

Progression Framework – Geography



Curriculum Themes

We follow a four-year curriculum cycle. Each topic theme falls under a termly category

- Autumn – Me and My World
- Spring – The Wider World
- Summer – Action and Adventure

The curriculum theme titles are listed in the table below. Teachers use the subject framework to inform the learning intent for their individual classes in the form of medium-term plans. These frameworks ensure that there is a clear progression in skills and knowledge for each subject area.

Autumn - Me and My World	Spring - The Wider World	Summer - Action and Adventure
Year 1		
<i>All About Me</i>	<i>Come Fly with Me</i>	<i>Pirates</i>
Year 2		
<i>Help is at Hand</i>	<i>Going Wild</i>	<i>Time Travel</i>
Year 3		
<i>Unity in the Community</i>	<i>Global Warning</i>	<i>To Infinity and Beyond</i>
Year 4		
<i>Law and Order</i>	<i>Under the Sea</i>	<i>Superheroes</i>

The Geography curriculum is broken down into the following key areas:

- Locational and Place Knowledge
- Human and Physical Geography
- Geographical Skills
- Mapping

When deciding on their termly learning intent, teachers should ensure that there are opportunities for pupils to learn and progress in all areas and this should be clearly referenced in medium term plans.

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
Locational and Place Knowledge						
LPK.1 - Name and locate different parts of the local community.	LPK.2 - Name and locate some places in their locality, the UK and wider world.	LPK.3 - Name and locate significant places in their locality, the UK and wider world.	LPK.4 - Name and locate a wider range of places in their locality, the UK and wider world	LPK.5 - Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features	LPK.6 - Name and locate an increasing range of places in the world including globally and topically significant features and events.	LPK.7 - Name and locate an extensive range of places in the world including globally and topically significant features and events.
Human and Physical Geography						
HP.1.1 - Use the local area for exploring both the built and the natural environment. HP.1.2 - Express their opinions on natural and built environments.	HP.2.1 - Describe some places and features using basic geographical vocabulary. HP.2.2 - Express their views on some features of their environment e.g. what they do or do not like.	HP.3.1 - Describe places and features using simple geographical vocabulary. HP.3.2 - Make observations about features that give places their character.	HP.4.1 - Use geographical language to describe some aspects of human and physical features and patterns. HP.4.2 - Make observations about places and features that change over time.	HP.5.1 - Use geographical language to identify and explain some aspects of human and physical features and patterns HP.5.2 - Describe how features and places change and the links between people and environments.	HP.6.1 - Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. HP.6.2 - Demonstrate understanding of how and why some features or places are similar or different and how and why they change.	HP.7.1 - Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. HP.7.2 - Explain some links and interactions between people, places and environments.
Geographical Skills: Enquiry and Investigation						
EI.1.1 - Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. EI.1.2 - Show care and concern for living things and the environment.	EI.2.1 - Ask and answer simple geographical questions. EI.2.1 - Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.	EI.3.1 - Ask and answer simple geographical questions when investigating different places and environments. EI.3.2 - Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.	EI.4.1 - Ask and answer more searching geographical questions when investigating different places and environments. EI.4.2 - Identify similarities, differences and patterns when comparing places and features	EI.5.1 - Ask and respond to more searching geographical questions including 'how?' and 'why?' EI.5.2 - Identify and describe similarities, differences and patterns when investigating different places, environments and people.	EI.6.1 - Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? EI.6.2 - Recognise geographical issues affecting people in different places and environments	EI.7.1 - Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? EI.7.2 - Make predictions and test simple hypotheses about people, places and geographical issues

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Geographical Skills: Fieldwork						
F.1 - Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.	F.2.1 - Observe and describe daily weather patterns. F.2.2 - Use simple fieldwork and observational skills when studying the geography of their school and its grounds.	F.3.1 - Identify seasonal and daily weather patterns. F.3.2 - Develop simple fieldwork and observational skills when studying the geography of their school and local environment.	F.4 - Observe, record, and name geographical features in their local environments.	F.5 - Observe, record, and explain physical and human features of the environment.	F.6 - Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.	F.7 - Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.
Geographical Skills: Interpreting Geographical Information						
IGI.1 - Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places.	IGI.2.1 - Use a range of sources such as simple maps, globes, atlases and images. IGI.2.2 - Know that symbols mean something on maps.	IGI.3.1 - Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. IGI.3.2 - Use simple compass directions as well as locational and directional language when describing features and routes.	IGI.4.1 - Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. IGI.4.2 - Use the eight compass points and recognise some Ordnance Survey symbols on maps.	IGI.5.1 - Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. IGI.5.2 - Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.	IGI.6.1 - Use a range of maps and other sources of geographical information and select the most appropriate for a task. IGI.6.2 - Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	IGI.7.1 - Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. IGI.7.2 - Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references
Geographical Skills: Communicate Geographical Information						
CGI.1 - Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks	CGI.2.1 - Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. CGI.2.2 - Draw, speak or write about simple geographical concepts such as what they can see where	CGI.3.1 - Express views about the environment and can recognise how people sometimes affect the environment. CGI.3.2 - Create their own simple maps and symbols	CGI.4.1 - Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. CGI.4.2 - Communicate geographical information through a range of methods including the use of ICT.	CGI.5.1 - Express their opinions on environmental issues and recognise that other people may think differently. CGI.5.2 - Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.	CGI.6.1 - Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. CGI.6.2 - Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.	CGI.7.1 - Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. CGI.7.2 - Communicate geographical information using a wide range of methods including writing at increasing length.

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Mapping: Direction/Location						
MDL.1 - Follow simple directions	MDL.2 - Follow directions (Up, down, left/right, forwards/backwards)	MDL.3 - Follow directions (as Stage 2 and inc'. NSEW)	MDL.4.1 - Use 4 compass points to follow/give directions: MDL.4.2 - Use letter/no. coordinates to locate features on a map.	MDL.5.1 - Use 4 compass points well: MDL.5.2 - Begin to use 8 compass points MDL.5.3 - Use letter/no. coordinates to locate features on a map confidently.	MDL.6.1 - Use 8 compass points MDL.6.2 - Begin to use 4 figure coordinates to locate features on a map.	MDL.7.1 - Use 8 compass points confidently and accurately MDL.7.2 - Use 4 figure coordinates confidently to locate features on a map. MDL.7.3 - Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Mapping: Drawing Maps						
MDM.1 - Draw and create their own maps using real objects, and/or pictures and symbols.	MDM.2 - Draw picture maps of imaginary places and from stories	MDM.3 - Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	MDM.4.1 - Try to make a map of a short route experienced, with features in correct order MDM.4.2 - Try to make a simple scale drawing.	MDM.5.1 - Make a map of a short route experienced, with features in correct order MDM.5.2 - Make a simple scale drawing	MDM.6 - Begin to draw a variety of thematic maps based on their own data.	MDM.7 - Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity
Mapping: Using Maps						
MUM.1 - Use a simple map with symbols to spot features in the school grounds or in the local community.	MUM.2.1 - Use a simple picture map to move around the school MUM.2.2 - Recognise that it is about a place.	MUM.3.1 - Follow a route on a map. MUM.3.2 - Use a plan view. MUM.3.3 - Use a simple atlas to locate places.	MUM.4.1 - Locate places on larger scale maps e.g. map of Europe. MUM.4.2 - Follow a route on a map with some accuracy. (e.g. whilst orienteering)	MUM.5.1 - Locate places on large scale maps, (e.g. Find UK or India on globe) MUM.5.2 - Follow a route on a large scale map.	MUM.6.1 - Compare maps with aerial photographs. MUM.6.2 - Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) MUM.6.3 - Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	MUM.7.1 - Follow a short route on an OS map. MUM.7.2 - Describe features shown on OS map. MUM.7.3 - Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Mapping: Style of Maps						
MSM.1 - Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps.	MSM.2 - Picture maps and globes	MSM.3.1 - Find land/sea on globe. Use teacher drawn base maps. MSM.3.2 - Use large scale OS maps.	MSM.3.1 - Use large scale OS maps. MSM.3.2 - Begin to use map sites on internet. MSM.3.3 - Begin to use junior atlases. MSM.3.4 - Begin to identify features on aerial/oblique photographs.	MSM.5.1 - Use large and medium scale OS maps. MSM.5.2 - Use junior atlases. MSM.5.3 - Use map sites on internet. MSM.5.4 - Identify features on aerial/oblique photographs.	MSM.6.1 - Use index and contents page within atlases. MSM.6.2 - Use medium scale land ranger OS maps.	MSM.7.1 - Use OS maps. MSM.7.2 - Confidently use an atlas. MSM.7.3 - Recognise world map as a flattened globe