

Geography skills and progression coverage map 2025/2026

This Geography skills and progression document is a working document based on overarching Cornerstones themes – the learning objectives for each year group are non-negotiable as they describe a sequential progression carefully designed to build substantive and disciplinary concepts. The lesson ideas listed however are suggested. Individual teaching teams may find alternative resources that teach the same objectives appropriately. Where year groups are taught in mixed age, some aspects are taught with an ‘introduce and embed’ model, and some have discrete learning which is bespoke to that theme.

LO		Year 3 and 4	YEAR 5 and YEAR 6		
Disciplinary Knowledge	National Curriculum	Geographical skills and fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 			
		YEAR B (2026/ 2027)	YEAR A (2025 / 2026)	Year B (2026/ 2027)	Year A (2025 / 2026)
	Skills and fieldwork	Introduce and embed: <ul style="list-style-type: none"> To use maps (including O.S. maps) globes and atlases to locate countries and places studied. To use 4-figure grid references. Discrete learning: <ul style="list-style-type: none"> To know the 8 compass directions. To add symbols to a map. 	Introduce and embed: <ul style="list-style-type: none"> To use maps (including O.S maps) globes and atlases to locate countries and places studied. To use 4-figure grid references Discrete learning: <ul style="list-style-type: none"> To use keys to identify features shown on an O.S map. Use photographs and aerial photographs to identify geographical features. 	Introduce and embed: <ul style="list-style-type: none"> To use 6-figure grid references Discrete learning: <ul style="list-style-type: none"> To use maps (including O.S maps) and aerial photographs to identify geographical features. 	Introduce and embed: <ul style="list-style-type: none"> To use 6-figure grid references Discrete learning: <ul style="list-style-type: none"> To use O.S maps and digital maps to compare features of polar settlement with their own settlement
	Map Skills			Just Year 5 Both Cycles: <ul style="list-style-type: none"> To use compasses (as part of Y2 / Y5 map day). To use a key to draw a map of a route (Y2 / Y5 map day). To create a scale map using a key To discuss different versions of world maps and think about why these versions exist. 	
Skills and fieldwork	<ul style="list-style-type: none"> To use a map of the school to locate different places To use a survey to observe, measure, record and present the human and physical features in the local area or school grounds 	<ul style="list-style-type: none"> To use fieldwork to observe, measure, record and present the human and physical features in the local area. (rivers fieldwork) To identify features of a local river. To measure river flow rates at different points. 	<ul style="list-style-type: none"> To create field sketches to observe, record and present the human and physical features in the local area. To take and use photographs of human and physical features and locate these on O.S. maps. (Can be combined with farming objectives) 	<ul style="list-style-type: none"> Use fieldwork such as photographs, surveys or questionnaires and graphs to observe, measure, record and present the human features in the local area in order to compare them with that of a polar settlement 	
Field work					

	<p>Possible lessons and resources</p> <p>could be used in non-geography themes</p>	<p>Cornerstones One planet, our world Geography unit, Engage, lesson 3 and 5</p> <p>Other survey - identifying location of litter in school grounds - create a map of the school ground showing litter.</p>	<p>Cornerstones Interconnected world, Geography unit, Engage Section</p> <p>Misty Mountains winding Rivers – develop 1 Lesson 3 - topography and contour lines <u>or</u> use Yorkshire dales map for the same activity</p> <p>Misty Mountains, Winding Rivers, Engage Lesson 2 – River Trent</p> <p>Misty Mountains, Winding River, memorable experience – needs to be put on Evolve as Local learning area activity</p> <p>Other Use Malham OS map to identify features before Malham trip</p> <p>Use photographs and aerial photographs to identify physical features (same lesson as compare Malham to Pickering)</p>	<p>Cornerstones Investigating our world Geography unit – Engage Section</p> <p>Investigating our world Geography unit – Develop 2, lesson 1</p> <p>Sow, grow and farm, Develop 1, lesson 2</p>	<p>Cornerstones Our changing world Geography unit – Engage Section</p> <p>Our changing world’ Geography unit, Engage, lesson 6 – grid references</p> <p>Other Use OS maps, atlases and Google Earth to support lessons identifying and comparing topographical features and land use.</p> <p>Field work could be used prior to lessons comparing topography and land use so that children can find out local area information.</p>
Substantive Knowledge	<p>National Curriculum</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. • locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. 			
		<p>YEAR B (2026/ 2027)</p>	<p>YEAR A (2025 / 2026)</p>	<p>Year B (2026/ 2027)</p>	<p>Year A (2025 / 2026)</p>

<p>Locational knowledge</p>	<p>Introduce and embed:</p> <ul style="list-style-type: none"> To name and locate the 4 countries and capital cities of the United Kingdom (Year 4s to find the name of rivers that flow through each capital city) To locate some of the countries of Europe (including Russia) and major cities (revisit for year 4s – year 4s to find countries they don't already know or following clues) <p>Discrete learning:</p> <ul style="list-style-type: none"> To name and locate the seven continents and five oceans To locate volcanoes across the world To locate and describe the key topographical features of a place in a volcanic region Understand how these features have changed over time 	<p>Introduce and embed:</p> <ul style="list-style-type: none"> To name and locate the 4 countries and capital cities of the United Kingdom (Year 4s to find the name of rivers that flow through each capital city) To locate some of the countries of Europe (including Russia) and major cities (revisit for year 4s – year 4s to find countries they don't already know or following clues) <p>Discrete learning:</p> <ul style="list-style-type: none"> To locate and name the counties and major cities of the UK To find the equator; the Northern and Southern hemispheres; lines of longitude and latitude; Tropics of Cancer and Capricorn To find major mountains and rivers from across the world and describe their topographical features 	<p>Introduce and embed:</p> <ul style="list-style-type: none"> To describe the differences between climate zones, biomes and vegetation belts around the world <p>Discrete learning:</p> <ul style="list-style-type: none"> To identify topographical features and land-use patterns; and understand how some aspects of these have changed over time (focus on local changes to farming) 	<p>Introduce and embed:</p> <ul style="list-style-type: none"> To describe the differences between climate zones, biomes and vegetation belts around the world <p>Discrete learning:</p> <ul style="list-style-type: none"> To compare land use patterns linked to topographical features in the locality and a contrasting location, such as a polar region
<p>Possible lessons and resources</p> <p>could be used in non-geography themes</p>	<p>Cornerstones See 'Interconnected world' Geography unit – Develop 2, lesson 1</p> <p>See 'One planet, our world' Geography unit – Develop 1 section</p> <p>Rocks relics and rumbles, Develop 1 Lesson 2 - locate volcanoes Lesson 3 – features of volcanoes Lesson 4 – latitude and longitude Lesson 7 – volcanologist's report</p> <p>Other Describe the key topographical features and how these have changed over time</p>	<p>Cornerstones Interconnected world' Geography unit – Develop 1, lesson 1</p> <p>One planet, our world Geography unit – Engage, lesson 1</p> <p>One planet, our world Geography unit – Develop 2, whole section</p> <p>Misty Mountain, winding River, Develop 1, Lesson 4 and 5 - Locating mountains</p> <p>Misty Mountain, winding River, Engage – Lesson 4 - Locating rivers</p> <p>Other 4 countries of UK –</p>	<p>Cornerstones Investigating our world Geography unit – Develop 1 Section</p> <p>Investigating our world Geography unit – Develop 2, lesson 1</p> <p>Interconnected world Geography unit – Develop 1, lessons 2-5</p> <p>Sow Grow and farm – Develop 1 – Lesson 1 – farming in the UK</p> <p>Sow, grow and farm, Develop 2, Lesson 1</p>	<p>Cornerstones Frozen Kingdoms (KRP), Engage, lesson 1 -Comparison to local environments from Pickering?</p> <p>Compare features – Frozen Kingdoms engage, lesson 4 -needs adapting to compare o local area features</p>

		https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-united-kingdom/zhtgrj6		
National Curriculum	Place Knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America 			
	YEAR B (2026/ 2027)	YEAR A (2025 / 2026)	Year B (2026/ 2027)	Year A (2025 / 2026)
Place Knowledge	<ul style="list-style-type: none"> To compare a landscape before and after an earthquake. (in Turkey) (or volcano) To explore how global organisations respond to natural disasters 	<ul style="list-style-type: none"> To compare the physical and human features of Malham with Pickering To compare the mountains of the Lake District (or Yorkshire Dales - link to Malham trip) with the local area 	<ul style="list-style-type: none"> Compare a local farming region with an intensive farming region in North America. Compare a local farming region with a developing country in South America (by investigating how climate impacts on produce, methods and productivity and look at similarities and differences between things like land use, settlements, trade links and distribution of natural resources) To explain reasons for some of these differences and similarities. 	<ul style="list-style-type: none"> To compare topographical features, natural resources and infrastructure in a polar region with those in a local area.
Possible lessons and resources	Cornerstones Rocks relics and Rumbles, Develop 2, Lesson 2 – earthquake activity	Other Use pictures and OS maps to identify features and make comparisons	Cornerstones Sow, grow and farm, Develop 2, lessons 2, 3 and 4	Cornerstones Frozen Kingdom, Engage, lesson 3 and 4 (Adapt to compare to local area) Frozen Kingdoms, Engage, lesson 6 – (adapt to compare to local area natural resources)
National Curriculum	Human and physical geography <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 			
	YEAR B (2026/ 2027)	YEAR A (2025 / 2026)	Year B (2026/ 2027)	Year A (2025 / 2026)
Human and Physical geography	<ul style="list-style-type: none"> To describe and understand key aspects of volcanoes and earthquakes. To understand and compare human and physical features of locations studied 	<ul style="list-style-type: none"> To describe and understand key aspects of rivers and mountains and how these change over time. To describe and understand the water cycle. To describe and understand similarities and differences between 	<ul style="list-style-type: none"> To learn about the way of life of farmers in a place in South America To understand how Fairtrade supports farmers in a place in south America 	<ul style="list-style-type: none"> To describe and understand similarities and differences between the distribution of natural resources such as food, energy and water in a polar settlement and Pickering. To explain reasons for some of these differences and similarities

	<ul style="list-style-type: none"> Describe how a volcanic eruption or earthquake can cause changes to physical and human features of a landscape 	the settlements, land use and economic activity of places studied.		
<p>Possible lessons and resources</p> <p>could be used in non-geography themes</p>	<p>Cornerstones Rocks, Relics and Rumbles, Develop 1, Lesson 3, features of volcanoes Lesson 7 – volcanologist’s report</p> <p>Rocks, Relics and Rumbles, Develop 2, Lesson 1, Earthquakes</p> <p>One planet, Our world – engage 2 Compare human and physical features</p>	<p>Cornerstones Misty Mountain, Winding River, Engage, Lessons 1-3 Develop 1, Lessons 1-3 Develop 2, Lessons 1 and 2 - Water cycle</p> <p>Other Describe similarities and differences – use photos of Malham and compare with Pickering</p>	<p>Cornerstones Sow, grow and farm, Develop 1, lesson 1 Sow, grow and farm, Develop 2, lesson 2 (Comparison to local farming environments from Pickering?)</p> <p>Other CAFOD – banana split lesson on fair trade Fairtrade resources for schools CAFOD</p> <p>Fairtrade in Peru Meet Norandino Coffee Co-operative: A film about coffee farming in Peru - Fairtrade Schools</p>	<p>Cornerstones Frozen Kingdom, Engage, lesson 6 (Comparison to local environments from Pickering?)</p> <p>Or</p> <p>Our changing world’ Geography unit – Develop 1, lesson 3 and 4</p>
Curriculum	These objectives are part of the PCJS contextual curriculum, in response to the direct needs of our community of children			
Climate Change and pollution	<ul style="list-style-type: none"> To identify the environmental impact of humans in the school environment (link to field work) 	<ul style="list-style-type: none"> To identify environmental impact of human activity on the local environment To find out about places that don’t have access to clean water 	<ul style="list-style-type: none"> To understand some of the impacts of farming on the environment (focus on same place in South America or local) To understand how climate change can affect farming (focus on same place in south America or local) 	<ul style="list-style-type: none"> To explore the impact of global warming on polar regions
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> To understand what climate change is and some of the general consequences for the world. 	
<p>Possible lessons and resources</p> <p>could be used in non-geography themes</p>	<p>Other Use Jeannie Baker’s book ‘Window’ to explore how human activity changes a landscape over time.</p> <p>Use the results from the survey of the school grounds to write about our impact on the school grounds</p>	<p>Cornerstones Misty Mountain, winding River, Develop 2, Lesson 4 – our changing environment</p> <p>Other Use Countryside code information online and notebook about</p>	<p>Cornerstones Sow, grow and farm, Develop 1, lesson 4</p>	<p>Cornerstones Frozen Kingdoms, Engage, lesson 5</p> <p>Or See ‘Our changing world’ Geography unit – Develop 1, lesson 1 and 2</p>

		<p>countryside pollution – children create their own countryside code poster – link to sponsored walk in summer term</p>		
<p>Key Vocabulary – to be displayed, used and understood throughout the year by all children</p>	<p><u>Display vocabulary:</u> capital city, Europe, continent, ring of fire, volcano, magma, lava, natural disaster, earthquake, eruption, mountain, architecture, pollution, habitat, national park, survey, field work, key, grid reference, land use,</p> <p><u>Other useful vocabulary:</u> vent, tectonic plate, environment, evacuation</p> <p><u>Simple vocabulary to check the children understand:</u> country, ocean, map, habitat, farming, settlement, landscape, similarities, differences, danger, damage</p>	<p>key, capital city, Europe, continent, southern hemisphere, northern hemisphere, equator, longitude, latitude, mountain range, peak, erosion, meander, deposition, upper course, middle course, lower course, delta, water cycle, grid reference, fieldwork</p> <p><u>Other useful vocabulary:</u> infrastructure, tourism, population, pollution, environment, habitat loss, endangered species, symbol, feature human feature, physical feature, flow,</p> <p><u>Simple vocabulary to check the children understand</u> Country, vegetation, habitat, location,</p>	<p>climate zone, biome, Mediterranean, polar, temperate, tropical, desert, taiga, fair trade, irrigation, intensive farming, subsistence farming, traditional farming, sustainability, climate change, exploitation, sea level rise, fieldwork, field sketch,</p> <p><u>Other useful vocabulary:</u> import, export, contour line climate, fertiliser, developing country, food miles, global warming, compass direction, pesticide,</p> <p><u>Simple vocabulary to check the children understand</u> produce, erosion, habitat loss endangered species, key, grid reference, fertile, harvest,</p>	<p>Antarctic Circle, Arctic Circle, biome, climate zone, glacier, iceberg, ecosystem, tundra, boreal forest, infrastructure, employment, tourism, population density, six-figure grid reference, field work, contour line, Aerial photograph, survey, questionnaire, climate change</p> <p><u>Other useful vocabulary:</u> data, northern hemisphere, southern hemisphere, economy,</p> <p><u>Simple vocabulary to check the children understand</u> continents, export, import, industry, manufacturing, natural resource, settlement, trade, transport, population, key,</p>