

Froxfield C of E Primary School- Geography Progression
Cycle A

	Year R	Class 1 (Year 1)	Class 2 (Year 2)	Class 3 (Years 3 and 4)	Class 4 (Years 5 and 6)
Key Question or statement	No Place like home (Autumn 2) What is special about our school? Year 1: My school planning	No Place like home (Autumn 2) What is special about our school? Year 1: My school planning	Remarkable Rainforests (Autumn 1) (Name of village in the rainforest) is a world away from our local area. Year 2: Kota Kinabalu – contrasting place study planning	Fasten your seatbelts (Autumn 2) Copacabana (it's a state of Rio de Janeiro) is a world away from our local area. Year 6: Copacabana – South American place study planning	Survival of the Fittest (Spring 1) Which biome is the easiest to live in? Year 3: Peru – biomes and climate planning (planning used in class 3 for Deadly 60)
HIAS planning	Old Macdonald Had a Farm (Spring 1) The sun is always shining in the UK. Year 2: The UK – weather and seasons planning	Old Macdonald Had a Farm (Spring 1) The sun is always shining in the UK. Year 2: The UK – weather and seasons planning	Land Ahoy (Spring 1) Everywhere in the world is hot. Year 1: Antarctica – hot and cold areas planning	Irresistible Isles (Spring 2) Are the Scilly Isles a gateway to the world? Year 4: Southampton – settlement planning	Great Danes (Spring 2) Copenhagen is a world away from our local area. Year 4: La Plagne – European place study (same planning document was used to study Italy in Class 3)
	Sandcastles and moats (Summer 2) All beaches are the same. Year 2: Brilliant beaches planning	Sandcastles and moats (Summer 2) All beaches are the same. Year 2: Brilliant beaches planning	Froxfield Fun! (Summer 1) My local area has changed so much. Year 1: My local area planning	Raging Rivers and Marvellous Mountains (Summer 1) All rivers are the same as our local river. Year 5: River Tees – river planning	Stars and Stripes (Summer 1) San Francisco is a world away from our local area. Year 5: Las Vegas – North American place study planning
Locational Knowledge	No Place like home (Autumn 2) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Name and locate England on a map of the UK (Fieldwork in school grounds)	No Place like home (Autumn 2) Name and locate Froxfield, Petersfield and England on a map of the UK. Name and locate the English Channel. (Fieldwork in school grounds)	Remarkable Rainforests (Autumn 1) Name and locate the world's seven continents and five oceans on a world map*.	Fasten your seatbelt (Autumn 2) Name and locate the world's seven continents (revision). Name and locate North and South America on a world map*. Locate and name countries within South America. Locate and name major cities of Brazil including the capital city – Brasilia (capital) and Rio de Janeiro (use earthcam and BBC Bitesize) Concentrate on their environmental regions, key human and physical characteristics of Brazil and focus on Rio de Janeiro. Identify the position and significance of the Northern and Southern Hemisphere and time zones (including day and night).	Survival of the Fittest (Spring 1) Identify the position and significance of the Arctic and Antarctic Circle (link biomes). Identify the position and significance of the Tropics of Cancer and Capricorn (link biomes). Key physical and human characteristics.
	Old Macdonald Had a Farm (Spring 1) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Name and locate England on a map of the UK and local farm we visit (Fieldwork in school grounds)	Old Macdonald Had a Farm (Spring 1) Name and identify characteristics of the four countries in the UK. Identify characteristics of farming in each of the four countries of the UK. (Fieldwork at local farm)	Land Ahoy (Spring 1) Name and locate the Caribbean and somewhere cold on a world map*.	Irresistible Isle (Spring 2) Name and locate counties of the UK – focus on those passed on the way to get to the Isles of Scilly. Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns –	Great Danes (Spring 2) Locate the world's countries, using maps to focus on Europe (including the location of Russia). Locate major cities including capital cities of key European countries. Journey to Denmark. Study the key human and physical

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				<i>on a journey to the Isles of Scilly (plan the journey).</i>	<i>characteristics of Denmark.</i>
	<p>Sandcastles and moats (Summer 2) Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps Name and locate England on a map of the UK and London</p>	<p>Sandcastles and moats (Summer 2) Name and locate the four capital cities of the UK. Identify characteristics of the four capital cities of the UK – <i>does it have a castle?</i></p>	<p>Froxfield Fun! (Summer 1) Name and locate the four countries and capital cities of the UK – <i>play a game.</i></p>	<p>Raging Rivers and Marvellous Mountains (Summer 1) Name and locate key topographical features – focus on rivers and mountains – in the UK. Understand how some of these aspects have changed over time.</p>	<p>Stars and Stripes (Summer 1) Locate the world's countries and North America concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude and longitude and recap Northern and Southern Hemispheres and Tropics of Cancer and Capricorn. Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night). Recap the location and name of the five oceans.</p>
Place Knowledge	<p>No Place like home (Autumn 2) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Focus on Froxfield School</p>	<p>No Place like home (Autumn 2) Look at the human and physical geography of a small area of the UK – <i>Froxfield School.</i></p>	<p>Remarkable Rainforests (Autumn 1) 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>the village of Froxfield compared to village in the rainforest.</i></p>	<p>Fasten your seatbelt (Autumn 2) Understand geographical similarities and differences through the study of human and physical geography of a region within South America - <i>Rio de Janeiro compared to London and Froxfield.</i></p>	<p>Survival of the Fittest (Spring 1) Understand geographical similarities and differences through the study of human and physical geography of Arctic/Antarctic biomes and the Tropics of Cancer and Capricorn compared to a region of the UK.</p>
	<p>Old Macdonald Had a Farm (Spring 1) Explore the natural world around them, making observations and drawing pictures of animals and plants Focus on Froxfield School and local farm we visit – draw animals</p>	<p>Old Macdonald Had a Farm (Spring 1) Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK - <i>a farm in each of the four countries of the UK</i></p>	<p>Land Ahoy (Spring 1) Understand geographical similarities and differences through studying the human and physical geography of the Caribbean compared to somewhere cold. (Use BBC Bitesize)</p>	<p>Irresistible Isle (Spring 2) Understand geographical similarities and differences through the study of human and physical geography of a region of the UK - <i>the Isles of Scilly.</i> <i>Isles of Scilly – population, land use, trade, tourism, physical characteristics.</i></p>	<p>Great Danes (Spring 2) Understand geographical similarities and differences through the study of human and physical geography of a region in a European country - <i>Denmark</i>, and a region of the UK.</p>
	<p>Sandcastles and moats (Summer 2) Know some similarities and differences between the natural world around them and contrasting environments, drawing on their</p>	<p>Sandcastles and moats (Summer 2) Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK - <i>the locations of castles in each of the four capitals of</i></p>	<p>Froxfield Fun! (Summer 1) Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK - <i>Froxfield village</i></p>	<p>Raging Rivers and Marvellous Mountains (Summer 1) Understand geographical similarities and differences through the study of physical geography of a region of the UK - <i>rivers in the UK – location, source, mouth, physical</i></p>	<p>Stars and Stripes (Summer 1) Understand geographical similarities and differences through the study of human and physical geography of a region within North America - <i>San</i></p>

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	<p>experiences and what has been read to them in class. Compare Froxfield School and it's local environment to Hayling Island sailing club the beach and Chichester Harbour</p>	<p>the UK Compare locations and reasons for locations. Compare Southsea Beach and Hayling Island beach at sailing club.</p>		<p>characteristics.</p>	<p>Francisco, and a region of the UK.</p>
<p>Human and Physical Geography</p>	<p>No Place like home (Autumn 2) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Daily weather observations and link to season</p>	<p>No Place like home (Autumn 2) Identify seasonal and daily weather patterns in the UK – discuss the weather daily and take daily reading of the rain gauge. Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features, including: hill, sea, season and weather Key human features, including: house and village 	<p>Remarkable Rainforests (Autumn 1) Identify the location of hot and wet areas of the world in relation to the Equator and the North and South Poles. Look at their seasonal weather patterns. Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features, including: forest, sea, ocean, river, soil, vegetation, season and weather <p>Key human features, including: house and village</p>	<p>Fasten your seatbelt (Autumn 2) Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: rivers, mountains and coastal areas Human geography, including: types of settlement and land use, economic activity including trade links – bananas, cocoa, pineapples 	<p>Survival of the Fittest (Spring 1) Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts
	<p>Old Macdonald Had a Farm (Spring 1) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Daily weather observations and link to season</p>	<p>Old Macdonald Had a Farm (Spring 1) Identify seasonal and daily weather patterns in the UK – discuss the weather daily and take daily reading of the rain gauge. Compete in a weather race over the half term. Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features, including: hill, mountain, valley, soil, vegetation, season and weather Key human features, including: house, village and farm 	<p>Land Ahoy (Spring 1) Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features, including: sea, ocean, soil, vegetation, season and weather Key human features, including: port, harbour, house and village 	<p>Irresistible Isle (Spring 2) Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Human geography, including: types of settlement and land use, economic activity including trade links 	<p>Great Danes (Spring 2) Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links – import and export between Denmark and the UK - lego</p>

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	<p>Sandcastles and moats (Summer 2) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Daily weather observations and link to season</p>	<p>Sandcastles and moats (Summer 2) 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:</p> <ul style="list-style-type: none"> Key physical features, including: river, sea, beach, cliff, coast, season and weather Key human features, including: house, village, city, port and harbour 	<p>Froxfield Fun! (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:</p> <ul style="list-style-type: none"> Key physical features, including: hill, valley, season and weather Key human features, including: house, shop, office, factory, village and town 	<p>Raging Rivers and Marvellous Mountains (Summer 1) Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: rivers, mountains and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links 	<p>Stars and Stripes (Summer 1) Describe and understand key aspects of: Human geography, including: types of settlement and land use – <i>San Francisco</i>, economic activity including trade links – <i>compare San Francisco and Petersfield</i></p>
<p>Geographical skills and fieldwork (including mapwork)</p>	<p>No Place like home (Autumn 2) Describe their immediate environment using knowledge from observation, discussion ... and maps Local school walk and weather analysis. (Fieldwork in school grounds)</p>	<p>No Place like home (Autumn 2) Use simple locational and directional language e.g. <i>near, far, left, right</i> Devise a simple map and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and it's grounds. Local school walk and weather analysis. (Fieldwork in school grounds)</p>	<p>Remarkable Rainforests (Autumn 1) Use world maps, atlases and globes to identify the country and continent – <i>where the village in the rainforest being studied is</i> (Fieldwork at Stansted tropical House)</p>	<p>Fasten your seatbelt (Autumn 2) Use maps, atlases and globes to locate countries and describe features studied – <i>Brazil, Brasilia and Rio de Janeiro</i></p>	<p>Survival of the Fittest (Spring 1) Use maps, atlases and globes to locate countries and describe features studied.</p>
	<p>Old Macdonald Had a Farm (Spring 1) Describe their immediate environment using knowledge from observation, discussion ... and maps <i>local farm</i> (Fieldwork at local farm)</p>	<p>Old Macdonald Had a Farm (Spring 1) Use simple locational and directional language e.g. <i>near, far, left, right</i>. Devise a simple map and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study key human and physical features of its surrounding environment – <i>local farm</i> (Fieldwork at local farm)</p>	<p>Land Ahoy (Spring 1) Use world maps, atlases and globes to identify countries, continents and oceans studied at this stage – <i>Caribbean and somewhere cold.</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></p>	<p>Irresistible Isle (Spring 2) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – <i>Isles of Scilly</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 United Kingdom.</p>	<p>Great Danes (Spring 2) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – <i>Denmark</i> 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 wider world.</p>
	<p>Sandcastles and moats (Summer 2) Describe their immediate environment using knowledge from observation, discussion ... and maps <i>Map of Chichester Harbour</i></p>	<p>Sandcastles and moats (Summer 2) Use world maps, atlases and globes to identify the UK and its countries – <i>mark capitals of countries of the UK and castles on a map</i> Use simple compass directions (North, South, East and West) and locational and directional language.</p>	<p>Froxfield Fun! (Summer 1) Use world maps, atlases and globes to identify the UK. 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.</p>	<p>Raging Rivers and Marvellous Mountains (Summer 1) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – <i>rivers</i> Use the eight points of a compass. Use fieldwork to observe, measure and</p>	<p>Stars and Stripes (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 wider world – <i>region of North America</i> <i>Follow/give directions on a</i></p>

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			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. <i>(Fieldwork on local walk around Froxfield village)</i>	record physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies – <i>use camera to record information, presenting data, teacher led question.</i> <i>(Fieldwork – evaporation of puddles, speed and depth of river)</i>	<i>detailed map</i>
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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.

EYFS [Understanding the world](#), [early learning goal statements](#)