

Geography Progression with national Curriculum and Milestones coverage through Quigley

KS1 Quigley Milestone 1 Statements	National curriculum
Investigate places (IPI)	Locational knowledge <ul style="list-style-type: none"> • name and locate the world’s seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
	Place knowledge <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
Investigate patterns (IPa)	Human and physical geography <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Communicate geographically (CG)	Geographical skills and fieldwork <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • 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.

CQ Units	NC links	Unit to cover both
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Year 1 Mapping the world	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.	Our World (Spring)
Year 1 Describing maps of the world: 1	<ul style="list-style-type: none"> • 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. 	
Year 1 Climate	<ul style="list-style-type: none"> • Identify location of hot and cold areas of the world in relation to the equator and the North and South Poles. 	
Year 1 Weather	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. 	Extreme Weather (Summer)
	<ul style="list-style-type: none"> • 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. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	
Year 1 Extreme weather	<ul style="list-style-type: none"> • 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 world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. 	
	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school. 	
	<ul style="list-style-type: none"> • 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. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	

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<p>Year 1 The United Kingdom The United Kingdom: England The United Kingdom: Scotland The United Kingdom: Wales The United Kingdom: Northern Ireland England: London England: Newcastle upon Tyne -- city Scotland: Edinburgh Wales: Cardiff Northern Ireland: Belfast</p>	<ul style="list-style-type: none"> • 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 world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. 	<p>Our Country (Autumn)</p>
<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 		
<p>Year 2 Describing maps of the world: 2</p>	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Identify land use around the school. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. 	<p>Marvellous Mapping (Spring)</p>
<ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 		
<ul style="list-style-type: none"> • 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. • Devise a simple map; use and construct basic symbols in a key. Use simple grid references (A1, B1). 		
<p>Year 2 Australia Australia: Aboriginal people Australia: animals Australia: Great Barrier Reef</p>	<ul style="list-style-type: none"> • 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?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. 	<p>Australia Adventure (Summer)</p>

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<p>Australia: Sydney Australia: Daintree Rainforest</p>	<ul style="list-style-type: none"> • 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. • Name and locate the world's continents and oceans. <hr/> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school. <hr/> <ul style="list-style-type: none"> • 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. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1) 	
<p>Year 2 Continents and Oceans The Arctic Ocean The Atlantic Ocean The Pacific Ocean The Indian Ocean The Southern Ocean</p>	<ul style="list-style-type: none"> • Name and locate the world's continents and oceans. 	<p>Land and Sea</p>

<p>KS2 Quigley Milestone 2 Statements</p>	<p>National curriculum</p>
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Investigate places (IPI)	Locational knowledge <ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, 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 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
	Place knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Investigate patterns (IPa)	Human and physical geography <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Communicate geographically (CG)	Geographical skills and fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and 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 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.

CQ Units	NC links	Units to cover both
Year 3 Landscapes: weathering Landscapes: rivers	<ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. 	Land of hope and glory (Autumn) Settlements (Spring)

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<p>Landscapes: mountains</p>	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • 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. • 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. 	
<p>Year 3 Erosion and deposition: rivers Erosion and deposition: coasts Erosion and deposition: management</p>	<ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. • Describe key aspects of: <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • 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. 	<p>Land of hope and glory (Autumn)</p>
<p>Year 3 Transportation: cities Transportation: national Transportation: international</p>	<ul style="list-style-type: none"> • human geography, including: settlements and land use. 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 resources to identify the key physical and human features of a location. 	<p>Settlements (Spring)</p>

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<p>Year 3 The water cycle: the cycle The water cycle: clouds and precipitation Climate change</p>	<ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. 	Land of hope and glory (Autumn)
<p>Year 3 Describing maps of the world: 1</p>	<p>Name and locate the equator, northern hemisphere, 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.</p>	Citizen of the world (Summer)
<p>Year 3 Describing maps of the world: 2</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Describe how the locality of the school has changed over time.</p>	
	<ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. 	
<p>Year 4 Europe</p>	<p>Name and locate the countries of Europe and identify their main physical and human characteristics. <ul style="list-style-type: none"> Describe geographical similarities and differences between countries. </p>	
<p>Year 4 international trade: food</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p>	
<p>International trade: natural resources</p>		
<p>International trade: tourism</p>	<p>human geography, including: settlements and land use.</p>	
<p>Year 4 Earthquakes and volcanoes: plate tectonics</p>	<p>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p>	Earthquake and Volcano (Spring)
<p>Earthquakes and volcanoes: the Pacific Ring of Fire</p>	<p>Use a range of resources to identify the key physical and human features of a location.</p>	
<p>Earthquakes and volcanoes: impact</p>	<p>human geography, including: settlements and land use.</p>	
<p>Year 4 Describing maps of the world: 3</p>	<p>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. <p>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.</p> </p>	Maps and fieldwork in the local area (Summer)

<p>KS2 Quigley Milestone 3 Statements</p>	<p>National curriculum</p>
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	Place knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Investigate patterns (IPa)	Human and physical geography <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Communicate geographically (CG)	Geographical skills and fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and 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 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.

CQ Units	NC Links	Units to cover both
Year 5 South America: population	<ul style="list-style-type: none"> 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. 	South America (Spring)

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	<ul style="list-style-type: none"> Name and locate the countries of North and South America and identify their main physical and human characteristics. <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. 	
South America: rivers	Name and locate the countries of North and South America and identify their main physical and human characteristics.	
South America: mountains	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	
	Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. 	
Year 5 four-figure grid references	<ul style="list-style-type: none"> Use the eight points of a compass, fourfigure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. 	Four figure grid references and using maps.
	<ul style="list-style-type: none"> 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. 	
Map Features	<ul style="list-style-type: none"> Use the eight points of a compass, fourfigure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. 	
Year 5 Biomes and climate zones	<ul style="list-style-type: none"> Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	Biomes and Climate Zones (Summer)
Tropical rainforest biome		
Ice biome	<ul style="list-style-type: none"> Name and locate the countries of North and South America and identify their main physical and human characteristics. 	
Savannah		
Freshwater		

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Ice		
Year 6 North America: population	<ul style="list-style-type: none"> 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. Identify and describe how the physical features affect the human activity within a location. <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>	Land of the free (Autumn)
North America: rivers	Understand some of the reasons for geographical similarities and differences between countries.	Land of the free (Autumn)
North America: mountains	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	
Biomes	Describe how countries and geographical regions are interconnected and interdependent.	
Temperate deciduous forest	<ul style="list-style-type: none"> Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	
Tundra	<ul style="list-style-type: none"> Name and locate the countries of North and South America and identify their main physical and human characteristics. 	
Desert	Describe how locations around the world are changing and explain some of the reasons for change.	Biomes (Summer)
Taiga	Collect and analyse statistics and other information in order to draw clear conclusions about locations.	
Grassland	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. 	
Using maps: six-figure grid references	Use the eight points of a compass, fourfigure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.	Grid references

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