

Smannell & Enham CE Primary School – 2025/2026

Geography Progression of Knowledge and Skills

	Robins			Eagles	
	EYFS	Year 1	Year 2	Year 3 & 4	Year 5 & 6
Locational Knowledge	Talk about familiar places (school, home, park). Use simple positional language (near, far).	Name and locate 4 UK countries and capitals. Identify surrounding seas.	Name and locate 7 continents and 5 oceans.	Locate European countries and cities. Locate counties and cities in the UK (focus on Hampshire).	Locate world countries, mountain ranges, rivers, climate zones. Use latitude, longitude, Equator, hemispheres.
Locational Skills	Use photos/maps of local places. Talk about journeys to familiar locations.	Use simple maps to identify places. Recognise land/sea on maps.	Describe locations using compass directions (N, S, E, W).	Use atlases to locate countries. Use 8 compass points. Identify human/physical features of Hampshire.	Use atlases, globes, digital mapping. Interpret scale and distance.
Place knowledge	Talk about features of their immediate environment (playground, garden).	Study the local area (Smannell) and a contrasting UK location.	Compare a small UK area with a non-European country.	Study a UK region (South of England) and a contrasting European region.	Study a region of North or South America, comparing with Hampshire.
Place Skills	Use stories and photos to talk about places.	Draw simple maps of local area. Spot similarities/differences with photos.	Use vocabulary to describe key features of contrasting places.	Use maps, diagrams, globes to compare regions. Record observations.	Analyse similarities/differences across world regions. Use fieldwork to collect and present evidence.

Human and physical Knowledge	Talk about daily weather. Notice features like hills, rivers, roads.	Identify seasonal/daily weather patterns in the UK. Use vocabulary: beach, cliff, hill, river, city, town, village, farm, shop.	Identify human and physical features in local area. Compare Hampshire to a contrasting place.	Describe key aspects of physical geography (mountains, rivers, climate zones).	Understand key aspects of human geography (settlements, land use, trade links, resources).
Human and physical Skills	Make simple weather observations. Draw pictures of local features.	Record weather over time. Describe local features simply.	Use fieldwork to observe/record features in local area.	Use maps/diagrams to describe geography. Collect fieldwork data (e.g. river study).	Analyse human/physical geography data. Explain how geography affects how people live.
Geographical skills and fieldwork	Use positional language (in front, behind). Explore simple maps in stories.	Use simple maps/globes. Begin to use symbols and keys.	Use compass directions. Devise maps with symbols/keys.	Use atlases, globes, digital maps. Apply 8 compass points, symbols, keys, 4-figure grid references.	Use 6-figure grid references, OS maps. Use fieldwork to observe, measure, record, present geography.
Geographical skills and fieldwork Skills	Follow routes around school. Talk about where things are.	Draw simple routes/maps. Use photos to recognise places.	Use fieldwork to create maps with keys.	Apply compass directions in fieldwork. Use digital tools.	Collect/interpret fieldwork data. Use scale maps. Present findings with graphs/maps.

Cycle Map							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Robins	Cycle A 2025/26		Our Local Area (Smannell and Hampshire)		Weather and Seasons		The UK – Countries, Capitals, Seas
	Cycle B 2026/27	Investigating local fieldwork: Our Street		Local Fieldwork: Our Town Adapted KS1		Barnaby Bear Investigates the UK	
	Cycle C 2027/28		Investigating weather and water		Barnaby Bear Investigates the World – Continents and Oceans		Fieldwork Enquiry Settlements
Eagles	Cycle A 2025/26	Investigating our Town UK local/regional study		Investigating Water Water cycle, rivers, key physical processes		Fieldwork Enquiry Rivers Physical geography (rivers), fieldwork.	
	Cycle B 2026/27		What is life like in the Alps? European region study (Place Knowledge, physical geography: mountains, climate).		Investigating Climate and Biomes Physical geography: biomes, vegetation belts, climate zones.		Latitude and Longitude Location knowledge, skills, mapping, time zones.
	Cycle C 2027/28	Why do Oceans matter? Global geography: oceans, trade, environmental regions.		World Trade compare farming in Brazil/USA with UK trade Human geography: trade links, resources, globalisation.		Fieldwork Enquiry Coastal Physical geography (coasts), fieldwork.	
	Cycle D 2028/29		Mountains and Volcanoes Physical geography: mountains, volcanoes, earthquakes.		Investigating Rivers		Investigating London UK region/city study (Place Knowledge, human geography, land use).

Progression within Cycle							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Robins	Cycle A 2025/26		<p>Our Local Area (Smannell & Hampshire)</p> <p>EYFS: Notice/play in immediate environment, use simple positional language.</p> <p>Y1: Name simple features (road, house, shop), draw basic maps.</p> <p>Y2: Compare features, use geographical vocabulary, begin simple fieldwork.</p>		<p>Weather and Seasons</p> <p>EYFS: Talk about weather today, use words hot/cold/windy.</p> <p>Y1: Recognise 4 seasons, describe daily weather.</p> <p>Y2: Record seasonal patterns, compare weather across year.</p>		<p>The UK – Countries, Capitals, Seas</p> <p>EYFS: Recognise flags or symbols, talk about “England/UK” in simple terms.</p> <p>Y1: Name 4 countries of UK, capitals.</p> <p>Y2: Identify surrounding seas, describe simple differences between UK countries.</p>
	Cycle B 2026/27	<p>Investigating Our Street</p> <p>EYFS: Talk about what they see on a walk.</p> <p>Y1: Identify human features (house, road, shop).</p> <p>Y2: Compare use of land, map simple routes.</p>		<p>Our Town</p> <p>EYFS: Name places they visit (shop, park, library).</p> <p>Y1: Use photos/maps to describe features of town.</p> <p>Y2: Compare Smannell/Andover to another UK town.</p>		<p>Barnaby Bear Investigates the UK</p> <p>EYFS: Talk about seaside, countryside, cities through stories.</p> <p>Y1: Name simple features of contrasting places in UK.</p> <p>Y2: Compare landscapes, use maps/globes to locate.</p>	

	Cycle C 2027/28		<p>Weather and Water</p> <p>EYFS: Play with water/weather role-play.</p> <p>Y1: Recognise water sources (river, sea).</p> <p>Y2: Identify simple water cycle features (rain, evaporation).</p>		<p>Barnaby Bear Investigates the World + Oceans</p> <p>EYFS: Explore photos of hot/cold places.</p> <p>Y1: Name continents and oceans, locate on a globe.</p> <p>Y2: Compare UK with non-European country (climate, homes, jobs).</p>		<p>Settlements</p> <p>EYFS: Talk about their home, who lives there.</p> <p>Y1: Recognise types of settlement (village, town, city).</p> <p>Y2: Compare settlements, identify services/buildings.</p>
Eagles	Cycle A 2025/26	<p>Our Town</p> <p>Y3/4: Describe local human/physical features, make simple maps.</p> <p>Y5/6: Analyse how features have changed over time, interpret OS maps.</p>		<p>Investigating Water</p> <p>Y3/4: Identify rivers and water cycle basics.</p> <p>Y5/6: Explain processes (erosion, deposition), link to human use.</p>		<p>Rivers Fieldwork</p> <p>Y3/4: Measure river features (width, depth, flow).</p> <p>Y5/6: Analyse data, explain river processes and impacts.</p>	
	Cycle B 2026/27		<p>The Alps</p> <p>Y3/4: Locate, describe simple features (mountains, climate).</p> <p>Y5/6: Explain how geography affects settlement/trade, tourism, transport.</p>		<p>Climate & Biomes</p> <p>Y3/4: Identify biomes, match to world regions.</p> <p>Y5/6: Analyse how climate influences people/animals/plants.</p>		<p>Latitude & Longitude</p> <p>Y3/4: Recognise Equator, hemispheres.</p> <p>Y5/6: Use latitude/longitude, time zones to locate accurately.</p>

	<p>Cycle C 2027/28</p>	<p>Why Do Oceans Matter?</p> <p>Y3/4: Name/locate oceans, describe importance for travel/fishing.</p> <p>Y5/6: Analyse oceans' role in climate, trade, ecosystems.</p>		<p>World Trade</p> <p>Y3/4: Recognise simple imports/exports, foods from abroad.</p> <p>Y5/6: Analyse global trade patterns, link to resources, include Americas.</p>		<p>Coastal Fieldwork</p> <p>Y3/4: Identify coastal features, sketch/draw simple maps.</p> <p>Y5/6: Explain coastal processes (erosion, deposition), evaluate human impact.</p>	
	<p>Cycle D 2028/29</p>		<p>Mountains & Volcanoes</p> <p>Y3/4: Locate mountain ranges, describe volcano/earthquake basics.</p> <p>Y5/6: Explain tectonic processes, impacts on humans.</p>		<p>Rivers (revisit)</p> <p>Y3/4: Describe river journey, basic processes.</p> <p>Y5/6: Analyse flooding, water management, human impact.</p>		<p>London Study</p> <p>Y3/4: Identify landmarks, describe city features.</p> <p>Y5/6: Analyse land use, population change, importance in trade/transport.</p>