



CUSP Geography Mixed Year Group Progression Map

	Year 1/2 Cycle A	Year 1/2 Cycle B	Year 3/4 Cycle A	Year 3/4 Cycle B	Year 5/6 Cycle A	Year 5/6 Cycle B
AUTUMN	<p>Human and physical Geography</p> <p>Local Area Study</p>	<p>Locational knowledge</p> <p>Continents Oceans Countries of UK</p>	<p>Human and physical Geography</p> <p>Rivers</p> <p>Place knowledge</p> <p>Map skills – environmental regions</p>	<p>Human and physical Geography</p> <p>Local area study</p> <p>Geographical skills and fieldwork</p> <p>OS maps and scale</p>	<p>Human and physical Geography</p> <p>Physical processes earthquakes, mountains and volcanoes</p>	<p>Human and physical Geography</p> <p>World countries biomes and environmental regions</p>
SPRING	<p>Place knowledge</p> <p>Comparison of a non-European location with small area of UK (London and Nairobi)</p>	<p>Place knowledge</p> <p>Capital cities of UK</p> <p>Seas around UK</p> <p>Hot and cold places</p>	<p>Geographical skills and fieldwork</p> <p>Map skills and environmental regions</p> <p>Human and physical Geography</p> <p>Water cycle</p>	<p>Locational knowledge</p> <p>UK Study</p>	<p>Human and physical Geography</p> <p>Settlements and relationships</p> <p>Place knowledge</p> <p>Geography Comparison study of North America, Europe and UK</p>	<p>Geographical skills and fieldwork</p> <p>4 and 6 figure grid references</p>
SUMMER	<p>Geographical skills and fieldwork</p> <p>Local area map work skills and introduction to scale</p> <p>Place knowledge</p> <p>Location, Environment, Pattern, Similar Compare an alternative non-European locality (Village in a rainforest)</p>	<p>Geographical skills and fieldwork</p> <p>Hot and cold places</p> <p>Mapping and fieldwork</p>	<p>Locational knowledge</p> <p>Latitude and longitude</p>	<p>Locational knowledge</p> <p>Revisit: Human and physical features</p>	<p>Geographical skills and fieldwork</p> <p>UK, Europe and North America comparison study</p> <p>OS Maps and fieldwork (orienteering)</p>	<p>Geographical skills and fieldwork</p> <p>OS Maps and fieldwork</p>



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Examples of Cumulative End Goals – By the end of KEY STAGE 1

	LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
Cycle 1 (Y2 content) Local area study – Human and Physical Geography	Pupils develop an understanding of the concept of LOCATION through: 	Pupils develop an understanding of the concept of PLACE through: 	Pupils develop an understanding of the concept of human and physical geography through: 	Pupils develop an understanding of the concept of Geographical skills and fieldwork through:
Comparison of a non-European location with small area of UK (London and Nairobi)	<ul style="list-style-type: none"> • naming and locating the world's seven continents and five oceans (Y1) • naming, locating and identifying the four countries and capital cities of the United Kingdom (Y1) • identifying the characteristics of the four countries and capital cities of the United Kingdom (Y1) 	<ul style="list-style-type: none"> • knowing where England and London are located (Y2) • knowing and explaining the main human and physical features of London (Y2) • knowing and explaining where Kenya and Nairobi are located (Y2) • knowing and explaining the main human and physical features of Nairobi (Y2) 	<ul style="list-style-type: none"> • knowing and explaining seasonal and daily weather patterns (Y1) • locating the Equator, North and South Poles (Y1) • locating and name hot and cold places in the world (Y1) • using geographical vocabulary to refer to physical features: (Y1/2) <ul style="list-style-type: none"> o <i>beach, cliff, coast, forest, hill, landmark, mountain, ocean, river, sea, soil, savanna, valley, vegetation, season, weather, urban, rural and coastal</i> 	<ul style="list-style-type: none"> • using world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans (Y1/2) • knowing and using 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 (Y1/2) • using aerial photographs and plan perspectives to recognise landmarks as well as basic human and physical features (Y2)
Local area map work skills and introduction to scale				
Compare an alternative non-European locality (Village in a rainforest)				
Cycle 2 (Y1 content) Continents, oceans, countries and capital cities of UK and seas				
Hot and cold locations	<ul style="list-style-type: none"> • knowing and naming the oceans and seas surrounding the United Kingdom (Y1) • identifying and locating the location of a non-European countries (Y2) • identifying and locating their school and locality (Y2) 	<ul style="list-style-type: none"> • knowing and explaining the similarities and differences of these two places (Y2) 	<ul style="list-style-type: none"> • using geographical vocabulary to refer to human features: (Y1/2) <ul style="list-style-type: none"> o <i>city, town, village, landmark, factory, farm, house, office, port, harbour, shop, slum</i> 	<ul style="list-style-type: none"> • making a simple map using basic symbols in a key (Y1/2) • knowing and explaining larger and smaller scale maps, including OS maps (Y2)
Local area map work skills				



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Examples of Cumulative End Goals – By the end of LOWER KEY STAGE 2

	LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
Cycle 1 (Y4 content)	Pupils develop an understanding of the concept of LOCATION through:	Pupils develop an understanding of the concept of PLACE through:	Pupils develop an understanding of the concept of human and physical geography through:	Pupils develop an understanding of the concept of Geographical skills and fieldwork through:
Rivers				
Water Cycle	<ul style="list-style-type: none"> locating and knowing about the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America (Y4) 	<ul style="list-style-type: none"> explaining what regions, counties and cities are like in the United Kingdom (Y3) 	<ul style="list-style-type: none"> knowing and describing key physical geography features <ul style="list-style-type: none"> <i>topography, climate zones, vegetation belts, mountains, rivers, and the water cycle (Y3/4)</i> 	<ul style="list-style-type: none"> making choices when using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied (Y3/4)
Map skills – environmental regions	<ul style="list-style-type: none"> knowing and locating environmental regions, key physical and human characteristics, countries and major cities (Y4) 	<ul style="list-style-type: none"> explaining the similarities and differences between places across the world (Y3/4) 	<ul style="list-style-type: none"> knowing and describing key human geography features 	<ul style="list-style-type: none"> skilfully using 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 (Y3/4)
Latitude and Longitude	<ul style="list-style-type: none"> naming and locating counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (Y3) 	<ul style="list-style-type: none"> knowing and explaining about places that are built around rivers (Y4) 	<ul style="list-style-type: none"> knowing and describing key human geography features <ul style="list-style-type: none"> <i>region, county, capital city, city, settlement, recreation, harbour, (Y3/4)</i> 	<ul style="list-style-type: none"> skilfully using 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 (Y3/4)
Cycle 2 (Y3 content)				
Local area study – human and physical geography	<ul style="list-style-type: none"> identifying land-use patterns and know how some of these aspects have changed over time (Y3) 	<ul style="list-style-type: none"> knowing and explaining the similarities and differences between places that are located in different environmental regions, such as Mediterranean or Polar (Y4). 	<ul style="list-style-type: none"> knowing and explaining how places are shaped by human and physical features 	<ul style="list-style-type: none"> using 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, such as Digimap for Schools. (Y3/4)
OS maps and scale	<ul style="list-style-type: none"> identify and explain 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) (Y4) 		<ul style="list-style-type: none"> knowing and explaining how physical features shape a place and the reason that human features are there 	
UK Study				
Map skills – environmental regions	<ul style="list-style-type: none"> knowing about significant individuals, such as Wladimir Köppen who first identified major climate types (Y4) 			
Revisit Human and physical geography				



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Examples of Cumulative End Goals – By the end of UPPER KEY STAGE 2

	LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
	Pupils develop an understanding of the concept of LOCATION through: 	Pupils develop an understanding of the concept of PLACE through: 	Pupils develop an understanding of the concept of human and physical geography through: 	Pupils develop an understanding of the concept of Geographical skills and fieldwork through:
Cycle 1 (Y6 content) Physical processes – earthquake, mountains and volcanoes	<ul style="list-style-type: none"> • knowing and locating countries and cities of the world (Y5/6) • identifying and explaining world biomes by building on prior knowledge of environmental regions (Y5) • knowing and locating the world's countries, using maps to explain how the key physical and human characteristics define countries and major cities (Y5/6) • knowing and explaining where major tectonic plates are located (Y6) • using latitude and longitude to precisely locate places in the world 	<ul style="list-style-type: none"> • knowing, explaining and understanding geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom (Lake District), a region in a European country (Tatra Mountains in Poland), and a region within North (Jamaica) or South America (Y6) • knowing and explaining that places are shaped by their location, physical and human features (Y5/6) • knowing and explaining why the features of places are defined by their human and physical features, such as trade or tourism (Y5/6) 	<ul style="list-style-type: none"> • knowing and describing key physical geography features and processes <ul style="list-style-type: none"> ○ <i>climate zones, vegetation belts, earthquakes, mountains and volcanoes (Y5/6)</i> • knowing and describing key human geography features <ul style="list-style-type: none"> ○ types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Y5/6) 	<ul style="list-style-type: none"> • making choices to maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied (Y5/6) • accurately using the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and orienteering) to build their knowledge of the local area as well as the United Kingdom and the wider world (Y5/6) • using 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, such as Digimap for Schools. (Y5/6)
Settlements and relationships				
Comparison study of North America, Europe and UK				
Maps and orienteering				
Cycle 2 (Y6 content) World cities, biomes and environmental regions				
4 and 6 figure grid references				
Revisit World cities, biomes and environmental regions				
OS maps and fieldwork				