



Beeston Primary School

Geography Skills Progression 2026–2027

This progression grid is aligned to the Geography Long Term Plan 2026/27. It follows the existing school progression structure of fieldwork, vocabulary, map skills and enquiry skills, with skills becoming progressively more independent, accurate and analytical.

Curriculum intent: Geography raises and answers questions about the natural and human worlds, develops knowledge of places and environments, builds understanding of maps and develops investigative and problem-solving skills. Sustainability and environmental responsibility are embedded where relevant.

Year / Stage	Long-term plan focus	Fieldwork skills	Vocabulary	Map skills	Enquiry skills
EYFS	FS1: All about me; celebrations and change; families; occupations; environment and change; transition. FS2: Families and our environment; seasons; movement; change over time; habitats; transitions.	• Use senses to observe and explore places and environments. • Notice and talk about features of the immediate environment. • Observe changes in weather, seasons and familiar places. • Talk about places visited and compare familiar environments. • Begin to record observations through drawings, photographs, models or simple charts.	Place, environment, home, family, community, local, near, far, same, different, change, old, new, past, present, season, weather, habitat, animal, plant.	• Follow simple positional language: up, down, left, right, near, far. • Explore globes, maps and simple plans through play. • Use photographs to recognise familiar places. • Draw simple picture maps/plans of familiar or imaginary places. • Begin to use simple symbols and labels.	• Ask and answer simple questions about places. • Describe what they notice. • Compare familiar places and environments. • Talk about how and why places change. • Use observations, photographs, stories and discussion to find out about the world.
Year 1	What is it like here? What is the weather like in the UK? What is it like to live in Shanghai?	• Use simple fieldwork and observational skills to study the school and local area. • Identify and record human and physical features. • Observe and record weather using simple tables, symbols or charts. • Use simple surveys to gather information about a place. • Record observations through labelled drawings, photographs and simple charts.	Local area, route, aerial view, home, school, village, town, city, country, continent, weather, season, temperature, rain, wind, hot, cold, climate, UK, England, Shanghai, China, human feature, physical feature.	• Understand that a map represents a place. • Use a globe to understand the world. • Locate the UK, continents and oceans. • Identify hot and cold areas in relation to the Equator and poles. • Use simple picture maps and keys. • Follow a simple route and give basic directions. • Use aerial photographs to recognise familiar features.	• Ask and answer simple geographical questions. • Use books, photographs, maps and other suitable sources to find information. • Make simple observations and comparisons between places. • Begin to explain similarities and differences between the UK and Shanghai. • Use evidence from fieldwork to support a simple conclusion.
Year 2	Would you prefer to live in a hot or cold place? Why is our world wonderful? – Endangered Species What is it like to live by the coast?	• Use first-hand observation to study local human and physical features. • Conduct a simple survey and record responses. • Observe coastal features through photographs, maps and, where appropriate, local fieldwork. • Record information using tallies, tables, diagrams and simple graphs. • Identify how environments can be cared for and protected.	Equator, North Pole, South Pole, hot, cold, climate, coast, beach, sea, ocean, cliff, rock, sand, erosion, habitat, endangered, protect, pollution, environment, resource, landmark, human feature, physical feature.	• Use an atlas to locate continents, oceans and key places. • Understand why maps need a key. • Locate places on maps at different scales. • Use aerial photographs and plan perspectives to recognise landmarks and basic human/physical features. • Follow a route on a prepared map. • Use the four compass points to describe location. • Draw simple maps and construct basic symbols for a key.	• Ask and answer geographical questions. • Think about why geographical patterns or changes occur. • Use non-fiction books, photographs, maps, atlases and appropriate digital sources. • Make comparisons between places and environments. • Draw simple conclusions from surveys and observations. • Begin to explain how location can affect people, animals and ways of life.
Year 3	Why do people live near volcanoes? Who lives in Antarctica? Are all settlements the same?	• Observe, measure and record human and physical features using sketch maps, tables and graphs. • Use simple equipment appropriately to measure and record. • Carry out a questionnaire to investigate a geographical issue. • Compare settlement types and physical environments using fieldwork evidence where appropriate.	Volcano, tectonic plate, crust, mantle, magma, lava, eruption, ash, Pacific Ring of Fire, Antarctica, Southern Ocean, continent, climate, polar, settlement, village, town, city, rural, urban, land use, population, human feature, physical feature.	• Locate places using atlases, indexes and contents pages. • Use larger-scale OS maps and begin to use online mapping. • Follow a route on a map. • Use four compass points confidently. • Use letter/number coordinates to locate features. • Draw simple, accurate sketch maps with labels and symbols.	• Ask and answer geographical questions using evidence. • Select appropriate books, photographs, maps, atlases and digital sources. • Investigate physical and human geography and identify relationships. • Collect and record evidence in appropriate formats. • Compare places and explain similarities and differences. • Begin to distinguish short-term and long-term impacts of geographical events.



Year / Stage	Long-term plan focus	Fieldwork skills	Vocabulary	Map skills	Enquiry skills
Year 4	Why are rainforests important to us? Where does our food come from? – Food and Farming What are rivers and how are they used?	• Conduct surveys/questionnaires linked to geographical themes. • Map evidence from fieldwork using annotated sketches and plans. • Apply mathematical skills to collect, present and interpret fieldwork data. • Observe and record physical and human features using more than one method. • Use fieldwork to investigate environmental management and the use of resources.	Rainforest, Equator, biome, ecosystem, canopy, biodiversity, deforestation, indigenous, climate, food miles, farming, producer, consumer, trade, river, source, mouth, channel, tributary, meander, waterfall, floodplain, erosion, deposition, irrigation, hydro-electric power.	• Find places on medium- and large-scale OS maps. • Recognise an increasing range of OS map symbols. • Use online maps, satellite images and aerial photographs. • Understand and apply scale and distance. • Use eight compass points. • Use four-figure grid references confidently. • Draw accurate sketch maps using symbols and keys.	• Ask and answer questions, sharing and evaluating ideas. • Use maps, atlases, books, the internet, satellite and aerial photographs as sources. • Investigate physical and human processes and their effects. • Collect, organise and present evidence in diagrams, charts, tables and extended writing. • Analyse data to draw conclusions, including appropriate mathematical analysis. • Explain ways people are managing environments and resources.
Year 5	What is life like in the Alps? Why do oceans matter? Would you like to live in the desert?	• Use fieldwork to observe, measure and record a range of human and physical features. • Use sketch maps, plans, graphs and digital technologies to record evidence. • Collect, analyse and communicate a range of fieldwork data. • Carry out a focused study of an issue or change affecting an area. • Consider how and why a place may change in the future. • Apply mathematical skills accurately to fieldwork data.	Alps, mountain range, summit, valley, slope, glacier, climate, ocean, current, marine, pollution, conservation, desert, arid, drought, vegetation, adaptation, latitude, longitude, hemisphere, settlement, environment, resource, sustainability.	• Compare maps with aerial and satellite photographs. • Select an appropriate map for a specific purpose. • Align a map with a route. • Use index and contents pages accurately. • Measure straight-line distance using a scale. • Use eight compass points confidently. • Use four-figure grid references accurately and begin to understand six-figure references. • Use scale and distance to support geographical reasoning.	• Suggest questions for investigation. • Use primary and secondary sources appropriately and begin to recognise their different purposes. • Investigate places at a larger scale and explain physical and human processes and their effects. • Collect, analyse and communicate evidence independently. • Draw conclusions from evidence and identify patterns. • Use geographical knowledge to suggest how places may change in the future. • Explain ways humans have improved or damaged environments.
Year 6	Why does population change? Where does our energy come from? – Renewable Energy Can I carry out an independent fieldwork enquiry?	• Plan and carry out a focused, independent fieldwork enquiry. • Collect increasingly complex quantitative and qualitative data using suitable methods. • Understand height and slope in fieldwork and relate these to maps, photographs and contours. • Select appropriate equipment and recording methods independently. • Present findings using tables, graphs, annotated maps, photographs and digital technologies. • Evaluate the quality and limitations of fieldwork evidence.	Population, migration, birth rate, death rate, distribution, density, urbanisation, settlement, energy, renewable, non-renewable, fossil fuel, solar, wind, hydro-electric, sustainability, resource, climate, latitude, longitude, Equator, hemisphere, Tropics of Cancer and Capricorn, Arctic/Antarctic Circle, Greenwich Meridian, time zone, eastings, northings, contour, scale, ratio.	• Follow routes on OS maps and identify mapped features. • Compare features of places using atlases and different map types. • Use scale bars to measure and compare distances. • Locate and explain the significance of latitude, longitude, Equator, hemispheres, tropics, polar circles and time zones. • Use eight compass points confidently and accurately. • Use six-figure grid references. • Interpret topographical and thematic maps. • Create measured plans and coded land-use maps.	• Confidently suggest questions for investigation. • Select and use primary and secondary sources, recognising their limitations. • Investigate places at a range of scales and explain linked physical and human processes. • Collect, analyse and communicate evidence independently. • Explain results and relationships between them. • Draw evidence-based conclusions and consider alternative explanations. • Routinely apply mathematical skills to geographical enquiry. • Use geographical knowledge beyond the local area and UK to make informed decisions and suggest suitable questions. • Use ICT/digital technology to enhance learning and present findings.



Greater Depth / Stretch Progression

Stage	Greater depth / stretch expectation
EYFS	Independently represent familiar places; explain observations using increasingly precise geographical language; make links between place, people, environment and change.
Year 1	Carry out simple fieldwork sketches independently; choose how to record land use or weather; identify simple targets on maps; give reasons for preferences about local places or environments.
Year 2	Draw simple conclusions independently from surveys; read and use a map key without support; use compass directions with increasing confidence; infer how location affects people, animals or lifestyles.
Year 3	Select suitable equipment for measuring and recording; identify the longest/shortest route on a map; confidently read a large-scale OS map; select the most suitable information source for a task.
Year 4	Independently analyse collected data to draw conclusions; confidently select appropriate map scale; explain how people manage environments and resources using geographical evidence.
Year 5	Analyse and communicate fieldwork data with increasing independence; confidently use four-figure grid references and begin to use six-figure references; explain contrasting human impacts on environments; predict possible future changes using physical and human evidence.
Year 6	Apply map knowledge routinely during fieldwork; collect complex evidence and make independent links; draw measured plans from field data; interpret topographical and thematic maps; use knowledge beyond the local area, UK and named continents to frame questions and make evidence-based decisions.

Alignment note: The progression is derived from the 2026/27 long-term plan and the existing Beeston Primary School Geography Progression Grid. It retains the school's progression from observation and simple mapping in EYFS/KS1 towards independent fieldwork, analysis, map interpretation and evidence-based enquiry in KS2.