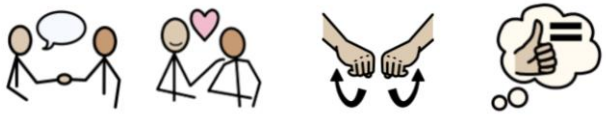
Hanley St Luke's Geography Progression of Skills Overview 2026

"I have come that they may have life and have it to the full." (John 10:10)

Skills Builder





EYFS

EYFS - Specific Area: Understanding The World – People, Communities and Culture

Pre-Nursery	Nursery	Reception	ELG
Notices differences between people in stories, pictures and class and beginning to ask questions Makes connections between the features of their families and others	Talk about the differences seen in people, countries and communities Has a positive attitude towards differences Explores and shows interest in different religious and cultural events through stories, play and visitors	Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.

EYFS - Specific Area: Understanding The World – The Natural World

Pre-Nursery	Nursery	Reception	ELG
Explores and responds to different natural phenomena in a variety of contexts Explores different materials indoors and outdoors Use all their senses in hands on exploration	Can talk about the key features of a lifecycle or an animal and a plant using key vocabulary Talks about the world around them observing seasons, plants and animals Knows how to plant and care for seeds/plants Knows there are different places and countries in the world Knows the Earth is our planet and can say some ways to care for our planet.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them, making observations and drawing pictures of animals and plants. 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 and changing states of matter.

Year 1 and 2

To investigate patterns	To investigate patterns	To communicate geographically
Ask and answer geographical questions such as: What is a place like? What or who will I see in this place? What do people do in this place? Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding areas. Name and locate the world's continents and oceans.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North and South poles. Identify land use around the school.	Use basic geographical vocabulary to refer to: Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. Key human features, including: city, town, village, factory, farm, house, office and shop. Use the 4 main compass directions and locational language (e.g. near, far, etc.) to describe the location of features and routes on a map. Devise a simple map and use and construct basic symbols in a key. Use simple grid references (e.g. A1, B1, etc.)

Key Vocabulary

address, capital, city, continent, country, Earth, equator, journey, landmark, local, local area, locality, location, North Pole, poles, route, settlement, South Pole, town, village
ancient civilisation, aquarium, arid, autumn, beach, cenote, characteristics, climate, climate zone, cliff, coast, coral reef, factory, facilities, farm, fjord, floodplain, forecast
forest, glacier, globe, harbour, hill, house, human feature(s), landscape, landmark, land use, mangrove, marsh, Maya, mild, mountain(s), native, ocean(s), office, physical feature(s), plant life, port, rainforest, river, river island, sea
season(s), shop, subarctic, temperate, temperature, temple, Thebes, tomb, tradition, UNESCO World Heritage Site, valley, vegetation, weather

Year 3 and 4

To investigate places	To investigate patterns	To communicate geographically
Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics.	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic and date and time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.	Describe key aspects of: Physical geography, including rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and a key to communicate knowledge of the UK and the wider world.
Key Vocabulary aerial view, capital, city, continent, country, county, equator, hamlet, hemisphere, land use, landmark, latitude, locality, location, region, tropic of Cancer, tropic of Capricorn, urban, village agriculture, atmosphere, bay, biodegrade, climate, climate zone, conservation, conserve, continental drift, domesticated, earthquake, economic activity, elevation, environment/environmental, epicentre, eruption, extinct, flank food chain, focus, geographic features, heathland, herbicides, human processes, insect, island/islet, landform, lava, magma, magnitude, meteorologist, moorland, mountain range, natural area, physical processes, plain, plate tectonics population, precipitation, province, raw materials, Richter Scale, rock formations, rural, scenery, seismic waves, seismometer, species, terrain, topography, tourism, trade, urban, volcano, weather		

Year 5 and 6

To investigate places	To investigate patterns	To communicate geographically
Collect and analyse statistics and other information to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (e.g. compare aerial images, simple maps, topographical maps, London's Tube map) Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of North and South America and identify their main physical and human characteristics.	Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent.	Describe key aspects of: Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. Use the eight points of a compass, four-figure grid references, symbols and a key to communicate knowledge of the UK and the wider world. Create maps of locations identifying patterns such as land use, climate zones, population densities, height of land.
Key Vocabulary Arctic Circle, biome, conurbation, global, latitude, locality, location, longitude, megacity, metropolis, state, time zone, village, rural, urban accumulation, artificial intelligence, automation, biodiverse, biome, carbon emissions, capture, channel, confluence, condensation, consumption, contaminate, course, delta, desalination, disposal, drought, durability economy, ecosystem, energy, erosion, estuary, evaporation, export, finite, fossil fuel, GDP, generate, greenhouse gases, habitat, hydrologist, import, industry, infiltrate, levee, lower course, manufacture, manufacturing, meander, microplastics, middle course, mineral, mining, mouth, oxbow lake, peak, pelletise, physical processes, plateau, population density, quarrying, recycle, reduce, refinery, renewable energy, reservoir, reuse river basin, run-off, sector, sewage, source, species, summit, sustainable, tectonics, tributary, upper course, vegetation belt, virtual water, waste, water cycle		