

## Lees Primary School - Geography Progression

### Subject overview:

#### **Why do we teach geography?**

Geography inspires children to be curious about the world and people around them. It allows them to understand what world they live in. As pupils progress, their understanding of the world will expand on their knowledge of the human and physical processes, and of the formation and use of landscapes and environments.

#### **What will be the impact of our teaching?**

Pupils will be provided with the knowledge about diverse places, people, resources, human and physical environments and at a deeper level, of the Earth's key physical and human processes. Pupils will understand the impact humans have on the planet and how we have to the responsibility to make sure it survives.

#### **Sequencing of content**

Sequencing is organised in the following strands:

- Location and place knowledge
- Human and physical knowledge
- Mapwork
- Fieldwork

#### **Retrieval practise**

Retrieval practise allows children to have regular visits to specific focus areas across the year groups:

- Continents and oceans around the world
- Key countries and cities in the UK and the world
- Key mountains, rivers and lakes
- Key human and physical features
- Mapping skills
- Use of compass points and grid references (KS2)



**Lees Primary School**  
Putting Children First

Long-term overview for Geography (2024-2025)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<b>Magical Me</b> Talk about what they see - Autumn and seasonal changes	<b>People Who Help Us</b> Talk about what they see - Winter and seasonal changes	<b>Our Wonderful World</b> Talk about what they see Know that there are different countries in the world	<b>Amazing Animals</b> Spring and seasonal changes Climate change	<b>Ready, Steady, Grow!</b> Know that there are different countries in the world	<b>Bears, bears everywhere!</b> Summer and seasonal changes Know that there are different countries in the world Maps/small world environments
Reception	<b>The Gingerbread Man</b> Describe what they see, hear and feel whilst outside Changing seasons Autumn		<b>Adventures of Space Dog</b> Planet Earth - made up of land and sea Winter	Spring	<b>The Mysterious Egg</b> Know that there are different countries in the world and talk about the4 differences they have experienced	<b>Welcome to my house</b> Understand the effects of changing seasons Summer
Year 1			<b>Our Village</b> Naming a village, town & city Human & physical features in our local area Four countries of the UK	<b>African Adventure</b> Human & physical features of Africa Comparison of our village and an African village (in Kenya)	<b>Our Allotment</b> Use of fieldwork and observational skills to study the geography of the allotment and surrounding areas.	
Year 2			<b>Brilliant Britain</b> Countries & capital cities of the UK Where is Great Britain on a map? Comparison of Yorkshire and London	<b>Plant Detectives</b> World's 7 continents and 5 oceans Comparison of Yorkshire and Jamaica Human & physical features of Jamaica		<b>Habitats</b> Seasonal and daily weather patterns of the UK Location of hot and cold areas in relation to the Equator and the North & South Poles Use simple compass directions and directional language to describe the location of features and routes on a map
Year 3	<b>Invaders and Anglo Saxons</b> Key Europe - France, Spain (To be introduced)		<b>Rivers and Mountains</b> Settlement and land use What are rivers and mountains? Where are they found in France? How are they formed? Features of the River Aire		<b>Roots and Shoots</b>	<b>Keeping Healthy</b> Food around the world
Year 4	<b>Frozen Planet</b> The Equator, Northern & Southern Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle Cold parts of the world	<b>Ancient Greece</b> Types of settlements	<b>Rainforests</b> Where are the main tropical rainforests in the world? South America Layers of the rainforest Settlement and trade Deforestation			

	Climate zones Settlement and land use					
Year 5	<b>Romans</b> Roman maps & roads		<b>Contrasting Coastlines - Whitby</b> Coastal towns around the UK Where is Whitby? Physical features of Whitby Coastal erosion Land use and effects of tourism	<b>Contrasting Coastlines - North America</b> Locate the world's countries, focusing on North & South America (environmental regions, human & physical features, countries and major cities) Compare the UK with a region within North America Use of maps, atlases, globes and digital mapping Use of the 8 points of a compass and 4 & 6 figure grid references	<b>Super Scientists</b> Understand the key aspects of volcanoes	<b>Victorians in Haworth</b> Compare maps from the past with the present, focusing upon land use in Haworth
Year 6	<b>Ancient Egyptians</b> Location of the River Nile	<b>Evolution</b> Climate zones, biomes and vegetation belts	<b>Earth Matters</b> Variety of maps - locating the world's countries Time zones Prime/Greenwich Meridian Vegetation belts Earthquakes Effects of climate change Trade and economic activity North America and regions for earthquakes Vegetation belts Volcanoes and earthquakes - tectonic plates and the ring of fire			

Knowledge and skills sequencing:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location and place knowledge	<p>Use all their senses, hands-on exploration of natural materials.</p> <p>Materials to the local area such as pine cones, leaves, twigs, bracken, wool.</p> <p>Know that there are different countries in the world.</p>	<p>Explore the natural world around them.</p> <p>Be able to say where they live and go to school.</p> <p>Recognise some similarities and differences between life in this country and life in another country.</p> <p>Begin to look at aerial photos.</p>	<p>Name and locate the 4 countries in the UK.</p> <p>Identify their local environment: Cross Roads/Lees Village</p> <p>Compare and contrast different types of houses in their local area.</p> <p>To look at the continent of Africa (non-European country).</p> <p>To explore our local area and compare with a contrasting non-European location: Cross Roads and Kenya (Africa)</p>	<p>Recap on the 4 countries of the UK and identify their capital cities.</p> <p>Name the 7 continents and 5 oceans.</p> <p>To know the location of hot and cold areas of the world in relation to the North and South Poles (E.g equator and poles).</p> <p>To explore our local area and compare with a contrasting non-European location: Keighley and Tulum, Mexico</p>	<p>Recap on the 4 countries of the UK and their capital cities. Identify the important rives and land use.</p> <p>Locate the countries that make up Europe (e.g., France).</p> <p>Identify and compare rivers in the UK and France.</p> <p>Recap on Mexico (Y2) and link to Mayans.</p>	<p>To name and locate the main countries of Europe, with a focus on Greece and South America, including the rainforest.</p> <p>Identify position and significance of the Equator, Northern and Southern hemisphere, Tropics of Cancer and Capricorn and explain their significance.</p> <p>On a world map, locate areas of similar environmental regions, either the poles, desert, rainforest, or temperature regions</p> <p>Locate the European country of Greece.</p> <p>To study South America (Rainforest) and describe geographical differences and similarities we see in relation to UK.</p>	<p>Linking with the local area, compare land use maps from the past with the present - describe geographical features of Saltaire and its purpose.</p> <p>Name and locate key topographical features, including coast, features of erosion, hills, mountains and rivers.</p> <p>Identify how these features have changed over time (e.g., Whitby and east coast - contrasting coastlines).</p> <p>Look at North America.</p>	<p>Compare Continents and oceans of the world.</p> <p>Label and compare key cities of the world.</p> <p>Identify regions for earthquakes.</p> <p>Identify position and significance of latitude/ longitude and Greenwich Meridian.</p> <p>Identify and describe geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic circles.</p> <p>Continents and oceans of the world Cities of the world (e.g., Egypt - similarities and differences. Nile and its importance).</p> <p>Identify the fault lines in North America.</p>
Human and physical knowledge	<p>Talk about what they see.</p>	<p>Describe what they can see, hear and feel whilst outside.</p> <p>Identify familiar human geography features in their local</p>	<p>Identify less familiar human geography features in their own community (e.g. castles)</p> <p>Recognise different components of the</p>	<p>Identify key features of a location:</p> <p>Physical features - forest, hill, mountain, sea, ocean, river</p>	<p>Identify the types of settlement in Early Britain (linked to History).</p> <p>Identify why early people chose to</p>	<p>Understand the water cycles and accurately use key terminology to describe its process.</p> <p>Describe and understand key</p>	<p>Describe key aspects of human geography of the Roman period.</p> <p>Use a range of geographical resources to give detailed descriptions</p>	<p>Describe and understand key aspects of climate zones, biomes and vegetation belts.</p> <p>To understand geographical</p>



		<p>area (e.g. shop, house, road)</p> <p>Identify familiar physical geography features in their local area (e.g. hill, tree)</p> <p>Name the four seasons and describe the weather (e.g. it is summer so it might be sunny)</p> <p>Use maps to find known locations (e.g. school)</p> <p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>physical geography in their local area.</p> <p>To identify seasonal and daily changes in the UK.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. the field is behind the school) to describe the location of features and routes on a map in their local area (allotment).</p> <p>Devise a simple map of where they live (Our Village).</p> <p>Participate in simple fieldwork activities (allotment)</p> <p>Show care and concern for living things and their environment (fieldwork - risks and safety).</p>	<p>Human features - city, town, village, factory, farm, house, office, port, harbour, shop</p> <p>Compare the physical and human features of two locations (e.g. Yorkshire and London).</p> <p>Identify features that give places character (e.g. Bronte) and recall information about significant landmarks, historical sites and natural features.</p>	<p>settle in Britain (link to rivers).</p> <p>Physical features - rivers, stages of a river estuary (mouth, upper, middle and lower course).</p> <p>Identify why physical features differ in one location to another.</p> <p>Human features - types of settlement, landmarks and climate.</p> <p>Compare and contrast physical and human geography of a region in the UK and in a European country.</p>	<p>aspects of climate zones.</p> <p>Physical features - water cycle, rainforest</p> <p>Human features - types of settlements, land use</p> <p>Identify and compare key physical and human features in Canada.</p> <p>Explain why one physical area is more suited to a purpose than another.</p> <p>Explain the water cycle and its role in shaping the Earth's physical environment.</p>	<p>and opinions or the characteristic features of a location (e.g. Whitby).</p> <p>Physical features - coastal features</p> <p>Human features - types of settlement and purpose (e.g. in the Roman period).</p> <p>Describe and understand the impact of human land use and the distribution of natural resources.</p> <p>To know how natural resources are distributed across the world - energy, food, minerals and water.</p> <p>Identify and describe at least 3 different biomes.</p> <p>Explain the characteristics and adaptations of plants and animals in different biomes.</p>	<p>similarities and differences through the study of physical geography of differing biomes.</p> <p>To study volcanoes and earthquakes, looking at tectonic plates and the ring of fire.</p> <p>Using links to human geography, identify the trade links and settlements of the Nile. Nile:</p> <p>Physical features - earthquakes, climate zones, biome and vegetation belts</p> <p>Describe and understand vegetation belts.</p> <p>Identify how the conditions in a geographical area dictates what can grow and live there.</p> <p>Human features - types of settlements</p>
Mapwork and Fieldwork				<p>Recognise and understand basic symbols and keys on maps and atlases.</p> <p>Use letter/number coordinates on maps and atlases to describe the location of places.</p>	<p>Use compass directions (North, South, East and West) and locational language and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.</p>	<p>To learn the eight points of a compass, 2 figure grid reference (Maths co-ordinates) and basic symbols and key references.</p> <p>Navigate and recall information about countries, capitals and significant landmarks worldwide using maps and atlases.</p>	<p>Use maps, atlases, globes, and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Revisit an eight compass and apply to reading 4 figure grid</p>	<p>Know the importance of reflecting on their fieldwork experiences and learning outcomes.</p> <p>Evaluate the strengths and limitations of their fieldwork methods and date.</p> <p>Critically analyse and communicate the</p>

				<p>Refer to landmarks and directions when using maps.</p> <p>To know the different fieldwork techniques such as surveys, interviews and observations.</p>	<p>Use latitude and longitude to locate and recall specific places on the Earth's surface.</p> <p>Organise and analyse fieldwork data using tables, graphs and diagrams.</p> <p>Understand the important of representing data accurately and clearly.</p> <p>Present fieldwork results through written reports or verbal presentations.</p>	<p>To identify the importance of careful planning and preparation for fieldwork.</p> <p>Identify potential hazards or risks associated with fieldwork activities.</p> <p>Understand the need to follow safety guidelines and procedures during fieldwork.</p>	<p>reference using maths co-ordinates.</p> <p>Use symbols and keys (including use of OS maps) to build their knowledge of UK and the wider world.</p> <p>Collect and analyse data using digital mapping tools and satellite imagery.</p> <p>Understand the ethical considerations in geographical fieldwork, including respect for local communities and the environment.</p>	<p>wider significance and implications of their fieldwork findings.</p> <p>To create maps of locations, identifying patterns; land use &amp; climate zones.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record human and physical features in the local area.</p>
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### Vocabulary progression:

Each year group should be using vocabulary from previous learning, recapping on geographical techniques, human and physical features, human and physical processes and geographical diversity. Locations (e.g. countries that have been studied) can be used during flashback opportunities.

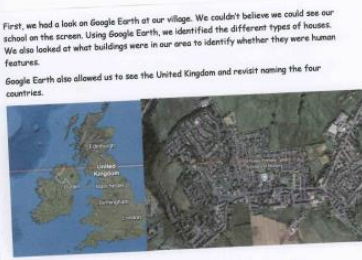
Topic	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical techniques		Map, world, directions, forwards, backwards, up, down	North, south, east, west, birds eye view, atlas, globe, photographs, observe	Directions, compass, search, similarities, differences, compare, plan, navigate, position, symbol, key, near, far	Atlas, aerial photograph, scale, bearing, compass, northeast (NE), southeast (SE), southwest (SW), northwest (NW), rain gauge, temperature, centimetres (cm), millimetres (mm), lowest, highest	Symbols, grid, reference	Ordnance survey, google map, political map, economic/resources map, latitude, longitude, coordinates	Six figure grid reference, grid box, kilometres (km), distance, measure, record
Human features	Road, school, house, shop, hospital, church, library	Build	Objects, man-made, town, house, shop, city, village, factory, farm, house, office, port, harbour, shop	Landmarks, railway, shopping centre,	Characteristic, structure, village, construct, lifestyles, watershed, floodplain,	Trade, population, architecture, World Heritage, tourism, culture, transport, community, landscape, farming, agriculture, facilities, reservoir	Recreation, language, religion, maintain, sustainable	Construction, resources, economy
Physical features	Sea, beach	Land	Seaside, cliff, sand, coast, ocean, forest, hill, mountain, river, soil, valley	Nature, coastal, hill, beach, ocean	Environment, mountain, volcano, waterway, channel, riverbank, estuary, mouth, slit, confluent	Stream, waterfall, vegetation, island, cape, delta, peninsula, gulf, plateau, plain, desert, valley	Prime meridian, current, belts, contour lines	Peninsula, fresh water, mountain range, tectonic plates, saltwater, bank
Human & physical processes	Weather, rainy, sunny, cloudy, snowy, windy				Natural, disasters, flood, drought, flow, rainfall	Sedimentary, water cycle, deforestation, climate, tropics climate, climate zone, countryside, landform, evaporation, transpiration, condensation, precipitation,	Deposition, erosion, distribution	Rrun-off, altitude, elevation, summit, peak, ascent, descent, colour layering, contour interval, cross section height about sea
Location	Place, home, world, town		Country, place, local, non-European, Lees, Cross Roads, Africa, Kenya, UK, England, Scotland, Wales, Northern Ireland	Keighley, Bradford, Yorkshire, London, Belfast, Cardiff, Edinburgh, North Pole, South Pole, continent, Africa, North America, South America, Antarctica, Europe,	Area, location, surrounding, Italy, France, Mediterranean, Rhone, Elbe, Oder, Tagus, Thames	Rural, urban, northern hemisphere, southern hemisphere, equator, arctic circle	Tropics of Cancer, Capricorn,	Antarctic circle, foreign

				Asia, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean				
Geographical diversity	Season, hot, cold, summer, spring, autumn, winter					Pollution, humid, climate	Seasonal	Diverse, trend

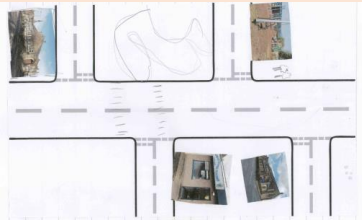


Mapwork examples:

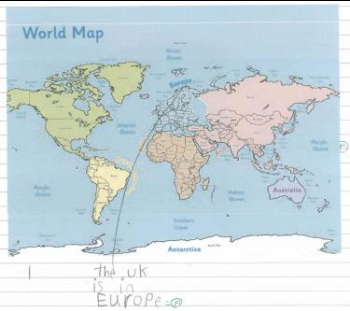
Topic	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical techniques								
Human features								
Physical features			<div><p>4.2.25 - Physical features on a map - Cross Roads</p></div>		<div><p>5.2.25 - River Aire</p></div>			<div><p>21.11.14 - World biomes</p></div>
Physical processes								<div><p>23.1.25 - Time zones labelling</p><div><p>6.2.25 - Tectonic plates on a map</p></div></div>
Location			<div><p>13.1.25 - Countries of the UK</p></div>	<div><p>16.1.25 - Countries and capital cities of the UK</p></div>		<div><p>10.9.24 - Positions of the Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn.</p></div>	<div><p>17.1.25 - Recap of the UK</p><p>Contrasting coastlines</p></div>	<div><p>19.9.24 - River Nile</p></div>



27.1.25 - Our village



10.2.25 - Cross Roads - adding human features onto a map



23.1.25 - World map - identifying Europe



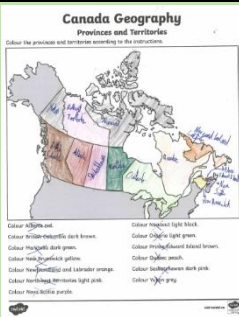
29.1.25 - Map of counties in the UK



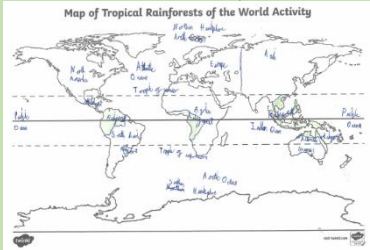
29.1.25 - Yorkshire on a map



30.1.25 - Map of West Yorkshire



1.10.24 - Map of Canada  
1.10.24 - Canada provinces and territory



17.1.25 - Tropical rainforests of the world



21.1.25 - Brazil on a map and a key



21.1.25 - Map of South America



16.1.25 - Variety of maps

Geographical diversity

Fieldwork progression:

Term	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn								
Spring								
Summer								

Fieldwork examples:

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Observational and investigational skills - What can you see? What can you hear?	Observational and investigational skills - What can you see? What can you hear?	What do you see on the way to school?  What type of building is this?  What type of house is this?  What type of feature is this - human or physical?	Is this a village or a town?  Are there any landmarks?  What are the 7 continents and 5 oceans and where are they located?	What type of land use can we find?  How is it similar or different to other areas we have looked at?	Are the cold parts near to or further away from the Equator? (Looking at a map)  What are the features of a rainforest you can see by looking at this picture?	Can you identify where a coastline is?  What was it like in the past and how does it compare to the present?	How do people use this land in different ways?  What type of biome is this and how do you know?  What does the map show?



Retrieval practise examples:

Topic	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical techniques					<div></div> <p>6.2.25 - Compass directions and coastal towns</p>	
Human features	<div><p>Flashback</p><p>terraced</p><p>bungalow</p><p>semi-detached</p><p>detached</p></div> <p>27.1.25 - Types of houses</p> <div><p>Flashback</p><p>1. A human feature is made by <u>the people</u></p><p>2. Can you find our school? How do you know?</p></div> <p>4.2.25 - Our school and where it is on a map</p>	<div><p>Flashback</p><p>Give an example of a physical feature. <u>the wood</u></p><p>Give an example of a human feature. <u>houses</u></p></div> <p>16.1.25 - UK and its capital cities</p> <p>Flashback: Example of a physical and human feature</p> <div><p>What are the four countries of the United Kingdom?</p><p>1. <u>Wales</u></p><p>2. <u>England</u></p><p>3. <u>Scotland</u></p><p>4. <u>Northern Ireland</u></p></div> <p>23.1.25 - Four countries of the UK</p> <div><p>FLASHBACK</p><p>What were the 3 main human features of London that we looked at last week?</p><p>1. <u>Buckingham Palace</u></p><p>2. <u>Big Ben</u></p><p>3. <u>Tower Bridge</u></p></div> <p>6.2.25 - Human features of London</p>				
Physical features	<div><p>Flashback</p><p>Circle the physical features.</p><ul style="list-style-type: none"><li>River</li><li>Houses</li><li>Trees</li><li>Road</li></ul><p>Circle the human features.</p><ul style="list-style-type: none"><li>River</li><li>Houses</li><li>Trees</li><li>Road</li></ul><p>We looked at different kind of maps and compared them.</p></div> <p>10.2.25 - Physical and human feature examples</p>	<div><p>Flashback</p><p>What is a human feature? <u>Man-made</u></p><p>What is a physical feature? <u>Nature: natural</u></p></div> <p>29.1.25 - What are physical and human features</p>	<div><p>FLASHBACK</p><p>1. Give me the names of the seas near Britain.</p><p>2. What is the name of the world's biggest ocean?</p><p>3. What is the name of the ocean near Britain?</p><p>4. What is the outer layer of the earth called?</p><p>5. What is a human feature? What is a physical feature?</p></div> <p>20.1.25 - Seas, oceans, outer layer of earth and human and physical features</p> <div><p>FLASHBACK</p><p>1. Where do rivers normally begin? <u>Mountains</u></p><p>2. Where do most rivers lead to? <u>Sea</u></p><p>3. What is the difference between a hill and a mountain? <u>a hill is small, a mountain is tall</u></p><p>4. What are the main parts of a mountain? <u>Peak</u></p><p>5. How tall does a mountain have to meet the requirement? <u>1000 ft</u></p></div> <p>27.1.25 - Rivers, hills and mountains</p>		<div></div> <p>30.1.25 - Location plan of Whitby Harbour</p>	<div><p>Biomes</p><p>Match the words to the definitions.</p><ul style="list-style-type: none"><li>latitude: how far north or south of the equator a place is</li><li>altitude: how high above sea level a location is</li><li>climate zone: an area where all places have similar average weather</li><li>temperature: how warm or cool something is</li></ul></div> <p>21.11.24 - Biomes</p> <p>Flashback: Definitions</p>

Physical processes			<div>Flashback: 1. What does floodplain mean? <u>where along rivers and no one lives there</u> ✓ 2. Name three landforms in a river. <u>middle course floodplain</u> <u>fast course meander</u> ✓ 3. Where is the middle course of a river located? <u>in the middle of the river</u> ✓ (✓)</div> <div>5.2.25 - Rivers</div>			<div></div> <div>23.1.25 - Time zones</div> <div></div> <div>30.1.25 - Climate zones and biomes</div>
Location	<div></div> <div>20.1.25 - Four countries of the UK</div>			<div></div> <div>17.9.24 - Colder parts of the world Flashback: Prior learning about different positions of the world</div> <div></div> <div>1.10.24 - Canada Flashback: Prior learning about Canada</div> <div></div> <div>8.10.24 - Settle and survive Flashback: Autumn 1 prior learning</div>		<div></div> <div>19.9.24 - River Nile Flashback: Ancient Egypt prior learning</div>

				<div><div></div><div>15.10.24 - Climate change Flashback: Autumn 1 prior learning</div></div>		
Geographical diversity				<div><div></div><div>21.1.25 - Countries, continents and climate belts on a map</div></div>		