

Mandeville Primary School

Geography Progression Map (Nursery–Year 6)



Curriculum Intent

At Mandeville Primary School, our Geography curriculum develops pupils' curiosity and understanding of the world and their place within it. Through the study of places, people, environments and physical processes, pupils build knowledge progressively from EYFS to Year 6. Pupils develop as geographers through fieldwork, mapping, observation, comparison and enquiry, enabling them to interpret and understand the world around them at increasing levels of complexity. Knowledge and disciplinary skills are revisited and developed progressively to deepen pupils' understanding over time.

Geographical Concepts and Threads

Geographical Thread	How understanding develops across the curriculum
Settlement	Pupils explore where and why people live in different places, from familiar local environments in EYFS to population distribution and migration in Year 6.
Climate and Weather	Pupils develop understanding of weather, seasons and climate, progressing from observing local weather in EYFS and KS1 to studying biomes, mountain climates and climate change in KS2.
Sustainability and Environmental Change	Pupils consider how humans affect environments, beginning with caring for familiar places and progressing to deforestation, tourism, pollution and climate change.
Land Use	Pupils explore how land is used in different places and environments, including farming, tourism, settlement and recreation.
Place and Local Area	Pupils compare places and environments at increasing scales, beginning with the school and local area before comparing regions, countries and global environments.
Population and Migration	Pupils develop understanding of how populations change and move over time, including settlement, migration and the impact of population growth on environments.

Substantive Knowledge Progression

Phase	Locational Knowledge	Place Knowledge	Human & Physical Geography	Environment & Sustainability
Nursery	Know familiar places such as home, school and local environment.	Talk about places they know and places seen in stories/photos.	Identify basic features such as roads, trees, mud, grass and habitats.	Begin to recognise different environments and habitats.
Reception	Know features of immediate environment and places beyond their locality.	Identify similarities and differences between places, including other countries.	Understand seasons, weather and different environments.	Recognise how environments differ around the world.

Year 1	Locate the school and key features using maps and aerial photographs.	Describe familiar places and school environment.	Identify human and physical features in the local area.	Suggest improvements to the playground environment.
Year 2	Name and locate continents, the Equator and the Poles.	Compare the UK with Kenya.	Understand hot, cold and temperate climates.	Recognise how climate affects daily life.
Year 3	Understand the location of mountains, volcanoes and earthquakes.	Explain why people live near volcanoes.	Understand tectonic plates, volcanoes, earthquakes and rock types.	Understand both positive and negative effects of volcanoes.
Year 4	Locate tropical rainforests and the Amazon rainforest.	Understand life within rainforest environments.	Describe rainforest climate, layers and adaptations.	Understand deforestation and conservation.
Year 5	Locate the Alps and countries within Europe.	Compare mountain regions with the local area.	Understand mountain climate, tourism and settlement.	Understand how humans adapt to mountainous environments.
Year 6	Understand global population distribution and migration.	Explain how population changes affect places.	Understand birth rates, death rates, migration and climate change.	Understand the impact of population growth on environments and sustainability.

Disciplinary Knowledge Progression

Phase	Mapping & Locational Skills	Fieldwork & Observation	Geographical Enquiry	Data & Interpretation
Nursery	Use simple maps and small-world representations.	Observe features in immediate environment.	Ask questions about familiar places and environments.	Talk about similarities and differences between places.
Reception	Draw information from simple maps, globes and photographs.	Explore natural and built environments through observation.	Compare places using stories, maps and images.	Interpret simple geographical sources.
Year 1	Use aerial photographs, simple maps, symbols and directional language.	Observe and identify features in the school grounds.	Conduct simple surveys about the playground.	Record opinions and present simple findings.
Year 2	Use maps, atlases and globes to locate places.	Observe and record local weather patterns.	Compare climates and locations.	Interpret climate and weather information.
Year 3	Use atlases and maps to locate tectonic features.	Carry out fieldwork to observe rocks in the local area.	Research and classify volcanoes.	Record, classify and present geographical observations.
Year 4	Use maps and atlases to locate biomes and rainforests.	Collect fieldwork data in a local woodland.	Investigate environmental change.	Organise and present data using charts and diagrams.

Year 5	Use digital and paper maps to compare regions.	Conduct fieldwork in the local area.	Analyse similarities and differences between regions using fieldwork and mapping.	Present findings through comparison and explanation.
Year 6	Use geographical data and maps to analyse population distribution.	Conduct environmental fieldwork and data collection.	Investigate causes and impacts of migration and climate change.	Analyse and present conclusions using geographical data.

Fieldwork and Mapping Progression

Phase	Progression
Nursery	Explore familiar environments and use basic map representations.
Reception	Use simple maps, globes and photographs to identify places and features.
Year 1	Create simple maps and use symbols and directional language.
Year 2	Use maps, atlases and globes to locate continents and climate zones.
Year 3	Use atlases and fieldwork to investigate physical geography.
Year 4	Collect, organise and present geographical fieldwork data.
Year 5	Compare regions through fieldwork and mapping.
Year 6	Analyse geographical data and present conclusions from investigations.