

St Swithun Wells Catholic Primary School Geography Overview & Progression 2026-2027



Geography Overview 2026-27

Year 1		Year 2	
Topic	Skills	Topic	Skills
Where in the world is our school?	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Name countries of the UK and capital cities. Know that our school is on the south coast of England. Locate the UK on the globe.	Is everywhere in the world cold?	Compass directions use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
Is my local park perfect all year around?	Fieldwork and observational; devise a simple map; and use and construct basic symbols in a key- introduce mapping through creating a plan of the classroom (Royal Geographical Society). Map the route to the park (drawing- progress to simple symbols).	Is Kota Kinabalu a world away from our local area?	World maps and atlases Fieldwork and observational

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Year 3		Year 4		Year 5		Year 6	
Topic	Skills	Topic	Skills	Topic	Skills	Topic	Skills
Are volcanoes more dangerous than earthquakes?	Use the eight points of a compass to build their knowledge of the wider world 5. Use four or six-figure grid references to build their knowledge of the wider world	How is living in France different to living in Britain?	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	Are all the rivers the same as our local river?	use fieldwork to observe, measure, record and present the human and physical Use six-figure grid references .Use symbols and key to build their knowledge of the United Kingdom	Which biome is easiest to live in?	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Where does chocolate come from?	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	What happens when the land meets the sea?	use fieldwork to observe, measure, record and present the human and physical features in the local area. Water cycle.	Is every country equal?	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit	Taught through the year in Direct teach and CP activities.	Where in the world is our school? Is my local park perfect all year around?	Is everywhere in the world cold? Is Kota Kinabalu a world away from our local area?	Are volcanoes more dangerous than earthquakes? Where does chocolate come from?	How is living in France different to living in Britain? What happens when the land meets the sea?	Are all the rivers the same as our local river? Is every country equal?	Which biome is easiest to live in?
Field work	Hillier Gardens	Our local park	Polar lands field trips		Stubington Coast Study day Local area walk	River study day	Living Rainforest
Contextual world knowledge of locations, places and geographical features.	Mapping Where am I?	Have used maps and images to have basic location knowledge about individual places and environments especially in the local area but also in the UK and wider world.	Have simple locational knowledge about individual places and environments, especially the local area but also in the UK and wider world.	Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world and some globally significant physical and human features.	Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world and some globally significant physical and human features.	Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.
Understanding of the conditions processes and interactions that explain features, distribution patterns and changes over time and space	Describe their immediate surroundings using observation.	Show simple understanding by describing the places and features they study using some geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	Show simple understanding by describing the places and features they study using some geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	Interpret their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They	Understand simply what a number of places are like, how and why they are similar and different, and how and why they are changing. They know simple spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which	Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which

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				begin to compare places, and understand simple reasons for similarities and differences.	become more adept at comparing places, and understand some reasons for similarities and differences.	lead to change. They show simple understanding of the links between places, people and environments.	lead to change. They show some understanding of the links between places, people and environments.
Competence in Geographical enquiry and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.	Able to ask simple questions to find out information. Able to use observational skills.	Be able to investigate places and environments with adult modelling by asking and answering basic questions, making simple observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments by asking and responding to simple geographical questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may feel differently.	Be able to investigate places and environments independently by asking and responding to simple geographical questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may feel differently.	Be able to carry out investigations using different geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and simply explain their opinions, and recognise why others may have different points of view.	Be able to carry out investigations using different geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and simply explain their opinions, and recognise and explain why others may have different points of view.
Map knowledge including world location and UK location vocabulary	Are beginning to explore and talk about maps. Same, different, in front of, behind, up, down, beside.	Begin to identify the 7 continents, 5 oceans. Identify school and county.	Be able to identify the 7 continents, 5 oceans. Identify a non-European place. Identify 4 countries, capitals, surrounding seas and own county. Seasons Up, down, left, right, near, far Bigger/smaller, Like/dislike Similar/different	Be able to identify the 7 continents, 5 oceans and their physical and human features. Identify capital cities and human and physical features. Identify place relevant human and physical features, counties, countries, capitals and seas. Equator South pole, North pole	Be able to identify the 7 continents, 5 oceans and their physical and human features. Identify comparison study places, bordering countries and human and physical features. Identify place relevant human and physical features North, Northeast, East, Southeast, Southwest, west,	Be able to identify the 7 continents, 5 oceans and their physical and human features Identify comparison study places, bordering countries and human and physical features. Identify places of relevance in the news. Identify place relevant human and physical features,	Be able to identify the 7 continents, 5 oceans and their physical and human features. Identify comparison study places, bordering countries and human and physical features. Identify places of relevance in the news. Identify place relevant human and physical features,

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				North, East, South, West Similar/ different.	Northwest Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle	counties, countries, capitals and seas. North, Northeast, East, Southeast, Southwest, west, Northwest	counties, countries, capitals and seas. Biomes Time zones. North, Northeast, East, Southeast, Southwest, west, Northwest
Map skills including grid referencing, compass skills and map work	Recognise a globe and map of the world. Asks and answers questions about places.	Draw a simple map. Create and use symbols in a key. Give and follow directions and routes on a simple map.	Co-ordinates 4 point compass directions to follow and give directions Interpret simple symbols on a map. Describe features and routes on a map.	4 figure grid references. 8 point compass directions to follow and give directions. Draw a map of a short route. Describe features and routes on a map. Give and follow directions and routes on a detailed map.	4 figure grid references. Use OS symbols in a key. Interpret symbols on a map. Describe features and routes on a map.	6 figure grid references. 8 point compass directions to follow and give directions. Use OS symbols in a key Interpret symbols and numbers on a map. Describe features and routes on a map and compare to photos. Give and follow directions and routes on a detailed map. Use a scale to measure distances.	6 figure grid references. 8 point compass directions to follow and give directions. Draw maps with detail and accuracy. Use OS symbols in a key Interpret symbols and numbers on a map. Describe features and routes on a map and compare to photos. Use a scale to measure distances.
Resources, maps and visual resources	Globe, world map	Globe, world map, UK map	Globe, world map, UK map, infant atlas, large scale OS map	Globe, world map, UK map, junior atlas, OS maps Computer mapping, Digi map	Globe, world map, UK map, junior atlas, OS maps Computer mapping, Digi map	Globe, world map, UK map, junior atlas, OS maps Computer mapping, Digi map	Globe, world map, UK map, junior atlas, OS maps Computer mapping, Digi map

Also – Photos, aerial images, plan perspectives, satellite pictures, maps, graphs, diagrams, youtube, Newsround, postcards books, leaflets, blank maps, jigsaws.