Froxfield C of E Primary School- Geography Progression
Cycle B

	Class 3 (Years 3 and 4)	Class 4 (Years 5 and 6)
Key Question or statement (To answer/prove or disprove)	**Desert Biomes (Autumn 2)** Are all desert biomes the same?	**Forces of nature (Autumn 2)** Volcanoes are out of control.
	Bella Italia (Summer 1) Naples, Italy is a world away from Froxfield.	**Portsmouth here we come! (Spring 2)** Is Portsmouth a gateway to the world?
	Off we go to market (Summer 2) What is unique about our local area - Petersfield?	**Natures resources (Summer 1)** Is every country equal?
Locational Knowledge	**Desert Biomes (Autumn 2)** 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.	**Forces of nature (Autumn 2)** 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.
	Bella Italia (Summer 1) **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).	**Portsmouth here we come! (Spring 2)** 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.
	Off we go to market (Summer 2) 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).	**Natures resources (Summer 1)** Locate the world's countries, using maps to focus on *the continent of Australia* 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).

Froxfield C of E Primary School- Geography Progression
Cycle B

	Focus on Hampshire and the surrounding counties. *Plan a journey from Petersfield market to Froxfield using digi maps.*	
Place Knowledge	**Desert Biomes (Autumn 2)** Understand geographical similarities and differences through the study of human and physical geography of *different desert biomes*	**Forces of nature (Autumn 2)** Understand geographical similarities and differences through the study of physical geography – *volcanoes.*
	Bella Italia (Summer 1) Understand geographical similarities and differences through the study of human and physical geography of a region in a European country – *Italy.*	**Portsmouth here we come! (Spring 2)** Understand geographical similarities and differences through the study of human and physical geography of a region of the UK – *Portsmouth*
	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 – *Petersfield.* *Look at how Petersfield has changed and developed over time looking at a range of maps.*	**Natures resources (Summer 1)** Understand geographical similarities and differences through the study of human and physical geography.
Human and Physical Geography	**Desert Biomes (Autumn 2)** Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts – *deserts – wildlife in deserts* Human geography, including: types of settlement and land use – *population within deserts*	**Forces of nature (Autumn 2)** Describe and understand key aspects of: • Physical geography, including: **volcanoes**
	Bella Italia (Summer 1) Describe and understand key aspects of: • Physical geography, including: climate zones, mountains, **volcanoes** • Human geography, including: types of settlement and land use, economic activity	**Portsmouth here we come! (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 Portsmouth docks*
	Off we go to market (Summer 2) Describe and understand key aspects of: • Human geography, including: types of settlement and land use, *transport and how changed over time* *Recap geographical vocabulary – city, town, village, hamlet*	**Natures resources (Summer 1)** Describe and understand key aspects of: • Human geography, including: **the distribution of natural resources including energy, food, minerals and water** *How resources are spread around the world, types of food, energy, reservoirs, renewable energy*
Geographical skills and fieldwork (*including mapwork*)	**Desert Biomes (Autumn 2)** Use maps, atlases and globes to locate countries and describe features studied. Use the four 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.	**Forces of nature (Autumn 2)** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use eight 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.
	Bella Italia (Summer 1) Use maps, atlases and globes to locate countries and describe features studied – *Italy* Use the four (introduce eight) points of a compass, symbols and key to build their knowledge of the wider world.	**Portsmouth here we come! (Spring 2)** Use maps, atlases, globes and digital/computer mapping to describe features studied – *to identify changes of land use, google maps* 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.

Froxfield C of E Primary School- Geography Progression
Cycle B

		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. ***(Fieldwork)***
	<u>Off we go to market (Summer 2)</u> Use maps, atlases, globes and digital/computer mapping to locate countries – *use digital map to plan a journey from Petersfield to Froxfield* *Give and follow directions on a map.* 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 – *parents survey – data collection to create a graph* *Investigate how Petersfield has changed.* ***(Fieldwork in Froxfield and Petersfield)***	**<u>Natures resources (Summer 1)</u>** 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.

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.