

Geography Progression with national Curriculum and Milestones coverage through Quigley

EYFS

Geography			
<b>Importance</b>	Geography helps us find answers to questions about the world around us – about where things are and how they got there. Children need to experience their local environment, to understand the here and now, to then be able to expand this understanding to the near and far universe. Children learn about geography beginning with their daily experiences, where they go and what they do there.		
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>Investigating places: this involves children learning to describe where places are and what they notice about them.</li> <li>Investigating patterns: this involves children noticing spatial relationships.</li> <li>Communicating geographically: this involves children developing knowledge of geographical representations, such as maps, and learning to use geographical terminology.</li> </ul>		
<b>Vocabulary</b>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>beach</li> <li>church</li> <li>cinema</li> <li>desert</li> <li>globe</li> <li>hill</li> <li>map</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>mosque</li> <li>mountain</li> <li>railway</li> <li>rainforest</li> <li>river</li> <li>road</li> <li>supermarket</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>beach</li> <li>church</li> <li>cinema</li> <li>desert</li> <li>globe</li> <li>hill</li> <li>map</li> </ul>	<ul style="list-style-type: none"> <li>mosque</li> <li>mountain</li> <li>railway</li> <li>rainforest</li> <li>river</li> <li>road</li> <li>supermarket</li> </ul>
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Nursery	Reception 1	Reception 2	ELG
<p>Talks about the location of familiar places. Knows there are different countries in the world and is able to talk about them through experience or from what they have seen in books or films.</p> <p>Can follow a simple map, e.g. by placing objects on a table in the correct position shown on a map.</p> <p>Can talk about prominent geographical features in their local area, e.g. the hill behind the school, the stream at the bottom of the hill.</p>	<p>Gives details about where they live, e.g. city, town or village name, street name.</p> <p>Uses some geographical vocabulary to describe their local environment.</p> <p>Can talk about some places of local interest, e.g. the library, places of worship, bus stops, train stations, shops, restaurants.</p> <p>Can interpret a simple map of the classroom.</p> <p>Is able to talk about some similarities and differences in countries around the world.</p>	<p>Can interpret an aerial view of their school setting, commenting on what they can see, including buildings and roads.</p> <p>Points out landmarks while on a walk in their local area.</p> <p>Can draw a simple map of the classroom, indicating different interest areas.</p> <p>Uses some specific geographical vocabulary to describe different locations.</p> <p>Is able to see where their country is in the world in relation to others.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>This is me. Where I live.</b>	<b>Celebrations around the world. World religions.</b>	<b>We are explorers. Environments that are different to the one in which they live.</b>	<b>New life. Understand that some places are special to members of their community.</b>	<b>Digging up the past Draw information from a simple map.</b>	<b>Down on the farm. Images and people from the past.</b>

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KS1 Quigley Milestone 1 Statements	National curriculum
<p><b>Investigate places (IPI)</b></p> <ul style="list-style-type: none"> <li>• 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?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans.</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<p><b>Investigate patterns (IPa)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Identify land use around the school.</li> </ul>	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
<p><b>Communicate geographically (CG)</b></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>• 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.</li> </ul>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>

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• Devise a simple map; use and construct basic symbols in a key. Use simple grid references (A1, B1).	• 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.
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CQ Units	NC links	Unit to cover	Vocabulary	Sticky knowledge / skills (key facts)
<b>Year 1 Mapping the world</b>	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)	World Continent Ocean Countries Globe Atlas North Pole South Pole	To know North, East, South and West on a compass and identify where the equator is.  Name the seven continents.  Name the five oceans.  Know that a physical feature is natural and human feature is man-made.
<b>Year 1 Describing maps of the world: 1</b>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>key human features, including: city, town, village, factory, farm, house, office and shop.</li> </ul>			
<b>Year 1 Climate</b>	<ul style="list-style-type: none"> <li>Identify location of hot and cold areas of the world in relation to the equator and the North and South Poles.</li> </ul>	Extreme Weather (Summer)	Heatwave, flood, blizzard, hurricane, warm, hot	Name weather and match to symbols.  Name and identify extreme weathers: heat wave, flood, hurricane and blizzard.
<b>Year 1 Weather</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>			
<b>Year 1 Extreme weather</b>	<ul style="list-style-type: none"> <li>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?).</li> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>			
<b>Year 1 Extreme weather</b>	<ul style="list-style-type: none"> <li>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?).</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> </ul>			

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	<ul style="list-style-type: none"> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> </ul>			
	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Identify land use around the school.</li> </ul>			
	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>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.</li> <li>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>			
<p><b>Year 1</b>  <b>The United Kingdom</b>          The United Kingdom: England          The United Kingdom: Scotland          The United Kingdom: Wales          The United Kingdom: Northern Ireland          England: London          Scotland: Edinburgh          Wales: Cardiff          Northern Ireland: Belfast</p>	<ul style="list-style-type: none"> <li>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?).</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> </ul>	<p>Our Country (Autumn)</p>	<p>Atlas          Town          City          Country          United Kingdom          Capital City          Population          Flag</p>	<p>Children need to name and locate the four countries within the United Kingdom- England, Scotland, Wales and Northern Ireland.</p> <p>Name the capital cities of England, Northern Ireland, Scotland and Wales.</p> <p>Identify and name famous landmarks in London: Big Ben, London Eye and Tower of London</p> <p>Know that a human feature is man made and a physical feature is natural.</p>
	<ul style="list-style-type: none"> <li>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.</li> </ul>			

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<p><b>Year 2</b> Describing maps of the world: 2</p>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Identify land use around the school.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> </ul>	<p>Marvellous mapping (Spring)</p>	<p>Key</p> <p>Atlas</p> <p>Globe</p> <p>Route</p> <p>Directions</p> <p>Aerial view</p> <p>Continent</p>	<p>What is human geography</p> <p>-Things created by humans</p> <p>What is physical geography</p> <p>-Things created by nature</p> <p>Name some countries from Europe</p> <p>-France, Germany, Italy and Ukraine</p> <p>Know the 8 compass points</p>
<ul style="list-style-type: none"> <li>• 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</li> </ul>				
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Devise a simple map; use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>				
<p><b>Year 2</b> <b>Australia</b> Australia: Aboriginal people Australia: animals Australia: Great Barrier Reef Australia: Sydney Australia: Daintree Rainforest</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans.</li> </ul>	<p>Australia Adventure (Summer)</p>	<p>Continent</p> <p>Ocean</p> <p>Climate</p> <p>City</p> <p>Outback</p> <p>Culture</p> <p>Compare</p> <p>Contrast</p>	<p>The capital city of Australia is Canberra</p> <p>The climate of Australia is varied.</p> <p>Atlas and map work to look at the physical and human features of Australia.</p>

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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Identify land use around the school.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> <li>• 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.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)</li> </ul>			
<p><b>Year 2 Continents and Oceans</b> The Arctic Ocean The Atlantic Ocean The Pacific Ocean The Indian Ocean The Southern Ocean</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>• Name and locate the world's continents and oceans.</li> </ul>	<p>Land and Sea (Autumn)</p>	<p>Atlas Globe Aerial view Continent Ocean Compass</p>	<p>Recall 7 continents of the world Europe Africa Asia N America S America Antarctica Oceania</p> <p>Recall Oceans of the world Atlantic Pacific Indian Arctic Southern</p>

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				Identify and locate the equator on a map.
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KS2 Quigley Milestone 2 Statements	National curriculum
<p><b>Investigate places (IPI)</b></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• 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.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• 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.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<p><b>Investigate patterns (IPa)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time.</li> </ul>	<p><b>Human and physical geography</b></p> <p>describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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.</p>
<p><b>Communicate geographically (CG)</b></p>	<p><b>Geographical skills and fieldwork</b></p>



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<ul style="list-style-type: none"> <li>• Describe key aspects of:             <ul style="list-style-type: none"> <li>• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements and land use.</li> </ul> </li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• 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.</li> </ul>
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CQ Units	NC links	Units to cover	Vocabulary	Sticky knowledge / skills (Key Facts)
<b>Year 3</b> Landscapes: weathering Landscapes: rivers Landscapes: mountains	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• 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.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• 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.</li> </ul>	Land of hope and glory (Autumn)  Settlements and land use (Spring)	country capital city United Kingdom Great Britain land border physical geography landmark	<p><b>Land of hope and glory</b></p> <ul style="list-style-type: none"> <li>• Countries and cities of the UK</li> <li>• River Severn where it starts and ends (Wales and Gloucestershire)</li> <li>• Demonstrate how to use an Atlas to find specific information (contents page and index).</li> </ul> <p><b>Settlements</b></p> <ul style="list-style-type: none"> <li>• Give two things that would make a good settlement</li> <li>• Explain why canals were built in England.</li> <li>• Recall what is meant by an urban and rural. (What might you see in an urban/ rural location?)</li> <li>• Using an aerial photograph, identify a city and a town.</li> </ul>

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				<p>Explain how the land is used (river for transport etc)</p>
	<ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries.</li> </ul>			
	<ul style="list-style-type: none"> <li>Describe key aspects of:                     <ul style="list-style-type: none"> <li>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>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.</li> </ul> </li> </ul>			
<p><b>Year 3</b> Erosion and deposition: rivers Erosion and deposition: coasts Erosion and deposition: management</p>	<p>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> <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>Explain own views about locations, giving reasons.</p>	<p>Land of hope and glory (Autumn)</p>	<p>country capital city United Kingdom Great Britain land border physical geography landmark</p>	<p><b>Land of hope and glory</b></p> <ul style="list-style-type: none"> <li>Countries and cities of the UK</li> <li>River Severn where it starts and ends (Wales and Gloucestershire)</li> <li>Demonstrate how to use an Atlas to find specific information (contents page and index).</li> </ul>
<p><b>Year 3</b> Transportation: cities Transportation: national Transportation: international</p>	<ul style="list-style-type: none"> <li>human geography, including: settlements and land use.</li> </ul>	<p>Settlements (Spring)</p>	<p>Agriculture Early settlers Healthcare Industrial Leisure Retail settlement</p>	<p><b>Settlements</b></p> <p>Give two things that would make a good settlement</p> <p>Explain why canals were built in England.</p> <p>Recall what is meant by an urban and rural. (What might you see in an urban/ rural location?)</p> <p>Using an aerial photograph, identify a city and a town. Explain how the land is used (river for transport etc)</p>

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	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.			
<b>Year 3</b> The water cycle: the cycle The water cycle: clouds and precipitation Climate change	<ul style="list-style-type: none"> <li>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul>	Land of hope and glory (Autumn)	country capital city United Kingdom Great Britain land border physical geography landmark	<b>Land of hope and glory</b> Countries and cities of the UK River Severn where it starts and ends (Wales and Gloucestershire) Demonstrate how to use an Atlas to find specific information (contents page and index).
<b>Year 3</b> Describing maps of the world: 1	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.	Citizen of the world (Summer)	Compass Physical geography Human geography equator	Locate and label the equator and the tropics. Describe the climate in the tropics. What is the prime meridian? What are the names of the lines used to describe any places on Earth?  Locate and label the Prime Meridian. Label the western and eastern hemispheres. Label these lines on a diagram of the Earth.
<b>Year 3</b> Describing maps of the world: 2	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.			
	<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> </ul>			
<b>Year 4</b> Europe	Name and locate the countries of Europe and identify their main physical and human characteristics.	Eurovision (Autumn)	Human features	

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	<ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries.</li> </ul>			
Year 4 international trade: food	Ask and answer geographical questions about the physical and human characteristics of a location.		Physical features	To recall that France, Germany, Italy, the UK and Spain are countries in Europe.
			Hemisphere	
			Equator	To compare our climate with Spain's climate.
			Coast	To locate the United Kingdom on a globe.
International trade: natural resources			Climate	
International trade: tourism	human geography, including: settlements and land use.			
Year 4 Earthquakes and volcanoes: plate tectonics	physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.	Earthquake and Volcano (Spring)	Main Vent	To be able to name some volcanoes around the world: Mount Vesuvius, Mount Etna, Mount Pelée.
			Conduit	
			Magma Chamber	To explain the different movements of tectonic plates: transform, convergent, divergent.
		Tectonic Plates		
		Fault Lines		
		The Ring of Fire		
		Crust		
		Mantle	Use a map of the world to help explain why larger earthquakes take place where they do.	
		Core		
Earthquakes and volcanoes: the Pacific Ring of Fire	Use a range of resources to identify the key physical and human features of a location.			
Earthquakes and volcanoes: impact	human geography, including: settlements and land use.			
Year 4 Describing maps of the world: 3	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.	Maps and fieldwork in the local area (Summer)	compass map coordinates fieldwork northings eastings	Know the eight points of a compass. Recognise and use a key to identify symbols on a map: roads, rivers, railways.

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				Use grid references to locate the school and local roads on a map.
	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.			

KS2 Quigley Milestone 3 Statements	National curriculum
<b>Investigate places (IPI)</b> <ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>	<b>Locational knowledge</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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)</li> </ul>
	<b>Place knowledge</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>Investigate patterns (IPa)</b> <ul style="list-style-type: none"> <li>• Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> </ul>	<b>Human and physical geography</b> <ul style="list-style-type: none"> <li>describe and understand key aspects of:                             <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> </li> </ul>

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<ul style="list-style-type: none"> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<p><b>Communicate geographically (CG)</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of:             <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> <li>• 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.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• 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.</li> </ul>

CQ Units	NC Links	Units to cover	Vocabulary	Sticky Knowledge
Year 5 South America: population	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	South America (Spring)	Landmass Landlocked Colony Indigenous Populous River Basin Tributary Discharging Topographic Seismic Subduction	Name and locate 3 of the countries of South America and identify 2 of their main physical and human characteristics.
	<ul style="list-style-type: none"> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>			
	Collect and analyse statistics and other information in order to draw clear conclusions about locations.			
	<ul style="list-style-type: none"> <li>• Identify and describe how the physical features affect the human activity within a location.</li> </ul>			

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South America: rivers	Name and locate the countries of North and South America and identify their main physical and human characteristics.  Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.		Population	
South America: mountains				
	Describe and understand key aspects of: <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul>			
Year 5 four-figure grid references	<ul style="list-style-type: none"> <li>• Use the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> </ul>	Four figure grid references and using maps.	Atlas Compass Digital map Easting Northing National Grid Ordnance Survey Symbols Grid Reference	Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>			
Map Features	<ul style="list-style-type: none"> <li>• Use the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> </ul>			
Year 5 Biomes and climate zones	<ul style="list-style-type: none"> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	Biomes and Climate Zones (Summer)	Categorise Inhabit Biome Climate zone Terrestrial Aquatic / Marine Equatorial	To be able to compare and contrast two different biomes e.g. tundra and rainforest.
Tropical rainforest biome	<ul style="list-style-type: none"> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>			
Ice biome Savannah Freshwater Marine				

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			Sub-equatorial Desertification Deforestation Eco-system	
Year 6 North America: population	<ul style="list-style-type: none"> <li>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.</li> </ul>	Land of the free (Autumn)	Canyon Erosion Latitude Longitude Mountain range Plateau Population Density	Locate New York on a map Explain and recall why the population of North America is distributed.
	<ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> </ul>			
	Collect and analyse statistics and other information in order to draw clear conclusions about locations.			
North America: rivers	Understand some of the reasons for geographical similarities and differences between countries.	Land of the free (Autumn)	Canyon Erosion Latitude Longitude Mountain range Plateau Population Density	Explain and recall why the population of North America is distributed.
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.	Biomes (Summer)	Longitude	I can identify biomes are located



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<p>Temperate deciduous forest</p> <p>Tundra</p> <p>Desert</p> <p>Taiga</p> <p>Grassland</p>	<ul style="list-style-type: none"> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul> <ul style="list-style-type: none"> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of:</li> <li>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul>		<p>Latitude</p> <p>Biome</p> <p>Climate</p> <p>Physical Feature</p> <p>Terrestrial</p> <p>Marine</p>	<p>within North America.</p> <p>I can explain lines of longitude and latitude.</p> <p>I can understand the key features of each biome.</p> <p>I can compare biomes for similarities and differences.</p>
<p>Using maps: six-figure grid references</p>	<p>Use the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p>	<p>Grid references</p>	<p>Horizontal</p> <p>Vertical</p> <p>Northings</p> <p>Eastings</p> <p>Grid Square</p> <p>Grid Reference</p> <p>Grid numbers</p> <p>Locate</p>	<p>I can use a four-figure and six-figure reference to locate.</p> <p>I can plot a route using six-figure grid references.</p>

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