

Freeman Geography Topic and Progression Map

School Values	Curious	Achieve	Resilient	Independent	Nurturing	Gracious
What do these values look like in Geography?	Asking questions about different aspects of Geography. Enjoys learning new knowledge and skills about each aspect of Geography. Desire to learn more and improve.	Recognise and celebrate own success. Sets clear goals and challenges. Make expected or better progress.	Have a strong sense of self-belief. Respond to challenge positively. Show determination to succeed.	Attempt new skills and challenges positively. Take ownership of learning. Make decisions. Consistently retrieve/remember key skills and knowledge.	Be supportive to peers.	Cope with success and difficulty positively.
Topics / Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic (processes)	Weather KQ: What is the weather like through the year? Fieldwork within school grounds. Recording the weather.	Hot and cold places Continents, seas and oceans. KQ: Where do the swallows go in winter?	trade links, and the distribution of natural resources including energy, food, minerals and water KQ: Where does our energy come from? Fieldwork within the locality – A farm visit. Where does our food come from?	biomes, climate zones and vegetation belts KQ: Why can't olive trees grow in Britain?	mountains, earthquakes and volcanoes KQ: How do physical processes change the world?	rivers water cycle KQ: How do rivers influence humans? Fieldwork – Study of the River Gipping
Topic (mapping)	Introduction to mapping. KQ: How do we find our way around?	Mapping the locality KQ: How do we get to the park?	Mapping KQ: How is the land used in East Anglia	OS map skills KQ: How do we use an OS map to find our way?	Map making, using scales KQ: How do I become a cartographer?	Further OS map skills KQ: How do I travel to (Y6 residential place)?

	Fieldwork within school and immediate vicinity.	Fieldwork within school grounds and immediate vicinity.	Fieldwork within the locality. How are green spaces used in Stowupland?	Fieldwork within the school grounds following maps created by Y5	Fieldwork within school grounds creating maps for Y4	Fieldwork – journey to (Y6 residential)
Topic (Place)	Local study KQ: Where is Stowupland?	Compare and contrast a same sized locality in a non-European country. KQ: What is it like to live in Mugumareno?	Contrasting regional geography farming practices in the UK KQ: How does agriculture in East Anglia compare to Somerset and Scotland? Fieldwork within the locality – A farm visit. Where does our food come from?	Contrasting European region study KQ: How does living in a Mediterranean climate compare to a temperate climate?	What is it like to live in North America? KQ: How does New York compare with Stowupland?	Study of a South American region. KQ: Why is the Amazon Basin globally significant?
Notes on delivering topics	Weather topic cannot be taught in one block. It needs to be returned to at least 4 times throughout the year (one for each season) Suggest assessment in summer term. Local study and mapping topics could be linked together as long as there is both a mapping focus and a local area knowledge focus.		Compare to Mugumareno (Y2)	Compare with Mugumareno (Y2) and East Anglia (Y3)	Compare and contrast to region studied in Y4 and our home environment.	Link to wider global issues of climate change.

Locational Knowledge	Know we live on the continent of Europe, in the country England. Know the other countries of the UK Know London is capital city of England.	Name and locate continents, oceans and seas. Locate North and South Poles and Equator on a globe. Locate London on a map of England / UK	Identify the position of the Northern and Southern Hemispheres, the Equator, the Arctic and Antarctic Circle. Name and locate 4 capital cities of UK and other major towns on a map. Locate East Anglia as a geographical region and the counties of East Anglia.	Identify the position of the Northern and Southern Hemispheres, the Equator, the Arctic and Antarctic Circle, Tropics of Cancer and Capricorn. Locate countries within a biome. (Include Italy, England, Zambia)	Identify the position and start to understand the significance of the Northern and Southern Hemispheres, the Equator, the Arctic and Antarctic Circle, Tropics of Cancer and Capricorn, latitude and longitude. Locate some states and key geographical features of North and South America	Identify the position and start to understand the significance of the Northern and Southern Hemispheres, the Equator, the Arctic and Antarctic Circle, Tropics of Cancer and Capricorn latitude, longitude and Prime/Greenwich Meridian and time zones Wider ranging general geographical knowledge of location of countries within their continent and key cities / geographical features.
Place Knowledge	List physical and human geography facts about Stowupland.	Understand the similarities and differences between Stowupland and Mugumareno.	Understand the similarities and differences between farming practices in the UK. Compare these to farming in Mugumareno (Y2).	Understand the similarities and differences between temperate (UK Y3), Mediterranean (Italy) and Tropical (Mugumareno Y2) climates. Understand that biomes and vegetation belts are linked to climate but	Understand the similarities and differences between places in America and how they are influenced by latitude / longitude. Understand how these places compare to UK, Italy and Mugumareno	Understand the similarities and differences between the Amazon Basin and other parts of the world.

				also other factors like altitude.		
Human and Physical geography knowledge	Name the seasons Daily weather patterns Changes through the seasons List simple physical geog features of Stowupland (see vocab in KO) List simple human geog features of Stowupland (see vocab in KO) Aerial photographs of local area – label physical and human features	Use basic geographical vocabulary including but not limited to: The Equator hemisphere North Pole South Pole continent habitat ocean population The continents: Antarctica, Africa, Asia, Europe, North America, Oceania and South America The oceans: Arctic, Atlantic, Indian, Pacific and Southern Zambia Zambezi Mugumareno	Describe and understand key aspects of: physical geography including: fields, forests, coasts and human geography including: types of settlement and land use, trade links,	Describe and understand key aspects of: physical geography, including: climate zones, biomes, vegetation belts and human geography including: types of settlement and land use, trade links, distribution of natural resources including food.	Describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes and human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy.	Describe and understand key aspects of: physical geography including: rivers, the water cycle and human geography including: economic activity, trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical Enquiry	In all year groups and in all topics children should be encouraged to ask geographical questions in response to a variety of stimuli (including but not limited to maps at varying scales, photographs, video clips, real life conversations). These should follow the skills progression in questioning grid. In upper KS2 develop the questions using the compass rose. (See documents on pgs 5 and 6).					

Fieldwork and mapping	NC: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. E.g. map the school playground label: where the leaves collect, where the puddles form, where it gets muddy hot places/cold places windy places/sheltered places know what a plan view is. Create plan view map of classroom with photos of key objects. Listen to instructions and follow directions to move around the school and grounds. locate places on map of the classroom. use simple fieldwork and	NC: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. E.g. Make a map of route to park. Map a map of village Include simple 4 point compass directions. Include a simple self-designed key. Use a variety of maps atlases and globes	Use 8 point compass directions Use letter / number grid references Draw a map of a familiar place that includes a basic key. Know why a key is important. Use maps at a range of scales noting directions between places Recognise real features and locate on a map.	Start to use scale to measure straight line distances Use 4 fig grid references OS Map symbol knowledge – using or making a map with a conventional key Use maps at a range of scales noting directions and distances between places Recognise real features and locate on maps and aerial photographs.	Use scale on maps to measure distances accurately. Draw a map with an accurate scale. Understand relief and contours symbols to show land is not always flat. Understand how the same features are represented differently in maps of varying scales.	Use straight line and winding scales on maps of varying scales. Use 6 fig. grid references Follow a map route using a description of features, direction and distance Understand how symbols become more general as the scale of a map decreases.
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	observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.					
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Skills progression - questioning

Applying critical questions

	is	did	was	could	if
What					
Where					
Who					
Why					
How					

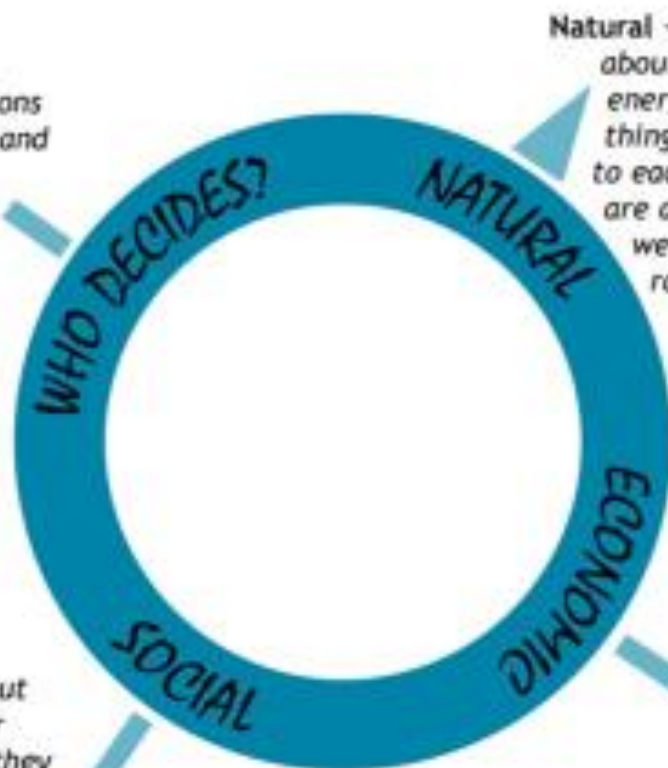
A framework for geographical questioning:

The development compass rose

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Who decides? - These are questions about power, who makes choices and decides what is to happen, who benefits and loses as a result of these decisions and at what cost.

Social - These are questions about people, their relationships, their traditions, culture and the way they live. They include questions about how, for example, gender, race, disability, class and age affect social relationships.



Natural - These are questions about the environment - energy, air, water, soil, living things and their relationships to each other. These questions are also about the built as well as the 'natural' environment.

Economic - These are questions about money, trading, aid, ownership, buying and selling.