Froxfield C of E Primary School- Geography Progression
Cycle A

FROXFIELD
CE SCHOOL

	Class 3 (Years 3 and 4)	Class 4 (Years 5 and 6)
Key Question or statement (To answer/prove or disprove)	**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?
	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?
	Raging Rivers (Summer 1) All rivers are the same as our local river.	**Exploring St Lucia (Summer 1)** St Lucia is flat
Locational Knowledge	**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.
	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 the journey).*	**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 significance of Equator, Northern Hemisphere, Prime/Greenwich Meridian, and time zones (including day and night).
	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.	**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.

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Place Knowledge	**Fasten your seatbelt (Autumn 2)** Understand geographical similarities and differences through the study of human and physical geography of a region within South America - *Rio de Janeiro.*	**Underwater World (Spring 1)** Understand geographical similarities and differences through the study of physical geography of *marine biomes – rivers, lakes and reefs*
	Irresistible Isles (Spring 2) Understand geographical similarities and differences through the study of human and physical geography of a region of the UK - *the Isles of Scilly.* *Isles of Scilly – population, land use, trade, tourism, physical characteristics.*	**Mountains and Earthquakes (Spring 2)** Understand geographical similarities and differences through the study of physical geography – mountains, **earthquakes**
	Raging Rivers (Summer 1) Understand geographical similarities and differences through the study of physical geography of a region of the UK - *rivers in the UK – location, source, mouth, physical characteristics.*	**Exploring St Lucia (Summer 1)** Understand geographical similarities and differences through the study of human and physical geography of a region within North America – *St Lucia*
Human and Physical Geography	**Fasten your seatbelt (Autumn 2)** Describe and understand key aspects of: • 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*	**Underwater World (Spring 1)** Describe and understand key aspects of: • Physical geography, including: climate zones, biomes, vegetation belts, rivers and the **water cycle**
	Irresistible Isles (Spring 2) Describe and understand key aspects of: • Human geography, including: types of settlement and land use, economic activity including trade links	**Mountains and Earthquakes (Spring 2)** Describe and understand key aspects of: Physical geography, including: mountains and earthquakes
	Raging Rivers (Summer 1) Describe and understand key aspects of: • Physical geography, including: rivers, mountains and the **water cycle**	**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 – *bananas, link back to Portsmouth*
Geographical skills and fieldwork (*including mapwork*)	**Fasten your seatbelt (Autumn 2)** Use maps, atlases and globes to locate countries and describe features studied – *Brazil, Brasilia and Rio de Janeiro.* 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.	**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.
	Irresistible Isles (Spring 2) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – *Isles of Scilly* 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.	**Mountains and Earthquakes (Spring 2)** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – *Himalayas.* 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.
	Raging Rivers (Summer 1) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – *rivers.* Use the eight points of a compass, **six-figure grid references,** symbols and key (including the	**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 – *region of North America,*

	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 – *use camera to record information, presenting data, teacher led question.* ***(Fieldwork – evaporation of puddles, speed and depth of river, Gilbert White's field study centre)***	*St Lucia*

Amended October 2026

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.