



Highfield Primary School

Highfield Geography Progression Map

	Unit 1	Unit 2	Unit 3
Nursery	People, cultures and communities Continue developing positive attitudes about the differences between people. To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue developing positive attitudes about the differences between people. <i>Talk about my immediate environment – exploring the school and its grounds. Begin to understand and explain, as well as the need to respect and care for the natural environment and all living things.</i>		
Reception	People, cultures and communities Draw information from a simple map. Opportunities to draw simple maps of their immediate environment <i>and describe how environments might vary from one another (Sainsbury's Trips, Wetlands and Gruffalo park).</i> Recognise that people have different beliefs and celebrate special times in different ways. Opportunities for children to engage with religious and cultural communities. <i>Celebrate Diwali, Eid, Chinese New Year, Passover and Christmas. Planned trips and visitors from a range of local places of worship.</i>		
Year 1	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Find where you live on a map of the United Kingdom and know your address. <i>Oliver Jeffers – The Way Back Home</i>	What is an explorer? <ul style="list-style-type: none"> • <i>Link to Geography – Begin to learn about the continents and exploration of the polar regions: Marco Polo, Isabella Bird, Gertrude Bell</i> • <u>Polar Explorers:</u> Ernest Shackleton, Captain Scott, Ranulph Fiennes, Ann Bancroft <i>BV – Individual Liberty</i> Multiculturalism: <ul style="list-style-type: none"> • <i>Celebrate multi-culturalism of the U.K., London and our school. Migration to London/U.K. – share local & family stories and histories.</i> 	<ul style="list-style-type: none"> • Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map – <i>Local Fieldwork – Mapping the different habitats in the school grounds.</i>

			<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Oceans and Seas: Learn about the 5 oceans of the world (and introduce the continents). Compare Atlantic and Pacific Oceans. Explore key physical features of oceans such as reef systems, light zones, ocean habitats and links to temperature, climate change and pollution.</p> <p>Manfish – Jacques Cousteau Introduce Darwin and the Galapagos Islands.</p>	
Year 2	<p>Name, locate and discover the world's seven continents (and review five oceans) using world maps, atlas's and globes. Introduce main biomes of the world.</p>	<p>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</p> <p><i>Use fieldwork and observational skills to study the Geography of the school grounds and local area. (Taking plan perspective photographs of the local roads/ river/ area. Children to use a map to get to the different locations.)</i></p> <p>Use basic Geography vocabulary to refer to key physical & human features</p>	<p>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.</p> <p>'Linked by the Atlantic' –compare and contrast areas of the Gambia and the UK – the floodplain of the Gambia River and the River Thames. Introduce different settlement types – villages, towns & cities and focus on settlement by rivers – London and Banjul, urban/rural populations and the challenges of growing cities., climate, transportation, economy, tourism.</p> <p>BV- Individual liberty, Mutual Respect & tolerance and rule of Law</p>	<p>What is agriculture? Arable farming Pastoral farming How does farming change the landscape? How does our food affect farming? Revisit the Gambia – agriculture subsistence farming, cash crops and adapting to climate change (including irrigation)</p> <p>BV-Rule of law</p>
Year 3	<p>Name & locate counties & cities of UK, geographical regions, human & physical characteristics & key topographical features and</p>		<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe their features</p>

	<p>land –use patterns; and understand how some of these aspects have changed over time.</p>	<p>the United Kingdom, and of a small area in a contrasting non-European country. Use maps, atlases, globes and digital/computer mapping to locate countries and describe their features. Coastal processes (erosion, transportation & deposition) and landforms. <i>HEP</i> Jurassic coast, including significance of its rocks and fossils.</p> <p>Links to core text- ‘Gregory Cool’ by Caroline Binch.</p>	<p>Contrast the Jurassic coast to other coastal habitats in the Indian Ocean – coastal erosion in the Bay of Bengal.</p> <p><i>Field Work- Children to walk to Winchmore Hill train station to catch the train for their school trip. After going on their school trip children to make a map of the short route experienced, with features in the correct order. Children to use standard symbols and a key. Discuss the different types of land use observed and how these would be represented on a map</i></p>
<p>Year 4</p>	<p>Volcanoes <i>HEP</i> & Earthquakes – (human & physical G of a region in a European country - Italy) Structure of the Earth. Tectonic plates – California & the San Andreas fault. eg Mt Etna - Sicily, (with reference to Vesuvius, Pompeii/Herculenum). Link to settlements – Why do people still live near volcanoes? Compare to a region in the UK (Sicily – settlement around Mt Etna and Wales – Snowdonia). Tourism. <i>BV- Individual liberty and Mutual Respect</i></p>	<p>European theme – Focus on Mediterranean countries and regions <i>HEP</i> Environmental regions, key physical & human characteristics, countries & major cities, Mediterranean & temperate climate (UK), biomes & vegetation belts, human use of resources – food/water/materials, land settlement, tourism. Begin looking at rivers like the new river.</p>	<p><i>Local area fieldwork – observe, measure & record human & physical features incl sketch maps, plans & graphs & digital technologies of Winchmore Hill.</i> <i>Use 8 points of a compass for direction and 6-figure grid references of Ordnance Survey maps to build their knowledge of the United Kingdom</i> <i>Count the number of people using different areas of Bromfield park – link to data handling in maths.</i> The Water Cycle. Make a biome in a bag</p>
<p>Year 5</p>	<p>North & South America <i>HEP</i> Population distribution (across world, then focus on N&S America). Megacities. Urban-rural migration. Favelas & stereotypes. Human and Physical features of a region – economic activity and trade links, distribution of natural resources. Farming, air trade and globalisation – coffee, chocolate etc <i>BV- Individual liberty and Rule of Law</i></p>	<p>North & South America <i>HEP</i> Amazon basin region: Rainforest eco-system, relationship to climate, living in the rainforest, deforestation, human settlement, economy, population distribution & movement. California – (review structure of the Earth) use of natural resources. How is climate change affecting California? <i>BV- Individual liberty and Rule of Law</i></p>	<p>Oceans <u>Locational knowledge:</u> Position & significance of longitude, latitude, equator, hemispheres, tropics, Arctic & Antarctic. The Prime/Greenwich Meridian & time zones. Use maps, atlases, digital images etc</p> <p><u>Oceans & seas:</u> Review & extend knowledge of the 5 oceans. Oceans & global climate, trade, transport, food, tourism, climate change. Marine biomes. <i>Children draw thematic or sketch maps to show the route to Woodcroft. Include symbols and a key. Create grid references for their map</i></p>

Year 6

Mountains and rivers– *HEP* incl. local fieldwork River Lea/New River & contrasting river study. Mountains, formation, climate, location - Briefly review the position and significance of latitude, longitude, the Equator, the northern and southern hemispheres, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle Review mountain formation & composition of the Earth. Mountain ranges - UK mountainous regions - Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Worldwide ranges - including the Himalayas, famous mountains - the 7 summits. Famous mountaineers - Tenzing Norgay and Sir Edmund Hilary (Hilary & team practised on Snowdon) Famous rivers of the world including the Indus, Ganges, Yangtze, Brahmaputra, Mekong, Irrawaddy River, and Yellow River which have their sources in the Himalayas. Glacial retreat. *Local fieldwork River Lea/New River & contrasting river study. RGS Rivers fieldwork. Collect data and link to data handling in maths.* Cross curricular links with core books- 'Everest' by Alexandra Stewart and Shackleton's Journey'

Compare 3 contrasting regions: Mediterranean, Amazon basin, (or California) and London Using key themes of: Land use and natural resources (sustainability and climate change) Tourism and migration (ethical questions, values and attitudes). Greta Thunberg. Include geographical data. *BV- Individual liberty and Rule of Law*

Climate change (understanding it and being prompted to responsible action on various scales)

Scope: the overall geography programme builds a comprehensive knowledge base for ensuring that pupils are in a position to understand the problem geographically and scientifically and draws directly on specific knowledge in the science curriculum. In each year pupils come at this issue from many angles – rain forests, oceans, climate, land use, human interaction with resources and sustainability are addressed again and again, in contrasting regions of the globe, until the more sophisticated problem-solving and enquiries pupils will undertake in Year 6 are based on very firm foundations of pupil knowledge, interest and motivation.

Coherence: the overall geography programme ensures that pupils' encounters with themes pertinent to climate change are not random and complement each other explicitly; moreover, the additional knowledge pupils gain about human action, human exploitation of other humans and the land, beliefs associated with resources and the land, ensures that pupils gain a rich sense of period and sense of place that makes the study of those regions of the globe where climate change is most visible or being accelerated is not superficial, forgettable and abstract, but richly memorable in its visual colour and stories of human interaction (eg Antarctic, Amazon basin, various tourist areas, immediate local references)

Rigour: understanding climate change needs geography, science and mathematical knowledge; pupils will understand how geographical data has shown us climate change at work, how specifically geographical questions have shaped enquiries which help geographers to gain the new knowledge that they need to establish the causes, pace and effects of climate change, how patterns of interaction and interdependence make bad habits hard to break and what geographical thinking can do to help us tackle this.

Sequencing: each new geographical issue or topic builds on the last and prepares for the next so that the cumulative effect of knowledge about and disposition to act for climate change is powerful.