

Froxfield C of E Primary School- Geography Progression
Cycle B

	Class 1	Class 2	Class 3	Class 4
Key Question or statement	On the move! (Autumn 1) What is special about our school? My school planning	What a Wonderful world (Autumn 1) Everywhere in the world is hot. Antarctica – hot and cold areas planning (Look on BBC bitesize)	Deadly 60 (Autumn 2) Which biome is the easiest to live in? Peru – biomes and climate planning	Forces of nature (Autumn 2) Mountains don't move. Nepal – Mountains and earthquakes planning
HIAS planning	God save the Queen (Spring 1) The sun is always shining in the UK. The UK – weather and seasons planning	Let's Check out China (Spring 1) (Name of village in china) is a world away from our local area. Kota Kinabalu – contrasting place study planning	Bella Italia (Summer 1) (Name place in Italy – Naples?) is a world away from our local area. La Plagne – European place study planning	United we stand! (Spring 2) What are the human and physical features in the UK? The UK planning
	Mountain Explorers (Summer 1) All mountains are the same. Brilliant beaches planning	Local Life (Summer 1) My local area has changed so much. My local area planning	Off we go to market (Summer 2) What is unique about our local area? Our local area planning	Our changing world (Summer 1) Is every country equal? Australia – natural resources planning
Locational Knowledge	On the move! (Autumn 1) Name and locate <i>Froxfield, Petersfield</i> and England - <i>on a map of the UK*</i> Name and locate <i>Portsmouth</i> and the English Channel. (Fieldwork in school grounds and in Portsmouth)	What a Wonderful world (Autumn 1) Name and locate the world's seven continent, five oceans, <i>North and South poles and Equator on a world map.*</i>	Deadly 60 (Autumn 2) Name and locate the world's seven continents (revision). <i>Locate the world's deserts and the countries and continents where they are located.</i> Concentrate on key physical characteristics of <i>deserts – climate zones – biomes.</i> Identify the position and significance of the Northern and Southern Hemisphere, <i>poles</i> , Equator and time zones (including day and night).	Forces of nature (Autumn 2) <i>Identify volcanoes and earthquakes.</i> <i>Identify the location of tectonic plates.</i> Key physical characteristics. Identify the position and significance of latitude, longitude, Equator, the Northern and Southern Hemisphere, the Tropics or Cancer and Capricorn, Arctic and Antarctic Circle.
	God Save the Queen (Spring 1) Name and locate the four countries and capital cities of the UK - <i>on a map*</i> Identify characteristics of the capital cities – <i>where does the queen live?</i> Name and locate the surrounding seas of the UK – <i>play a game.</i>	Let's Check out China (Spring 1) Name and locate the world's seven continent, five oceans - <i>focus on China.</i> <i>Games to reinforce knowledge.</i>	Bella Italia (Summer 1) Locate the world's countries, using maps to focus on Europe (including the location of Russia). Name and locate <i>Italy, its seas</i> and major cities. <i>Look at key human and physical characteristics of Italy.</i>	UK region to be decided (Spring 2) Name and locate counties <i>on the South coast of England.</i> Name and locate cities <i>on the South coast of England.</i> <i>Cities county control/ cathedral cities.</i>
	Mountain Explorers (Summer 1) Name and locate the world's seven continents. <i>Focus on Europe and Asia – Name and locate Butser Hill, The Alps and the Himalayas (Fieldwork on Butser Hill)</i>	Local Life (Summer 1) Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <i>Label the English channel on a map.*</i>	Off we go to market (Summer 2) Name and locate counties and cities of the UK <i>on a map.*</i> <i>Focus on Hampshire and the surrounding counties.</i> <i>Plan a journey from Petersfield market to Froxfield using digi maps.</i>	Our changing world (Summer 1) Key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
Place Knowledge	On the move! (Autumn 1) Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK - <i>Froxfield School, Petersfield Town and Portsmouth City</i>	What a Wonderful world (Autumn 1) Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country - <i>hot and cold places, Antarctica and Africa</i>	Deadly 60 (Autumn 2) Understand geographical similarities and differences through the study of human and physical geography of <i>different desert biomes – climate, time zones.</i>	Forces of nature (Autumn 2) Understand geographical similarities and differences through the study of physical geography – <i>volcanoes and earthquakes.</i>
	God Save the Queen (Spring 1)	Let's Check out China (Spring 1)	Bella Italia (Summer 1)	UK region to be decided (Spring 2)

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	Understand geographical similarities and differences through studying the human and physical geography of <i>London – London landmarks – Windsor and Windsor Castle</i>	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country - <i>Froxfield School and a school in China Compare London to Beijing landmarks.</i>	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country – <i>Italy. Compare to a region of the UK.</i>	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK – <i>Portsmouth – population, topography, contour lines, land use.</i>
	Mountain Explorers (Summer 1) Understand geographical similarities and differences in the physical geography of <i>Butser Hill, mountains in the UK, the Alps and the Himalayas.</i> <i>Focus on Sir Edmund Hillary Explorer visit Climb Butser Hill – compare its height with Mount Everest</i>	Local Life (Summer 1) Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK - <i>Froxfield village (building on from Froxfield School)</i> <i>Compare to previous learning on Africa, Antarctica and China.</i>	Off we go to market (Summer 2) Understand geographical similarities and differences through the study of human and physical geography of a region of the UK – <i>Petersfield.</i> <i>Look at how Petersfield has changed and developed over time looking at a range of maps.</i>	Our changing world (Summer 1) Understand geographical similarities and differences through the study of human and physical geography – <i>child led question.</i>
Human and Physical Geography	On the move! (Autumn 1) Identify seasonal and daily weather patterns in the UK – <i>discuss the weather daily and take daily reading of the rain gauge</i> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features, including: hill, sea, coast, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	What a Wonderful world (Autumn 1) Identify the location of hot and cold areas of the world in relation the Equator and the North and South Poles – <i>proximity of the sun</i> <i>Positional language to describe global patterns.</i> <i>Place specific animals and adaptations.</i> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features, including: hill, mountain, ocean, soil, season and weather Key human features, including: port and harbour 	Deadly 60 (Autumn 2) Describe and understand key aspects of: <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts – <i>deserts – wildlife in deserts</i> Human geography, including: types of settlement and land use – <i>population within deserts</i> 	Forces of nature (Autumn 2) Describe and understand key aspects of: <ul style="list-style-type: none"> Physical geography, including: earthquakes – impact of tsunamis
	God Save the Queen (Spring 1) Identify seasonal and daily weather patterns in the UK – <i>discuss the weather daily and take daily reading of the rain gauge</i> <i>Compete in a weather race over the half term.</i> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features, including: sea, river, season and weather Key human features, including: city and town 	Let's Check out China (Spring 1) Identify seasonal and daily weather patterns in the UK – <i>Froxfield and London – compare to China.</i> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features, including: hill, valley, coast, sea, ocean, river, season and weather Key human features, including: city, village, town, office and shop 	Bella Italia (Summer 1) Describe and understand key aspects of: <ul style="list-style-type: none"> Physical geography, including: climate zones, volcanoes Human geography, including: types of settlement and land use – <i>people and population</i> 	UK region to be decided (Spring 2) Describe and understand key aspects of: <ul style="list-style-type: none"> Human geography, including: economic activity including trade links – <i>import and export Portsmouth docks</i>
	Mountain Explorers (Summer 1) Identify seasonal and daily weather patterns in the UK – <i>discuss the weather daily and take daily reading of the rain gauge</i> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features, including: hill, mountain, soil, valley, vegetation, season and weather 	Local Life (Summer 1) Identify daily weather patterns in the UK. <i>Compare weather on a Monday and Tuesday between Froxfield and Petersfield – temperature and rainfall.</i> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features, including: hill, valley, sea, season and weather 	Off we go to market (Summer 2) Describe and understand key aspects of: <ul style="list-style-type: none"> Human geography, including: types of settlement and land use, economic activity including trade links – <i>identify services, transport and how changed over time</i> <i>Recap geographical vocabulary – city, town, village, hamlet</i> 	Our changing world (Summer 1) Describe and understand key aspects of: <ul style="list-style-type: none"> Physical geography, including: rivers, mountains, <i>coastal areas</i> Human geography, including: the distribution of natural resources including energy, food, minerals and water

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	<ul style="list-style-type: none"> Key human features, including: village 	<ul style="list-style-type: none"> Key human features, including: house, shop, office, factory, village and town 		<i>How resources are spread around the world, types of food, energy, reservoirs, renewable energy</i>
Geographical skills and fieldwork (including mapwork)	<p>On the move! (Autumn 1) Use world maps, atlases and globes to identify the UK and its countries – <i>routes on maps</i>. Use simple compass directions (North, South, East and West) and locational and directional language e.g. <i>near, far, left, right, straight on</i> to describe the location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of their school and its grounds. (Fieldwork on the school grounds and in Portsmouth)</p>	<p>What a Wonderful world (Autumn 1) Use world maps, atlases and globes to identify countries, continents and oceans studied at this stage – <i>Antarctica and Africa</i>. Use simple compass directions (North, South, East and West). (Fieldwork – live stream of an Arctic explorer)</p>	<p>Deadly 60 (Autumn 2) Use maps, atlases and globes to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.</p>	<p>Forces of nature (Autumn 2) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – <i>location of tectonic plates</i> <i>Scale</i></p>
	<p>God Save the Queen (Spring 1) Use world maps, atlases and globes to identify the UK. Use simple compass directions (North, South, East and West) (Fieldwork at Windsor Castle)</p>	<p>Let's Check out China (Spring 1) Use world maps, atlases and globes to identify countries, continents and oceans studied at this stage – <i>China</i>. <i>Create the Great Wall of China.</i></p>	<p>Bella Italia (Summer 1) Use maps, atlases and globes to locate countries and describe features studied - <i>Italy</i> Use four-figure grid references, symbols and key to build their knowledge of the wider world – <i>locate major cities in Italy</i> <i>Teacher led question</i></p>	<p>UK region to be decided (Spring 2) Use maps, atlases, globes and digital/computer mapping to describe features studied – <i>to identify changes of land use, google maps</i> Use the eight points of a compass, six-figure grid references, symbols and key to build their knowledge of the UK. (Fieldwork)</p>
	<p>Mountain Explorers (Summer 1) Use world maps, atlases and globes to identify countries, continents and oceans studied at this stage – <i>Butser Hill, the Alps, the Himalayas</i> Use simple compass directions (North, South, East and West) and locational and directional language e.g. <i>near, far, left, right, straight on</i> to describe the location of features and routes on a map. Devise a simple map – <i>of Butser Hill, Petersfield and Froxfield</i> and use and construct basic symbols in a key.</p>	<p>Local Life (Summer 1) Use world maps, atlases and globes to identify the UK and its countries. Use simple compass directions (North, South, East and West) and locational and directional language e.g. <i>near, far, left, right, straight on</i> to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment. (Fieldwork local walk around the village of Froxfield)</p>	<p>Off we go to market (Summer 2) Use maps, atlases, globes and digital/computer mapping to locate countries – <i>use digital map to plan a journey from Petersfield to Froxfield</i> <i>Give and follow directions on a map.</i> Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK. Use fieldwork to observe, measure and record physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies – <i>parents survey – data collection to create a graph</i> <i>Investigate how Petersfield has changed.</i> (Fieldwork in Froxfield and Petersfield)</p>	<p>Our changing world (Summer 1) Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK. Use fieldwork to observe, measure and record physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. (Fieldwork in Froxfield – litter walk – questionnaire: Do you think the location is well looked after?)</p>

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Writing in italic – Units and content studied that are not specifically mentioned in the curriculum, our own ideas and places of study to deliver the curriculum through

* Using maps is specifically detailed in 'Geographical skills and fieldwork' not in 'Locational knowledge' – it is still a good idea to merge the areas of geography

Writing in bold – a specific part of curriculum that only comes up once, (i.e. not repeated), in the two year cycle so it is important to focus on

Fieldwork

These topics are PLACE KNOWLEDGE based and so the understanding of PLACE should be the focus and drive in the learning.

The colours used for the four areas of geography are the same as the colours used in the HIAS planning documents referred to, to help you to refer from one to the other.