

End of Pre-school Expectation	Introduction to basic maps Look at the globe and know it represents the world Begin to understand simple difference between people and places				
	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 (To answer/prove or disprove)	No Place like home (Autumn 2) What is special about our school?	No Place like home (Autumn 2) What is special about our school?	A Remarkable Rainforest (Autumn 1) El Chino (Peru) is a world away from our local area.	Fasten your seatbelts (Autumn 2) Copacabana (it's a state of Rio de Janeiro) is a world away from our local area.	Underwater World (Spring 1) Are all aquatic biomes the same?
	Old Macdonald Had a Farm (Spring 1) The sun is always shining in the UK.	Old Macdonald Had a Farm (Spring 1) The sun is always shining in the UK.	Land Ahoy (Spring 1) Everywhere in the world is hot.	Irresistible Isles (Spring 2) Are the Scilly Isles a gateway to the world?	Mountains and Earthquakes (Spring 2) Are mountains more suited to tourists or locals?
	Sandcastles and Moats (Summer 2) All beaches are the same.	Sandcastles and Moats (Summer 2) All beaches are the same.	Froxfield Fun! (Summer 1) My local area has changed so much.	Raging Rivers (Summer 1) All rivers are the same as our local river.	Exploring St Lucia (Summer 1) St Lucia is flat
Locational Knowledge	No Place like home (Autumn 2) <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</i> Name and locate England on a map of the UK (<i>Fieldwork in school grounds</i>)	No Place like home (Autumn 2) Name, locate and identify <i>Froxfield, Petersfield</i> and England on a map of the UK. Name and locate the English Channel. (<i>Fieldwork in school grounds</i>)	A Remarkable Rainforest (Autumn 1) Name and locate the world's seven continents and five oceans on a world map, focus on South America. Name and locate the English Channel.	Fasten your seatbelt (Autumn 2) Name and locate the world's seven continents (revision). Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key human and physical characteristics, countries – Brazil. Locate and name major cities of Brazil including the capital city – Brasilia (capital) and Rio de Janeiro (use earthcam and BBC Bitesize) Identify the position and significance of Equator, Northern and Southern Hemispheres, Tropic of Cancer and Capricorn, Antarctic Circle, latitude and longitude, Greenwich/Prime Meridian and time zones (including day and night).	Underwater World (Spring 1) Locate the world's countries, using maps to focus on key physical characteristics main river in each continent, Great Barrier Reef. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer and Capricorn.
	Old Macdonald Had a Farm (Spring 1) <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</i> Name and locate England on a map of the UK and local farm we visit (<i>Fieldwork in school grounds</i>)	Old Macdonald Had a Farm (Spring 1) Name, locate and identify the four countries and capital cities of the UK. Identify characteristics of farming in each of the four countries of the UK. Begin to name and locate the world's seven continents (<i>Fieldwork at local farm</i>)	Land Ahoy (Spring 1) Name and locate the world's seven continents and five oceans - Caribbean including coral reef in the Greater Antilles, Antarctica, North and South poles and Equator on a world map.*	Irresistible Isles (Spring 2) Name and locate counties and cities 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 – on a journey to the Isles of Scilly (plan	Mountains and Earthquakes (Spring 2) Locate the world's countries, using maps to focus on Asia concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and

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				<i>the journey).</i>	significance of Equator, Northern Hemisphere, Prime/Greenwich Meridian, and time zones (including day and night).
	<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, locate and identify the four countries of the UK and its surrounding seas. Name, locate and identify characteristics of the four countries and capital cities of the UK. – <i>does it have a castle?</i> Begin to name and locate the world’s seven continents <i>focus on Europe.</i></p>	<p>Froxfield Fun! (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></p>	<p>Raging Rivers (Summer 1) Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) Understand how some of these aspects have changed over time.</p>	<p>Exploring St Lucia (Summer 1) Locate the world’s countries, using maps to focus on North America concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of Equator, latitude and longitude, Arctic and Antarctic Circle, 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 <i>Focus on Froxfield School</i></p>	<p>No Place like home (Autumn 2) Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK - <i>Froxfield School</i></p>	<p>A Remarkable Rainforest (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, El Chino, Peru.</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.</i></p>	<p>Underwater World (Spring 1) Understand geographical similarities and differences through the study of physical geography of <i>marine biomes – rivers, lakes and reefs</i></p>
	<p>Old Macdonald Had a Farm (Spring 1) Explore the natural world around them, making observations and drawing pictures of animals and plants <i>Focus on Froxfield School and local farm we visit – draw animals</i></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 a small area in a contrasting non-European country - <i>the Caribbean, coral reef in the Greater Antilles, compared to Antarctica. (Use BBC Bitesize)</i></p>	<p>Irresistible Isles (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. Isles of Scilly – population, land use, trade, tourism, physical characteristics.</i></p>	<p>Mountains and Earthquakes (Spring 2) Understand geographical similarities and differences through the study of physical geography – mountains, earthquakes</p>
	<p>Sandcastles and Moats (Summer 2) Know some similarities and</p>	<p>Sandcastles and Moats (Summer 2) Understand geographical similarities and differences through studying the</p>	<p>Froxfield Fun! (Summer 1) Understand geographical similarities and differences through studying the</p>	<p>Raging Rivers (Summer 1) Understand geographical similarities and differences through the study of physical</p>	<p>Exploring St Lucia (Summer 1) Understand geographical similarities and differences</p>

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	<p>differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class.</p> <p>Compare Froxfield School and it's local environment to Hayling Island sailing club the beach and Chichester Harbour</p>	<p>human and physical geography of a small area of the UK - Compare Southsea Beach and Hayling Island beach at sailing club. (fieldwork)</p>	<p>human and physical geography of a small area of the UK - Froxfield village (building on from Froxfield School) (fieldwork)</p>	<p>geography of a region of the UK - rivers in the UK – location, source, mouth, physical characteristics.</p>	<p>through the study of human and physical geography of a region within North America – St Lucia</p>
Human and Physical Geography	<p>No Place like home (Autumn 2)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Daily weather observations and link to season</p>	<p>No Place like home (Autumn 2)</p> <p>Identify seasonal and daily weather patterns in the UK – discuss the weather daily and take daily reading of the rain using the rain gauge.</p> <p>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, town and village 	<p>A Remarkable Rainforest (Autumn 1)</p> <p>Identify the location of hot and wet areas of the world in relation to the Equator and the North and South Poles.</p> <p>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 • Key human features, including: house and village 	<p>Fasten your seatbelt (Autumn 2)</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes, vegetation belts, rivers and coastal areas • Human geography, including: types of settlement and land use, economic activity including trade links – bananas, cocoa, pineapples 	<p>Underwater World (Spring 1)</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes, vegetation belts, rivers and the water cycle
	<p>Old Macdonald Had a Farm (Spring 1)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Daily weather observations and link to season</p>	<p>Old Macdonald Had a Farm (Spring 1)</p> <p>Identify seasonal and daily weather patterns in the UK – discuss the weather daily and take daily reading of rain using the rain gauge.</p> <p>Compete in a weather race over the half term.</p> <p>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)</p> <p>Identify the location of hot and cold areas of the world in relation the Equator and the North and South Poles – proximity of the sun</p> <p>Place specific animals and adaptations.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • Key physical features, including: sea, ocean, reef, beach, coast, soil, vegetation, season and weather • Key human features, including: port, harbour, house, village and town 	<p>Irresistible Isles (Spring 2)</p> <p>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>Mountains and Earthquakes (Spring 2)</p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: mountains and earthquakes</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. <i>Daily weather observations and link to season</i></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 rain using 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 (Summer 1) Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography, including: rivers, mountains and the water cycle 	<p>Exploring St Lucia (Summer 1) Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links, the distribution of natural resources including food – <i>bananas, link back to Portsmouth</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 <i>Local school walk and weather analysis.</i> (Fieldwork in school grounds)</p>	<p>No Place like home (Autumn 2) Use world maps, atlases and globes to identify the UK and its countries – <i>routes on maps.</i> <i>Begin</i> to 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 geography of their school and its grounds. (Fieldwork on the school grounds)</p>	<p>A Remarkable Rainforest (Autumn 1) Use world maps, atlases and globes to identify country <i>Peru</i> and continent <i>South America – El Chino, Peru in the rainforest.</i> Use simple compass directions (North, South, East and West) 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 - Fieldwork at Stansted House, 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> Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.</p>	<p>Underwater World (Spring 1) Use maps, atlases and globes to locate countries and describe features studied. 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>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 world maps, atlases and globes to identify the UK and its countries. <i>Begin</i> to 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>use a simple map to walk from school to</i></p>	<p>Land Ahoy (Spring 1) Use world maps, atlases and globes to identify countries, continents and oceans studied at this stage – <i>Caribbean Sea, Gulf of Mexico, Antilles and Antarctica.</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 Isles (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>Mountains and Earthquakes (Spring 2) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – <i>Himalayas.</i> Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build</p>

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		<p><i>local farm.</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 (Fieldwork at local farm)</i></p>	<ul style="list-style-type: none"> 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>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 (Fieldwork to compare Southsea Beach and Hayling Island beach at sailing club.)</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> <i>Begin</i> to use simple compass directions (North, South, East and West) and locational and directional language. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to compare Southsea Beach and Hayling Island beach at sailing club.</p>	<p>Froxfield Fun! (Summer 1) Use world maps, atlases and globes to identify the UK and its countries. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical. 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>Raging Rivers (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, 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 – <i>use camera to record information, presenting data, teacher led question.</i> (Fieldwork – evaporation of puddles, speed and depth of river, Gilbert White’s field study centre)</p>	<p>Exploring St Lucia (Summer 1) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 United Kingdom and the wider world – <i>region of North America, St Lucia</i></p>

Amended December 2023

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

Fieldwork

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

EYFS Understanding the world, early learning goal statements