

Geography Topic & Progression Map

Threshold Concept	Milestone 1		Milestone 2		Milestone 3	
	Year 1 Basic	Year 2 Advancing & Deep	Year 3 Basic	Year 4 Advancing & Deep	Year 5 Basic	Year 6 Advancing & Deep
	Autumn 1: Around our School Autumn 2: Our local area Spring 1: Weather Spring 2: Barnaby Bear travels the UK Summer 1: Barnaby around the World Summer 2: Mapping Skills/Field work	Autumn 1: Southend on Sea Autumn 2: Southend on Sea Spring 1: UK/Capital Cities Spring 2: UK/Capital Cities Summer 1: India Summer 2: Mapping Skills/Field work	Autumn 1: Topic 1 Autumn 2: Weather and Climate Spring 1: Weather and Climate Spring 2: Life in the Freezer Summer 1: Life in the Freezer Summer 2: Mapping Skills/Field work	Autumn 1: Land Biomes Autumn 2: Land Biomes Spring 1: Rivers inc Water Cycle Spring 2: River Nile Study Summer 1: Mapping Skills Summer 2: Mapping Skills, Field work	Autumn 1: Trade and Tourism Autumn 2: Trade and Tourism Spring 1: Topic 3 Spring 2: Mapping Skills, Field work Summer 1: Brazil Summer 2: Rainforests	Autumn 1: Natural Disasters Autumn 2: Natural Disasters Spring 1: Topic 3 Spring 2: Mapping Skills, Field work Summer 1: Global Citizenship Summer 2: Global Citizenship
Investigate Places Green – NC Statement Red – In both Year groups	- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). - Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. - Use aerial images and plan perspectives to recognise landmarks and basic physical features.	- Name and locate the world's continents and oceans. - Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. - Use aerial images and plan perspectives to recognise landmarks and basic physical features. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	- Ask and answer geographical questions about the physical and human characteristics of a location. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. - Name and locate the countries of Europe and identify their main physical and human characteristics. - Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	- Use a range of resources to identify the key physical and human features of a location. - Explain own views about locations, giving reasons. - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. - Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. - Name and locate the countries of North and South America and identify their main physical and human characteristics.	- Collect and analyse statistics and other information in order to draw clear conclusions about locations. - Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). - Identify and describe how the physical features affect the human activity within a location. - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
Investigate Patterns	Identify land use around the school.	Understand geographical similarities and differences through studying the human	Name and locate the Equator, Northern Hemisphere,	Describe geographical similarities and	Identify and describe the geographical significance of latitude, longitude,	Describe how locations around the world are changing and explain

	Identify seasonal and daily weather patterns in the United Kingdom	and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe how the locality of the school has changed over time.	differences between countries. Describe how the locality of the school has changed over time.	Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). - Describe geographical diversity across the world. - Understand some of the reasons for geographical similarities and differences between countries. - Describe how countries and geographical regions are interconnected and interdependent.	some of the reasons for change. Describe how countries and geographical regions are interconnected and interdependent.
Communicate Geographically	- Use basic geographical vocabulary to refer to: - key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. - key human features, including: city, town, village, factory, farm, house, office and shop. - Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	- Use basic geographical vocabulary to refer to: - key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. - key human features, including: city, town, village, factory, farm, house, office and shop. - Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.	- Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. - human geography, including: settlements and land use.	Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	- Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. - human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). - Use the eight points of a compass, six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

Sustainability, climate impact, climate change, carbon foot print,

Biomes in UK2 to be referred to when different areas are taught, eg. Yr 5 Rainforests, Yr 4 cover the biomes which are not covered

Tropical rainforest biome: yr 5

Temperate deciduous forest biome: Yr 4

Desert biome: Yr 4

Tundra biome: Yr 3

Taiga biome: Yr 4

Grassland biome: Yr 4

Savannah biome: Yr 4

Marine biome: Yr 4

Freshwater biome: Yr 4

Ice biome: Yr 3