

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)	<b><u>On the move! (Autumn 1)</u></b> What is special about our school?	<b><u>On the move! (Autumn 1)</u></b> What is special about our school?	<b><u>What a Wonderful world (Autumn 1)</u></b> Everywhere in the world is hot.	<b><u>Desert Biomes (Autumn 2)</u></b> Are all desert biomes the same?	<b><u>Forces of nature (Autumn 2)</u></b> Volcanoes are out of control.
	<b><u>Off to the zoo! (Spring 2)</u></b> The sun is always shining in the UK.	<b><u>Off to the zoo! (Spring 2)</u></b> The sun is always shining in the UK.	<b><u>Let's Check out China (Spring 1)</u></b> Chan'gou is a world away from our local area.	<b><u>Bella Italia (Summer 1)</u></b> Naples, Italy is a world away from Froxfield.	<b><u>Portsmouth here we come! (Spring 2)</u></b> Is Portsmouth a gateway to the world?
	<b><u>Mountain Explorers (Summer 1)</u></b> All mountains are the same.	<b><u>Mountain Explorers (Summer 1)</u></b> All mountains are the same.	<b><u>Local Life (Summer 1)</u></b> My local area has changed so much.	<b><u>Off we go to market (Summer 2)</u></b> What is unique about our local area - Petersfield?	<b><u>Natures resources (Summer 1)</u></b> Is every country equal?
Locational Knowledge	<b><u>On the move! (Autumn 1)</u></b> 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)	<b><u>On the move! (Autumn 1)</u></b> Name, locate and identify Froxfield, Petersfield and England - on a map of the UK* Name and locate the English Channel. (Fieldwork in school grounds)	<b><u>What a Wonderful world (Autumn 1)</u></b> 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.*	<b><u>Desert Biomes (Autumn 2)</u></b> Name and locate the world's seven continents (revision). Locate the world's countries, using maps to focus on key physical characteristics - Locate the world's deserts and the countries and continents where they are located. Identify the position and significance of longitude, latitude, the Northern and Southern Hemisphere, Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.	<b><u>Forces of nature (Autumn 2)</u></b> Locate the world's countries, using maps to focus on Africa, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of Equator, the Northern and Southern Hemisphere.
	<b><u>Off to the zoo! (Spring 2)</u></b> 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 London	<b><u>Off to the zoo! (Spring 2)</u></b> Name, locate and identify the four countries and capital cities of the UK do the capitals have a zoo? Begin to name and locate the world's seven continents - locate Africa	<b><u>Let's Check out China (Spring 1)</u></b> Name and locate the world's seven continent and five oceans - focus on China. Games to reinforce knowledge. Name and locate the English Channel.	<b><u>Bella Italia (Summer 1)</u></b> Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities - Italy, its seas and major cities. Identify the position and significance of Equator, Northern Hemisphere, Tropic of Cancer, Arctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	<b><u>Portsmouth here we come! (Spring 2)</u></b> 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), and land-use patterns; and understand how some of these aspects have changed over time.

Froxfield C of E Primary School- Geography Progression  
Cycle B

	<p><b>Mountain Explorers (Summer 1)</b> 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 <i>Story of Sir Edmund Hillary (Fieldwork on Butser Hill)</i></p>	<p><b>Mountain Explorers (Summer 1)</b> Name, locate and identify the four countries of the UK and its surrounding seas. <i>Begin to name and locate the world's seven continents – focus on Europe and Asia – Name and locate Butser Hill, The Alps and the Himalayas (Fieldwork on Butser Hill)</i></p>	<p><b>Local Life (Summer 1)</b> 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><b>Off we go to market (Summer 2)</b> Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the UK, geographical regions and their 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 Equator, the Northern Hemisphere, latitude and longitude, Prime/Greenwich Meridian and time zones (including day and night). <i>Focus on Hampshire and the surrounding counties.</i> <i>Plan a journey from Petersfield market to Froxfield using digi maps.</i></p>	<p><b>Natures resources (Summer 1)</b> Locate the world's countries, using maps to focus on <i>Australia as the continent within the region of Oceania</i> concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of Equator, the Northern and Southern Hemisphere, Arctic and Antarctic Circle, Tropic of cancer and Capricorn, latitude and longitude, Prime/Greenwich Meridian and time zones (including day and night).</p>
Place Knowledge	<p><b>On the move! (Autumn 1)</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps <i>Focus on Froxfield School</i></p>	<p><b>On the move! (Autumn 1)</b> 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><b>What a Wonderful world (Autumn 1)</b> 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><b>Desert Biomes (Autumn 2)</b> Understand geographical similarities and differences through the study of human and physical geography of <i>different desert biomes</i></p>	<p><b>Forces of nature (Autumn 2)</b> Understand geographical similarities and differences through the study of physical geography – <i>volcanoes.</i></p>
	<p><b>Off to the zoo! (Spring 2)</b> Talk about the lives of the people around them and their roles in society. <i>London – London landmarks – Windsor and Windsor Castle</i></p>	<p><b>Off to the zoo! (Spring 2)</b> Understand geographical similarities and differences through studying human and physical geography – <i>focus on wild animals in the African continent and in zoos.</i></p>	<p><b>Let's Check out China (Spring 1)</b> 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 Chan'gou China</i></p>	<p><b>Bella Italia (Summer 1)</b> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country – <i>Italy.</i></p>	<p><b>Portsmouth here we come! (Spring 2)</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK – <i>Portsmouth</i></p>
	<p><b>Mountain Explorers (Summer 1)</b> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and</p>	<p><b>Mountain Explorers (Summer 1)</b> Understand geographical similarities and differences in the physical geography of <i>Butser Hill, mountains in the UK, the Alps and the Himalayas.</i></p>	<p><b>Local Life (Summer 1)</b> 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></p>	<p><b>Off we go to market (Summer 2)</b> 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</i></p>	<p><b>Natures resources (Summer 1)</b> Understand geographical similarities and differences through the study of human and physical geography.</p>

Froxfield C of E Primary School- Geography Progression  
Cycle B

	<p>what has been read to them in class. Butser Hill, mountains in the UK, the Alps and the Himalayas. Focus on Sir Edmund Hillary</p>	<p>Focus on Sir Edmund Hillary Explorer visit Climb Butser Hill – compare its height with Mount Everest</p>	<p>fieldwork</p>	<p>and developed over time looking at a range of maps.</p>	
<p>Human and Physical Geography</p>	<p><b>On the move! (Autumn 1)</b> 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><b>On the move! (Autumn 1)</b> 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"> <li>• Key physical features, including: hill, sea, coast, season and weather</li> <li>• Key human features, including: city, town, village, factory, farm, house</li> </ul>	<p><b>What a Wonderful world (Autumn 1)</b> 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>Place specific animals and adaptations.</i> Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• Key physical features, including: sea, ocean, reef, beach, coast, soil, vegetation, season and weather</li> <li>• Key human features, including: port, harbour, house, village and town</li> </ul>	<p><b>Desert Biomes (Autumn 2)</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• 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></li> </ul>	<p><b>Forces of nature (Autumn 2)</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• Physical geography, including: <b>volcanoes</b></li> </ul>
	<p><b>Off to the zoo! (Spring 2)</b> 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><b>Off to the zoo! (Spring 2)</b> 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> <i>Begin</i> to locate the Equator and North and South Poles. Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• Key physical features, including: sea, river, vegetation, season and weather</li> <li>• Key human features, including: city and town</li> </ul>	<p><b>Let's Check out China (Spring 1)</b> Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• Key physical features, including: hill, valley, coast, sea, ocean, river, season and weather</li> <li>• Key human features, including: city, village, town, office and shop</li> </ul>	<p><b>Bella Italia (Summer 1)</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• Physical geography, including: climate zones, mountains, <b>volcanoes</b></li> <li>• Human geography, including: types of settlement and land use, economic activity</li> </ul>	<p><b>Portsmouth here we come! (Spring 2)</b> Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links – <i>import and export</i> <i>Portsmouth docks</i></p>
	<p><b>Mountain Explorers (Summer 1)</b> Explore the natural world around them, making observations and drawing pictures of animals and plants Drawing local plants and animals and those found in the mountains.</p>	<p><b>Mountain Explorers (Summer 1)</b> 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"> <li>• Key physical features, including: hill, mountain, soil, valley, vegetation,</li> </ul>	<p><b>Local Life (Summer 1)</b> 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"> <li>• Key physical features, including: hill, valley, sea, season and weather</li> </ul>	<p><b>Off we go to market (Summer 2)</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• Human geography, including: types of settlement and land use, <i>transport and how changed over time</i> <i>Recap geographical vocabulary – city, town, village, hamlet</i></li> </ul>	<p><b>Natures resources (Summer 1)</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• Human geography, including: <b>the distribution of natural resources including energy, food, minerals and water</b> <i>How resources are spread around</i></li> </ul>

Froxfield C of E Primary School- Geography Progression  
Cycle B

		<p>season and weather</p> <ul style="list-style-type: none"> <li>Key human features, including: village</li> </ul>	<ul style="list-style-type: none"> <li>Key human features, including: house, shop, office, factory, village and town</li> </ul>		<p><i>the world, types of food, energy, reservoirs, renewable energy</i></p>
<p><b>Geographical skills and fieldwork (including mapwork)</b></p>	<p><b><u>On the move! (Autumn 1)</u></b> Describe their immediate environment using knowledge from observation, discussion ... and maps Local school walk and weather analysis. <b>(Fieldwork in school grounds)</b></p>	<p><b><u>On the move! (Autumn 1)</u></b> Use world maps, atlases and globes to identify the UK and its countries – routes on maps. Begin 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. <b>(Fieldwork on the school grounds)</b></p>	<p><b><u>What a Wonderful world (Autumn 1)</u></b> 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> 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><b><u>Desert Biomes (Autumn 2)</u></b> 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><b><u>Forces of nature (Autumn 2)</u></b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use four points of a compass, six-figure grid references and symbols and key to build their knowledge of 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.</p>
	<p><b><u>Off to the zoo! (Spring 2)</u></b> Talk about the lives of the people around them and their roles in society. <b>(Fieldwork at Windsor Castle)</b></p>	<p><b><u>Off to the zoo! (Spring 2)</u></b> Use world maps, atlases and globes to identify the UK and its countries and the continent of Africa. Begin 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. <b>(Fieldwork at Marwell Zoo – devise a simple map of Marwell Zoo)</b></p>	<p><b><u>Let's Check out China (Spring 1)</u></b> Use world maps, atlases and globes to identify countries, continents and oceans studied at this stage – <i>China</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.</p>	<p><b><u>Bella Italia (Summer 1)</u></b> Use maps, atlases and globes to locate countries and describe features studied – <i>Italy</i> Use the four (introduce eight) points of a compass, symbols and key to build their knowledge of the wider world.</p>	<p><b><u>Portsmouth here we come! (Spring 2)</u></b> 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 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. <b>(Fieldwork)</b></p>

Froxfield C of E Primary School- Geography Progression  
Cycle B

	<p><b>Mountain Explorers (Summer 1)</b> Describe their immediate environment using knowledge from observation, discussion ... and maps <i>(Fieldwork in Froxfield and Butser Hill)</i></p>	<p><b>Mountain Explorers (Summer 1)</b> Use world maps, atlases and globes to identify countries, continents and oceans studied at this stage – <i>Butser Hill, the Alps, the Himalayas.</i> <i>Begin to use simple compass directions (North, South, East and West) and locational and directional language e.g. near, far, left, right, straight on to describe the location of features and routes on a map. Devise a simple map – of Butser Hill, Petersfield and Froxfield and use and construct basic symbols in a key.</i></p>	<p><b>Local Life (Summer 1)</b> 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. <b><i>(Fieldwork local walk around the village of Froxfield)</i></b></p>	<p><b>Off we go to market (Summer 2)</b> Use maps, atlases, globes and digital/computer mapping to locate countries – <i>use digital map to plan a journey from Petersfield to Froxfield 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 Investigate how Petersfield has changed.</i> <b><i>(Fieldwork in Froxfield and Petersfield)</i></b></p>	<p><b>Natures resources (Summer 1)</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. Use fieldwork to observe, measure and 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.</p>
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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