



Sacred Heart Catholic Voluntary Academy Years F1-6

Geography Progression Year 1 2-/ Year 3 4 -Cycle A 2025-2026

EYFS area of learning: The Natural World	Term	Scheme of Work	Understanding the Natural World				Prior Knowledge - topics
Foundation F1 exploring F2 consolidation							
Foundation 1	Advent	Exploring Maps- Let's build a map/investigating maps/Creating Journey sticks Reception Geography Lesson	Explores some similarities and differences between the natural world around them Explores their immediate environment beginning to use				

		Plans Exploring Maps Outdoor Adventures Exploring seasons- autumn Exploring weather- wind Reception Geography Lesson Plan Outdoor Adventures	observation and stories.				
	Lent	Outdoor Adventures Nature catchers Dress the teddy Exploring seasons- winter/spring. Exploring weather- snow/rain Reception Geography Lesson Plan Outdoor Adventures	Explores some similarities and differences between the natural world around them				
	Pentecost	Around the World Around the world Exploring seasons- summer Exploring weather- summer /sun Reception Geography Lesson Plan Outdoor Adventures	Explores some similarities and differences between the natural world around them				

Foundation 2	Advent	Outdoor Adventures Observational Drawings/Senses in nature Reception Geography Lesson Plan Outdoor Adventures Outdoor Adventures Consolidation Exploring seasons-autumn Exploring weather- wind Reception Geography Lesson Plan Outdoor Adventures	Explore the natural world around them, making observations and drawing pictures of animals and plants. Explores some important processes and changes in the natural world around them, including the seasons and changing states of matter.				Outdoor Adventures Exploring seasons-autumn Exploring weather- wind
	Lent	Around the World- Exploring world landscapes/ Desert and Polar explorers Around the world Consolidation Exploring seasons-winter/spring. Exploring weather-snow/rain Reception Geography Lesson Plan Outdoor Adventures	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. Begins to understand some important processes and changes in the				Outdoor Adventures Exploring Nature catchers Dress the teddy Exploring seasons-winter/spring. Exploring weather-snow/rain

			natural world around them, including the seasons and changing states of matter				
	Pentecost	Exploring maps Pirate map bingo/Our school from above/map making Reception Geography Lesson Plans Exploring Maps Consolidation Exploring seasons-summer Exploring weather- summer /sun Reception Geography Lesson Plan Outdoor Adventures	Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter .ELG				Exploring Maps- Let's build a map/investigating maps/Creating Journey sticks Outdoor Adventures Exploring seasons-summer winter/spring. Exploring weather - sun
Year	Term	Scheme of work	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field work	Prior Knowledge - topics
Year 1/2 Cycle A	Advent	What is it like here? 1 KS1 Geography Lesson Plans What is it Like Here?	I can locate three features on an aerial photograph of the school and know the name of the country and village, town or	I can the name of the country and village, town or city in which they live.	I can recognise four features in the school grounds	I can make a map of the classroom with four key features , using objects to represent the distance and direction of	EYFS- Exploring maps

			city in which they live.			features in the classroom. Recognise four features in the school grounds using a map. I can say how I feel about three areas of the playground and find out how others feel by looking at the results of a survey. I can draw a design to improve three areas of the playground using the results from the survey. I can suggest appropriate clothing and activities for each season.	
Year1/2 Cycle A	Lent	What is the weather like in the U.K? 1 What is the weather like in the UK?	Name and locate the four countries on a map of the UK. I can compare Shanghai to my locality	Identify the country they live in.	I can identify the four seasons and the current season and describe some seasonal changes.	I can Identify the four compass directions. Identify that the arrow on a compass always shows north. Use the compass directions to describe the location of features. Observe and describe daily weather patterns.	EYFS – Exploring the weather Exploring the seasons Year 1 2 cycle A What is it like here?

Year 1/2 Cycle A	Pentecost	What is it like to live in Shanghai? 1 What is it like to live in Shanghai?	I can locate the Uk and China	I can name the continent I live in	I can give examples of human and physical features I can use an ariel map to locate physical and human features I can find physical and human geography of China I can identify physical and human features of Shanghai. I can identify similarities and differences in physical and human features	I can identify features when going on a walk I can explain the location of features using directional language to find physical and human features I can use an aerial mp. Draw simple pictures or symbols of a sketch map Draw compass points Use an Atlas to find Uk and China I can sort physical and human features	EYFS- Exploring the weather Year 1 2 Cycle A What is the weather like in the UK?
Year 1/2 Cycle B	Advent	Would you prefer to live in a hot or cold place? 2 Would you prefer to live in a hot or cold place?	I can name and locate the seven continents, and the North and South Pole I can locate the equator on a map and compare the U.K to Kenya.	I can investigate local weather conditions.	I can identify key features of hot and cold places.	I can begin to find north and south on a compass in school grounds I can locate the equator on a map and compare the U.K to Kenya.	EYFS – Around the world-Desert Explorers Polar Explorers Year 1 2 Cycle A What is the weather like in the UK?
Year 1/2 Cycle B	Lent	Why is our world wonderful? 2 KS1 Geography Lesson Plans Why is our	I can name the five oceans and locate them on a map. I can locate some of the world's most amazing places	I can identify some geographical characteristics of the UK.	I can draw human and physical features on a sketch map.	To investigate local habitats. To understand hot to present findings in a bar chart.	Around the World-Polar and desert explorers Year 1 2 Cycle B Would you prefer to live in a hot or cold place?

		World Wonderful?					
Year 1/2 Cycle B	Pentecost	What is it like to live by the coast? What is it like to live by the coast?	I can locate the seas and oceans surrounding the UK I can locate where the coasts are in the UK I can explain the location of UK coasts	I can describe how people use the coast. I can describe the location of the seas and oceans surrounding the UK	I can define what the coast is I can name some of the physical features of the coast. I can name features of coasts and label these on a photograph. I can identify human features in a coastal town. I can identify human features on the local coast I can describe how the local coast has been used.	I can label the seas and oceans surrounding Uk on a map I can and locate the seas and oceans surrounding the UK in an atlas. Using compass points, I can describe the location of the seas and oceans surrounding the UK Using the four compass directions, I can explain the location of UK coasts I can label features of UK coasts on a photograph. I can follow a prepared route on a map. I can use data using a tally chart. I can represent data in a pictogram.	Year 1 2 Cycle B Why is our world so wonderful?
Year 3/4cycle A	Advent	Are all settlements the same? KS2 Geography Lesson Plans 	I can locate some cities in the UK. I can locate some geographical regions in the UK.	I can describe the difference between villages, towns and cities. I can state some similarities and differences between	I can describe the different types of land use. I can discuss reasons for the location of human and physical features.	I can identify features on an OS map using the legend. I can follow a route on an OS map.	Year1 2 Cycle B What is it like to live by the coast?

		Are all Settlements the Same	I can describe the location of New Delhi.	land use and features in New Delhi and the local area.	I can identify and begin to offer explanations about changes to features in the local area. I can identify some human and physical features in New Delhi.		
Year 3/4cycle A	Lent	What are rivers and how are they used? What are rivers and how are they used?	I can name some major rivers and their location.	I can describe different ways a river is used.	I can name the physical features of a river. I can list some of the problems around rivers. I can describe human and physical features around a river.	I can Identify water stores and processes in the water cycle . I can describe the three courses of a river . I can Identify the location of a river on an OS map . I can make a judgement on the environmental quality in a river environment I can make suggestions on how a river environment could be improved.	Year 1 2 Cycle B What is it like to live by the coast?
Year 3/4cycle A	Pentecost	Why are Rainforests important to us? Why are rainforests important to us?	Give an example of a biome I can state the location of the Amazon Rainforest	I can state some key features of the Amazon Rainforest I can understand that trees and plants adapt to living in the rainforest and give an example .	I can describe a biome I can define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. I can name one way in which the Amazon is changing.	I can use a variety of data collection methods with support . I can summarise how the local woodland is used and suggest changes to improve the area.	Year 1 2 Cycle B Why is our world wonderful?

					I can articulate why the Amazon rainforest is important. I can give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.		
Year 3/4cycle B	Advent	Why do people live near Volcanoes? 3 <u>Why do people live near volcanoes?</u>	I can give a correct example of a mountain range and its continent.	Explain that earthquakes happen along plate boundaries I can describe how volcanoes form at tectonic plate boundaries. I can state that an earthquake is caused when two plate boundaries move and shake the ground. I can list some negative and positive consequences of living near a volcano	I can name all four layers of the Earth in the correct order, stating one fact about each layer. I can explain one or more ways a mountain can be formed. I can describe a tectonic plate and know that mountains occur along plate boundaries. I can correctly label the features of shield and composite volcanoes and explain how they form. I can name three ways in which volcanoes can be classified. I can say the effect that an earthquake	I can observe, digitally record and map different rocks using a symbol on a map. I can identify rock types and their origins based on collected data.	Year1 2 Cycle B Why is our world wonderful?

					can have on a community.		
Year 3/4cycle B	Lent	Where does food come from? 4 Where does our food come from?	I can describe the journey of a cocoa bean.	I can Identify that different foods grow in different biomes and say why.	Explain which food has the most significant negative impact on the environment I can consider a change people can make to reduce the negative impact of food production. I can describe the intentions around trading responsibly. I can explain that food imports can be both helpful and harmful.	I can locate countries on a blank world map using an atlas. I can use a scale bar correctly to measure approximate distances. I can collect data through an interview process. I can analyse interview responses to answer an enquiry question. I can discuss any trends in data collected.	Year 3 4 Cycle A Are all settlements the same?
Year 3/4cycle B	Pentecost	Who lives in Antarctica? 3 Lower KS2 Geography Lesson Plans Who Lives in Antarctica?	I can describe what lines of latitude and longitude are, giving an example I can describe Antarctica's location in the far south of the globe.	I understand that the Northern and Southern Hemispheres experience seasons at different times. I can understand Antarctica has a polar climate made up of ice sheets, snow and mountains.	I can define what climate zones are. I can state that tourism and research are the two main reasons people visit Antarctica. I can describe equipment researchers might use and clothes they wear. I can describe a similarity and difference between	I can list some of the research carried out in Antarctica. I can state the outcome of Shackleton's expedition. I can successfully plot four-figure grid references at the point where the vertical and horizontal line meet. I can confidently use the zoom function on a digital map. I can begin to recall the eight points of a	EYFS –Around the World- Polar Explorers Year 3 4 Cycle B Would you like to live in a hot or cold place?

					life in the UK and life in Antarctica.	compass , following at least four of them. I can recognise and describe features on their school grounds from an aerial map . Draw a map of the route they take on an expedition. I can state one thing that went well on the expedition and one aspect that did not go as hoped.	
Year 5	Advent	What is life like in the Alps? 5 What is Life Like in the Alps? KS2 Geography Lesson Plans	I can locate the Alps on a map.	I can describe the physical and human features of an Alpine region.	I can describe the physical and human features of an Alpine region. To understand similarities and differences between the local area and an Alpine area. To understand the human and physical geography of the Alps. I can describe the physical and human features of Innsbruck.	I can research the physical and human features of Innsbruck. I can use a variety of data collection methods including completing a questionnaire , mapping the route and recording their findings in sketches or photographs	Year 3 4 cycle B Why do people live near volcanoes?

Year 5	Lent	Why do Oceans matter? 5 Upper KS2 Geography Lesson Plans Why do Oceans Matter?	I can explain the importance of our oceans .	I can locate and describe the significance of the Great Barrier Reef.	I can explain the impact humans have on coral reefs and oceans. I can understand ways to keep our oceans healthy	I can collect data on the types of litter polluting a marine environment. I can understand ways to keep our oceans healthy and begin planning a fieldwork enquiry .	EYFS- Around the World Year 3 4 Cycle A What are rivers and how they can be used?
Year 5	Pentecost	Would you like to live in the desert? 5 Would you like to live in the desert?	I can Identify the lines of latitude where hot desert biomes are located. I can locate the largest deserts in each continent.	I can describe the characteristics of a hot desert biome. I can describe ways the Mojave Desert is used.	I can name and describe the physical features found in a desert. I can identify how humans use the desert. I can explain how human activity may contribute to the changing climate and landscape of a desert.	I can discuss if a desert environment is hospitable and why. TIME ZONES- I can recognise that the Mojave Desert has a different time zone to the UK . I can describe some of the threats to deserts.	EYFS- Around the world- Desert Explorers Year 5 What is life like in the Alps?
Year 6	Advent 1	Where does our energy come from? 6	I understand how land use has changed over time using examples .	I understand that natural resources can be used to make energy.	I know some positive impacts of humans on the environment.	I can understand the benefits and drawbacks of different energy sources.	Year 5 Why are rainforests important to us?

		<u>Where does our energy come from?</u>	I can locate more countries in Europe and North and South America using maps. I can locate major cities of the countries studied. I can locate many cities in the UK. I can use longitude and latitude when referencing location in an atlas or on a globe. I understand how land use has changed over time using examples. I can explain why a locality has changed over time, giving examples of both physical and human features	I can name many countries and major cities in Europe and North and South America. I know the name of many cities in the UK. I know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones. I can understand the benefits and drawbacks of different energy sources. I can Identify characteristics of two contrasting biomes and compare land use	I know some negative impacts of humans on the environment I can understand the benefits and drawbacks of different energy sources. I can describe how energy sources are distributed in an area – US v UK I can locate key human features in countries studied.	I can collect and present data on where to position a solar panel on the school grounds. I can give the benefits and drawbacks of living in a desert environment	
Year 6	Advent 2	Can I carry out an	I can identify areas along a route that	I can discuss how to mediate potential risks.	I can identify areas along a route that	I can identify questions to be	Year 5 Why do oceans matter?

		independent fieldwork enquiry? 6 Can I carry out an independent fieldwork enquiry?	are best for data collection	I can manage risks during a fieldwork trip. I can give examples of issues in the local area.	are best for data collection	asked to find the relevant data . I can justify which data collection method is most suitable. I can design an accurate data collection template . I can collect data at points located on an OS map . I can identify any outcomes from data collected. I can map data digitally . I can describe the enquiry process.	
Year 6	Pentecost	Why does population change? 6 UKS2 Geography Lesson Plan Why does Population Change?	I understand the change and distribution of the global population	I can recognise the push and pull factors influencing migration	I understand the change and distribution of the global population I can define birth and death rates and describe why they change I can begin to understand the impact climate change can have on the global population.	I can collect data showing how population impacts the amount of traffic and litter in an area. I can write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.	Year 3 4 Cycle A Are settlements all the same?

