



Barnes Infant Academy – Geography Progression of Knowledge, Skills and Vocabulary

Our Geography curriculum develops children’s understanding of the **world around them**, beginning with their immediate and familiar environment before widening to the **United Kingdom**, the **continents and oceans**, and a contrasting non-European country. Through meaningful exploration of places, people and environments, pupils develop a sense of **place and belonging**, recognising how human and physical features shape the world they live in. Learning is carefully sequenced so that children begin with concrete experiences and gradually build a broader awareness of the wider world.

Progression is rooted in four big ideas – **Place & Belonging**, **Human and Physical Features**, **Location & Mapping**, and **Weather & Climate** – which provide the conceptual threads that connect learning across EYFS and Key Stage 1. Alongside this, pupils develop the disciplinary skills needed to work as geographers: asking questions, observing and recording features through **fieldwork**, describing and comparing places using precise **geographical vocabulary**, interpreting **maps**, **globes** and **aerial photographs**, and identifying simple patterns in weather, landscape and human activity.

Our curriculum prepares pupils for Key Stage 2 by ensuring they develop secure **locational knowledge**, can identify and describe **human and physical features**, and confidently use and interpret maps and other geographical sources. These foundations allow pupils to build towards the increased complexity of KS2 Geography, including climate zones, rivers and mountains, more detailed mapping skills, and deeper enquiry into how people and environments are connected.

Bridge Statement (EYFS to KS1)

In the Early Years Foundation Stage, children explore their immediate environment, notice natural features, talk about the weather, and use simple positional language to describe what they see. This provides a secure foundation for Key Stage 1, where pupils learn to name and locate places in the UK and beyond, compare contrasting environments, identify and describe human and physical features, and develop early fieldwork and mapping skills that help them interpret the world like young geographers

Substantive (Sticky) Knowledge

Aspect / Strand	EYFS	Year 1	Year 2
Locational Knowledge	<p>I know where I live and can talk about important places to me.</p> <p>I know that some places are near and others are far.</p>	<p>I know the four countries of the UK and their capital cities.</p> <p>I know Sunderland is in England.</p> <p>I know simple compass directions.</p>	<p>I know the seven continents and five oceans.</p> <p>I know where the UK and Kenya are located in the world.</p> <p>I know the Equator is an imaginary line around the Earth.</p>
Place Knowledge	<p>I know features of my immediate environment.</p> <p>I know that places can look different.</p>	<p>I know human and physical features of Sunderland.</p> <p>I know how to compare places in the UK.</p> <p>I know what a coastline is</p>	<p>I know similarities and differences between the UK and Kenya.</p> <p>I know that climate affects how people live.</p> <p>I know places can be rural, urban or coastal.</p>
Human & Physical Geography	<p>I know natural and human-made features.</p> <p>I know weather affects what we wear and do.</p>	<p>I know the difference between human and physical features.</p> <p>I know features in my local area.</p>	<p>I know physical features such as coasts, rivers and mountains.</p> <p>I know human features such as settlements and land use.</p>
Weather & Climate	<p>I know some types of weather.</p> <p>I know that weather changes.</p>	<p>I know the four seasons.</p> <p>I can record and describe weather.</p> <p>I know day length changes across seasons.</p>	<p>I know the difference between weather and climate.</p> <p>I know why the Equator is hotter and the Poles are colder.</p>
Skills & Fieldwork	<p>I know maps and photos show places.</p> <p>I can talk about what I see.</p>	<p>I can use simple maps, plans and symbols.</p> <p>I can follow simple routes.</p>	<p>I can use maps, globes and aerial photos confidently.</p> <p>I can collect and record fieldwork data.</p>

Working as a Geographer			
Skill area	EYFS	Year 1	Year 2
Asking Questions	I ask questions about what I see.	I ask and answer geographical questions.	I ask questions to compare places.
Observing & Fieldwork	I observe natural and human features.	I observe and record simple features.	I make detailed observations and record data.
Using Maps & Sources	I look at photos and simple maps.	I use maps with symbols and keys.	I use maps, aerial photos and globes confidently.
Describing Places	I describe what I see.	I describe places using geographical vocabulary.	I compare and describe places in detail.
Patterns & Changes	I notice changes in weather and environment.	I identify simple patterns such as seasonal change.	I describe weather, climate and environmental patterns.

Core Vocabulary			
Tier	EYFS	Year 1	Year 2
Tier 2	near, far	local, route, direction, locate, place	location, community, global, scale
Tier 3	weather	map, key, compass, symbol, human feature, physical feature, United Kingdom, England, Scotland, Wales, Northern Ireland, capital city, weather, season, climate, temperature, equator	coast, coastline, beach, cliff, harbour, human feature, physical feature, continent, ocean, globe, equator, climate, Kenya, Africa, savanna, settlement

