

Geography Progression - One Page Overview (Cornerstones Curriculum)

St Paul and St Timothy's Catholic Infant School

This table shows clear progression in geographical knowledge, skills and vocabulary from EYFS to Year 2, aligned with the National Curriculum for Geography (KS1) and delivered through the Cornerstones Curriculum.

Area of Progression	EYFS - Understanding the World	Year 1 (National Curriculum links)	Year 2 (National Curriculum links)
Geography Focus / Projects	Children explore their immediate environment through play, stories and first-hand experiences.	Our Wonderful World, Bright Lights, Big City	Let's Explore the World, Coastline
Locational Knowledge	· Talk about where they live · Recognise familiar places (home, school)	· Name and locate the four countries of the UK · Identify surrounding seas of the UK · Name the world's seven continents and five oceans	· Use world maps, atlases and globes to identify continents and oceans · Begin to compare the UK with a non-European country
Place Knowledge	· Describe their own environment using everyday language · Talk about similarities and differences between places	· Understand geographical similarities and differences between a small area of the UK and a contrasting location	· Understand geographical similarities and differences between the UK and a contrasting non-European country
Human & Physical Geography	· Explore natural features through outdoor play · Talk about weather and seasonal change	· Identify seasonal and daily weather patterns · Identify hot and cold areas of the world · Identify human features (buildings, roads) and physical features (rivers, hills)	· Describe key human features of cities and coastal areas · Describe key physical features of coastal environments · Understand how the weather affects places and people
Geographical Skills & Fieldwork	· Observe the local environment · Use simple maps in play · Talk about routes and journeys	· Use simple maps and aerial photographs · Use basic geographical vocabulary to describe features · Use compass directions (N, S, E, W) · Carry out simple fieldwork in the local area	· Use maps, atlases, globes and digital mapping · Use simple keys and symbols on maps · Carry out fieldwork to observe, measure and record features of the local area
Geographical Vocabulary	· Place-related words (near, far, here) · Weather words (sun, rain, wind)	· Country, city, town, village · Continent, ocean, weather, season · Human and physical features	· Coast, beach, cliff, harbour · Direction, map, key, symbol · Environment, compare

Recording & Evidence	· Talking about experiences· Drawings and models· Photographs	· Simple maps and diagrams· Labels and captions · Written descriptions	· Annotated maps· Simple comparisons· Written explanations and observations
End of Phase Expectations	· Confident to talk about places and environments· Curious about the wider world	· Secure understanding of Year 1 geography objectives· Beginning to think like a geographer	· Working at age-related expectations for KS1 geography· Able to use maps, vocabulary and fieldwork skills

This progression ensures children develop a strong sense of place beginning in their immediate environment and widening to the UK and the wider world. Learning is carefully sequenced so that knowledge, skills and vocabulary are revisited and deepened year on year through Cornerstones projects.

Geography is taught through a cross-curricular approach, enabling children to make meaningful links with literacy, science, design technology and wider topic work. Enquiry and fieldwork are central to learning, with children regularly asking questions, observing their surroundings, using maps, globes, atlases and digital tools, and applying their understanding in real-life contexts.

Through studying diverse places, environments and cultures, children develop curiosity, respect and a global perspective. By the end of Key Stage 1, pupils leave St Paul and St Timothy's as confident, enquiring young geographers with a sense of wonder for the world and an understanding of their responsibility to care for it.