America; • the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied; • how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied; • the location of South-East Brazil and Rio de Janeiro within the South American continent; • about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.	• the key elements and features of a river; • the key elements of the water cycle; • the names of – and key information on – the world's main rivers; • basic ideas about flood management; • the key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests (including the Congo); • the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil; • how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon; • how some human beings have adapted to life in the rainforest and the Amazon.	• the names and locations of the world's principal mountains, volcanoes and areas at risk from earthquakes; • the main features and types of mountains; • how some people have adapted to life in mountainous areas; • the main features and causes of volcanoes and earthquakes; • the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local; • ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens; • ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc;	• the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local; • ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region; • ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region; • ways in which the location and distinctive features of the UK and their local region compare and contrast.

	• We need to look after our planet and make sure it doesn't get polluted. • The Royal family live in London, the capital of England. • The Royal family live at Buckingham Palace. • Maps have different features such as rivers, bridges, tunnels and roads.					• how people can respond to a natural disaster, such as an earthquake; • ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied; • about place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past).	
Pupils should be able to:	• Describe where we live and where it is in the world. • Look at a map of the classrooms and grounds. • Draw a map of a route to school. • Use locational and positional language. • Ask simple questions about the place and compare it to where we live. • Look at a map of London to explore the features. • Draw a map of an imaginary journey.	• create a simple weather chart; • annotate a simple map of the UK with some of its key features; • look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used; • work together to create a simple map of the local area; • observe, record, discuss and ask questions about the main features of the local area, based on direct experience; • make connections between their investigation of	• use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa; • use globes and atlases – and annotate maps – to identify the world's hot and cold regions, locating the UK and Zambia within them; • look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK; • use appropriate vocabulary for continents and	• use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil; • use globes, atlases and maps to identify the main human and physical features of North and South America; • interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied; • use appropriate vocabulary	• interpret and explain key information on rivers; • evaluate a range of possible flood prevention measures; • use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon; • interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it; • use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations.	• interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean); • look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints; • use globes and atlases to identify the location of Greece and the Mediterranean; • use and apply appropriate vocabulary when	• interpret a range of maps of the UK and the local region and apply this information to their understanding of it; • use maps and supporting information to route-plan a tourist trip around the capital cities of the UK; • use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change; • use and annotate Ordnance Survey maps, including the use of grid references, in order to present

		the local area and what they have learned about weather, climate and the UK; • use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.	oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area; • make use of the four main compass points when describing the location of these key locations and regions.	when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).		describing the location and distinctive features of mountains, volcanoes, earthquakes, the Mediterranean, Greece and Athens.	arguments about change in the local region; • use appropriate vocabulary when describing key information about the UK and the local region to external audiences.

Examples of Progression in Geography at Our Lady of the Angels

Location
In the Early Years, children begin by recognising their town, Torquay, and understanding that it is in England, near the sea. They learn the basic concept of a map and that England is an island. In Year 1, they expand their awareness to include the nations of the UK and features of their local area. By Year 2, children can locate the continents and oceans, understand hot and cold regions, and begin to compare life in the UK with a contrasting locality in Zambia. This comparative approach deepens in Year 3, as pupils explore climate zones and the geography of South-East Brazil, considering how location influences lifestyles. In Year 4, they study world rivers, rainforests, and biomes, situating these within global and continental contexts, particularly the Amazon and the Congo. Year 5 builds on this by introducing physical geography such as mountains and volcanoes, as well as the regional geography of places like Athens. Finally, in Year 6, pupils consolidate their locational knowledge by exploring the UK and their local region at different scales, examining how geography interacts with human processes, and drawing detailed comparisons across regions.
Map Skills
In the Early Years, children begin by looking at maps of their classroom and school grounds, drawing simple routes (such as their journey to school), and using basic locational and positional language. They also begin to ask simple questions about places and compare locations using visual representations like a map of London. In Year 1, pupils annotate a basic map of the UK, explore local maps and aerial views, and work collaboratively to create their own maps using symbols. By Year 2, they begin to use globes and atlases to locate continents, oceans, and climate zones, comparing aerial views of distant places like Zambia with their own locality. In Year 3, children develop their skills by interpreting maps and aerial views of the Americas and analysing how climate zones affect human and physical features. In Year 4, they extend their understanding by locating rivers, rainforests, and biomes and applying this to their studies of the Amazon through various maps. In Year 5, pupils interpret a variety of maps of the Mediterranean region, including Athens, and use these to support arguments and investigations. Finally, in Year 6, children confidently interpret Ordnance Survey maps, use grid references, and apply detailed geographical knowledge to tasks such as planning routes and discussing regional change, demonstrating high-level map-reading and analytical skills.