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. *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.*		
Reception	People, cultures and communities Draw information from a simple map. Opportunities to draw simple maps of their immediate environment *and describe how environments might vary from one another (Sainsbury's Trips, Wetlands and Gruffalo park).* Recognise that people have different beliefs and celebrate special times in different ways. Opportunities for children to engage with religious and cultural communities. *Celebrate Diwali, Eid, Chinese New Year, Passover and Christmas. Planned trips and visitors from a range of local places of worship.*		
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. *Oliver Jeffers – The Way Back Home* Big Question: What makes the United Kingdom special?	What is an explorer? • *Link to Geography – Begin to learn about the continents and exploration of the polar regions:* Marco Polo, Isabella Bird, Gertrude Bell • Polar Explorers: Ernest Shackleton, Captain Scott, Ranulph Fiennes, Ann Bancroft BV – Individual Liberty Multiculturalism: • Celebrate multi-culturalism of the U.K., London and our school. Migration to London/U.K. – share local & family stories and histories. Big Question: What can explorers teach us?	• 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 – *Local Fieldwork - Mapping the different habitats in the school. grounds.* Big Question: Why are maps useful? Key Geographer – Al Idrisi

		Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <u>Oceans and Seas:</u> Learn about the 5 oceans of the world. 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. *Manfish – Jacques Cousteau* Introduce Darwin and the Galapagos Islands. Big Question: Why are oceans so important? Key Geographer – Jacques Cousteau and Charles Darwin	
Year 2	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. Big Question: How do continents differ from each other? Key Geographer – Ann Bancroft	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 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.)* Use basic Geography vocabulary to refer to key physical & human features Big Question: How can you explore a location?	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. '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. BV- Individual liberty, Mutual Respect & tolerance and rule of Law Big Question: Are cities the best type of settlement to live in? Key Geographer – David Livingstone

Year 3	Name & locate counties & cities of UK, geographical regions, human & physical characteristics & key topographical features and land –use patterns; and understand how some of these aspects have changed over time. Rivers *Including local fieldwork River Lea/New River RGS Rivers fieldwork. Collect data and link to data handling in maths.* Big Question: How are settlements similar and different?	Use maps, atlases, globes and digital/computer mapping to locate countries and describe their features Coastal processes (erosion, transportation & deposition) and landforms. Jurassic coast, including significance of its rocks and fossils. Contrast the Jurassic coast to other coastal habitats in the Indian Ocean – coastal erosion in the Bay of Bengal. Big Question: How does the location of Jurassic Coast affect its coastline? Conservation Group - The Jurassic Coast Trust	Mountains and mountainous regions of Himalayas and Snowdonia and the relationship between mountains & weather & people. Why do people live near/on mountains? Tourism & effects. 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) Use maps, atlases, globes and digital/computer mapping to locate countries and describe their features Big Question: How do mountains interact with what is around them? Famous Geographer – Tenzing Norgay
Year 4	Volcanoes & 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/Herculenium). 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. Big Question: How do volcanoes and earthquakes affect a place? Key Geographer - Katia Krafft	European theme – Focus on Mediterranean countries and regions 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. Italy. The Water Cycle. Make a biome in a bag Big Question: How do humans use the Mediterranean? Key Geographer - Michael Palin	Local area fieldwork – observe, measure & record human & physical features incl sketch maps, plans & graphs & digital technologies 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 Links with *Population.* Big Question: What makes a location desirable?

Year 5	Oceans and Seas <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 <u>Oceans & seas:</u> Review & extend knowledge of the 5 oceans. Oceans & global climate, trade, transport, food, tourism, climate change. Marine biomes. Fieldwork: Collect data on water pollution in local river. Big Question: How do oceans affect our lives and communities? Key Geographer – Boyan Slat - The Great Ocean Clear Up	North & <u>South America</u> study 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 Big Question: What are the pros and cons of living in a megacity? Key Geographer – Ynes Mexia	<u>North</u> & South America study Amazon basin region: Rainforest eco-system, relationship to climate, living in the rainforest, de-forestation , human settlement, economy, population distribution & movement. California – use of natural resources. How is climate change affecting California? Big Question: How is climate change affecting California? Key Geographer – Nellie Bly
Year 6	Polar Regions Focus on the polar climate. Research the Arctic (people live) and Antarctic (people don't live) Wildlife, fishing, sustainable development. How people live in the Arctic. Environmental issues-climate change. Antarctic – revisit climate issues – effects of climate change on Antarctica. Use and develop knowledge from oceans. Polar and sub-polar regions. Eco-systems in the polar regions. Big Question: How do people live in polar climates? Key Geographer – Sir Ernest Shackleton	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 & the School Strike movement Include geographical data. Big Question: How have people and place affected the settlements in London, the Mediterranean and the Amazon? Key Geographer – Isabella Bird	

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.