



**Curriculum Progression Map**

**Subject: Geography**

Year 5	Autumn 1 into Autumn 2	Autumn 2 into Spring 1	Spring 1 and 2	Summer 1 and 2
Topic	<b>Cheddar: The Mendips and Cheddar Gorge</b>	<i>History delivered</i>	<b>Brazil: Rainforests and cities of Brazil</b>	<i>History delivered</i>
Skills	Knowledge and use of geographical vocabulary Independent research and acquiring information Questioning and critical thinking Respect and empathy for others Recording information and data Interpreting information and data Produce reasoned and supported arguments/conclusions Cartographic (Map) Skills Graphical skills Numerical and statistical skills Literacy		Knowledge and use of geographical vocabulary Enquiry Independent research and acquiring information Questioning and critical thinking Respect and empathy for others Recording information and data Interpreting information and data Produce reasoned and supported arguments/conclusions Cartographic (Map) Skills Graphical skills Numerical and statistical skills	
Knowledge	What is physical, human and environmental geography? Where do we find places? Which map shows global, national and local? UK atlas skills and using a map- OS symbols, Compass points, scale and grid references What is relief? What are contour lines? How was the limestone Gorge formed? What physical features are found in caves? Gorge walk and questionnaires/surveys in the village.		What are climate zones? What is a biome? Where in the world are Rainforests? Where is Brazil? Can you explain the structure and features of a tropical rainforest? Why does it rain so much in the rainforest? What is convectional rainfall? What is biodiversity? How have plants adapted to the rainforest? What is deforestation? What is sustainable management? How can eco-tourism help? What is life like in a Rio favela?	
Key Vocabulary/ reading opportunities	Cheddar Gorge / Mendip Hills / Limestone / Erosion / River Avon / Floodplain / Ordnance / Survey map / Scale / Compass / Grid reference		Amazon Rainforest / Biodiversity / Canopy / Understory / Deforestation / Sustainable practices / Urbanization / Megacities / São Paulo / Rio de Janeiro	
Stretch and Challenge	Challenge imbedded throughout planning, extends student thinking surrounding the application of geographical skills, particularly their practical use in a local, and safe setting.		Challenge imbedded throughout planning, extends student thinking surrounding the skill of empathy and the way in which we understand the	

			world of others and the different experiences they may have.	
Links to Modern Britain	Appreciating Local Heritage and Tradition Supporting Local Businesses and Economy Promoting Environmental Stewardship Engaging in Responsible Tourism		Environmental Stewardship Global Citizenship Social Responsibility Cultural Appreciation Scientific Innovation	
Gatsby links (key on P5)	1 5		4 6	
Hinterland Knowledge	Enriching students' lives by delving deeper into the area that they live within – this can be supplemented by local fieldwork for our students.		A broader perspective will enhance their comprehension of geographical concepts and foster a sense of appreciation for Brazil's unique natural and cultural heritage.	

Year 6	Autumn 1 into Autumn 2	Autumn 2 into Spring 1	Spring 1 and 2	Summer 1 and 2
Topic	<b>Arctic: Living in the Freezer</b>	<b>History delivered</b>	<b>Conservation: Caring for our World</b>	<b>History delivered</b>
Skills	Map Skills Spatial Reasoning Environmental Awareness Cultural Awareness Comparative Analysis Problem-Solving and Decision-Making Investigate the social and economic challenges Recognising patterns Recording information and data Interpreting information and data		Contextual World Knowledge- locational knowledge and spatial awareness Contextual World Knowledge- places and scale (including similarities and differences between places) Physical and human processes Environmental Change and Sustainability Fieldwork and cartographic (map) skills Geographical Enquiry and Communication	
Knowledge	What makes the Arctic unique and how does it affect its wildlife? Why is the Arctic important for the world's climate? How have Indigenous peoples adapted to their Arctic environment? What challenges do Indigenous peoples face today and how are they preserving their culture? How do Arctic animals survive in harsh conditions? What threats do Arctic biodiversity face and what conservation efforts are in place? How can we help protect the Arctic? What resources can we use to learn more about the Arctic?		What is recycling? What are single use plastics? What damage have single use plastics done? How has it had an impact in the oceans? Is it too late to save the planet from plastic? What other ways have humans damaged the Earth? What is global warming? How does this link to fossil fuels? What are fossil fuels? What is a natural resource? What is renewable energy? Why will using renewable energy help? How can humans reverse the damage that has been done?	
Key Vocabulary/ reading opportunities	Tundra / Igloo / Permafrost / Aurora Borealis / Polar bear / Inuit / Subsistence hunting and fishing / Cultural adaptation		Environment / Conservation / Sustainability / Pollution/ Recycling / Renewable energy / Climate change / Deforestation / Water conservation / Stewardship	
Stretch and Challenge	Challenge imbedded throughout planning, extends student thinking surrounding both cultural and environmental awareness – the Arctic is a fragile world that needs protecting.		Challenge imbedded throughout planning, extends student thinking surrounding responsibility and our place in the fragile world around us.	
Links to Modern Britain	Upholding Environmental Stewardship Promoting Cultural Understanding and Respect Supporting Indigenous Rights and Self-Determination		Preserving Britain's Natural Heritage Promoting Sustainable Living Enhancing Public Health and Well-being	

	Addressing Climate Justice and Global Cooperation Fostering Innovation and Sustainable Development		Upholding Responsibility to Future Generations Fostering Global Cooperation	
Gatsby links	4 5		5 6	
Hinterland Knowledge	A broader perspective such as the history of migration and settlement in the Arctic student's comprehension of geographical concepts will be enhanced and it will foster a sense of appreciation for the Arctic's unique cultural heritage and the resilience of its inhabitants.		By analysing the environment in more depth, it helps students understand the importance of conservation and how to make sustainable choices; promoting globally responsible citizens.	

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>United Kingdom:</b> Investigating the UK	<b>Africa:</b> Is Africa all Desert?	<b>Kenya:</b> How can a country develop?	<b>Global:</b> How can we make a rising population sustainable?	<b>United Kingdom:</b> Coasts and Tourism	<b>Global:</b> Climate Change and Cheddar Field-work
Skills	Cartographic (Map) Skills Graphical skills Recording information and data Interpreting information and data Physical and human processes Environmental Change and Sustainability	Knowledge and use of geographical vocabulary Independent research and acquiring information Questioning and critical thinking Respect and empathy for others Recording information and data Interpreting information and data Produce well-reasoned arguments/conclusions Cartographic (Map) and Graphical Skills Numerical and statistical skills	Photograph analysis Evaluation of sustainable strategies to develop a country Application of how humans in Kenya can have environmental consequences GA02 environmental change and sustainability Explain and beginning to evaluate, the causes and consequences of environmental change. Explain clearly environmental change and begin to evaluate the impact on economy, society and environment. Explain clearly what is meant by sustainable development. Identify and begin to evaluate some sustainable strategies.	Interpretation of population pyramids. Evaluating the views of different groups of people regarding population. GA02 Both human processes in terms of population change – analysing and evaluating population data from countries. Explaining and evaluating population change impact on the environment.	Sequencing Explanation using key geographical knowledge Positives and negatives of tourism Collecting fieldwork data Manipulating fieldwork data to reach conclusions. Evaluating data collection techniques. Physical and human processes	
Knowledge	OS map skills Interpretation of symbols 4/6 figure grid references Scale and direction on OS map Coordinates/ grid references. What are the different weather patterns that affect the UK? What do we mean by relied and depression? How do these weather patterns affect the UK's climate? How does the weather affect people's lives in the UK? What are some of the challenges of forecasting the weather in the UK?	Where is Africa? Common misconceptions about Africa Do all countries in Africa have access to clean water? What a biome is? Global climate contributes to biomes Main biomes of Africa Comparison of desert biome to rainforest biome How animals adapt to environments How humans damage environments	Main features of Kenya Urbanisation – push and Pull factors What a slum settlement is Challenges and opportunities of farming in Kenya Challenges and opportunities of tourism in Kenya What is aid relief? How does tourism benefit people of Kenya? How do Kenya and Malawi deal with natural disasters? Which form of development is helping people in Kenya to improve their lives?	Reasons for different population structures around the world migration and natural increase. UK as a study of migration past and present. India study – main physical and human features of India. Population growth of India – positives and negatives of this. HIC city growth in terms of Bristol. Evaluation of positives of growth. Consideration as to how Bristol is a sustainable city.	What processes create our coasts? Coastal features of deposition and erosion Honeypot sites Lulworth Cove tourist attractions Positives and negatives of tourism	
Key vocabulary and reading opportunities	Ordnance Survey map / Scale / Compass / Grid reference / Symbols / Legend / Contour lines / Isotherms / High-pressure system / Low-pressure system	Physical Geography / Biomes / Misconceptions / Climate / Adaptations	Developed and Developing country / Low-income country (LIC) / High-income country (HIC) / Aid relief / Agriculture / Tourism / Urbanisation / Infrastructure / Poverty Reduction / Education / Healthcare	Population / Population growth / Poverty / Life expectancy / Literacy rate / Human Development Index (HDI)	Coast / Coastal tourism / Estuary / Delta / Erosion / Deposition / Sediment / Abrasion / Attrition	
Stretch and Challenge	Challenge imbedded throughout planning, extends student thinking surrounding the application of such geographical skills in the real world e.g. rain gauges and local mapping.	Challenge imbedded throughout planning, extends student thinking surrounding the problem-solving and design thinking	Challenge imbedded throughout planning, extends student thinking surrounding the following: <ul style="list-style-type: none"> <li>Complexity of developing countries and the impact on Human Development</li> </ul>	Challenge imbedded throughout planning, extends student thinking surrounding the relationships between rising populations, growing development and TNCs – making implicit and explicit links between the 3.	Challenge imbedded throughout planning, extends student thinking surrounding the deep connections between human and physical Geography.	

Links to Modern Britain	Understanding locational geography of the British Isles Promoting Sustainable Living Enhancing Public Health and Well-being	Embracing Diversity Promoting Sustainable Practices Upholding Human Rights Investing in Education	Ethical trading, sustainable development Understanding the need to support poorer countries with aid	Impact of behaviours (local/global) Tolerance and respect Understand migration issues, conflicts within countries and equality.	Reflection on the stewardship of our environment. Debate of the conflicting values of tourism at Lulworth Cove.	
Gatsby links	1 2	3 4	3 4	2 3	4 5	
Hinterland Knowledge	Enriching students' lives by delving deeper into the area that they live within – this can be supplemented by local fieldwork for our students.	Pupils will gain a comprehensive understanding of the world's interconnected systems. A holistic approach will nurture critical thinking, empathy, and global awareness.	A broader perspective will enhance their comprehension of the difference and similarities between LIC and HIC – this will enable them to identify differences in opportunities for people around the world.	Pupils will gain a comprehensive understanding of the world's interconnected systems. A holistic approach will nurture critical thinking, empathy, and global awareness.	Pupils encounter rich stories and contextual details about coastal regions from the field work that will take place to Lulworth Cove.	

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Central Africa:</b> Rainforests	<b>Asia &amp; India:</b> Economies Around the World	<b>China:</b> An Enquiry into Globalisation and the impact on the Environment	<b>Russia:</b> What has led to the conflict between Ukraine and Russia?	<b>Global:</b> Global Citizen Enquiry	<b>Global:</b> Natural Hazards
Skills	Enquiry – Note taking and summarising key information from videos Interpretation of climate graphs Constructing arguments regarding the views of different people GA02 Physical and human processes GA04 skills	Knowledge and use of geographical vocabulary Independent research and acquiring information Questioning and critical thinking Respect and empathy for others Recording information and data Interpreting information and data Produce well-reasoned arguments/conclusions Cartographic (Map) and Graphical Skills Numerical and statistical skills	Spatial Reasoning Environmental Awareness Cultural Awareness Comparative Analysis Problem-Solving and Decision-Making Investigate the social and economic challenges Recognising patterns Recording information and data Interpreting information and data	<b>Planning in progress</b>	<b>Planning in progress</b>	<b>Planning in progress</b>
Knowledge	What a biome is? Global climate contributes to biomes How animals adapt to environments How humans damage environments Characteristics of a rainforest – main layers. Importance of the rainforest at a global and local level. Sustainable uses of the rainforest.	How can India balance its energy needs with environmental sustainability, and what are the most effective and sustainable energy sources for the country? What are the main factors contributing to regional development disparities within India, and how can these disparities be addressed? What are the key challenges and opportunities for developing slums in India, and what strategies can be implemented to improve the quality of life for residents? How does India's development trajectory compare to that of the United Kingdom, particularly in terms of energy use, urbanization, and economic growth?	How has globalization and trade affected China and the world? What are the main industry sectors in China and how have they contributed to China's economic growth? How has consumerism changed in China in recent years? What are the challenges and opportunities of migration and urbanization in China? How is China promoting sustainability and addressing its population challenges? How is China's growing middle class changing the country's economy and society? What are some of the ways that China is using technology to address its challenges?			
Key Vocabulary/reading opportunities	Rainforests / Biodiversity / Deforestation / Climate change / Indigenous peoples / Conservation / Sustainable development / Wildlife / Ecotourism	Energy sources / Sustainability / Development trajectory / Newly Emerging Economy / Spatial analysis / Infrastructure / Regional development	Economic growth / Trade / Manufacturing / Investment / Urbanization / Migration / Cultural exchange / Environmental impact / Inequality / Sustainability			
Stretch and Challenge	Challenge imbedded throughout planning, extends student thinking this generation's responsibility to	Challenge imbedded throughout planning, extends student thinking surrounding the impact of alternative energy production on the ordinary citizens.	Challenge imbedded throughout planning, extends student thinking surrounding the complex relationship between corporations and living standards.			

	ensure the preservation of our planet					
Links to Modern Britain	Mutual respect – respect and working together. Tolerance – learning about other viewpoints	Embracing Diversity Promoting Sustainable Practices Upholding Human Rights	Embracing Diversity Promoting Sustainable Practices Championing Entrepreneurship Upholding Human Rights			
Gatsby links	<b>4</b> <b>6</b>	<b>3</b> <b>4</b>	<b>3</b> <b>4</b>			
Hinterland Knowledge	Understanding of where our everyday products originate from. Understanding importance of other global biomes and how interlinked with UK	Pupils will gain a comprehensive understanding of the world's interconnected systems. A holistic approach will nurture critical thinking, empathy, and global awareness.	Pupils will gain a comprehensive understanding of the world's interconnected systems. A holistic approach will nurture critical thinking, empathy, and global awareness.			

### Gatsby Links Key:

<p><b>1. Develops spatial reasoning skills:</b> Geography education helps children to develop their spatial reasoning skills, which are essential for many jobs, such as engineering, architecture, and urban planning. Spatial reasoning skills are also important for everyday tasks, such as driving, navigating public transportation, and understanding maps.</p>	<p><b>2. Improves problem-solving skills:</b> Geography education teaches children to think critically and solve problems. They learn to analyse data, identify patterns, and make informed decisions. These skills are transferable to many different types of jobs, including business, law, and healthcare.</p>	<p><b>3. Enhances communication skills:</b> Geography education helps children to develop their communication skills, both written and verbal. They learn to present information clearly and concisely, and to support their arguments with evidence. These skills are essential for success in any field.</p>
<p><b>4. Cultural awareness and empathy:</b> Geography education helps children to develop an understanding of different cultures and societies. They learn about the world's diverse populations, languages, and traditions. This understanding is essential for working in a globalized economy.</p>	<p><b>5. Prepares students for specific careers in Geography:</b> Geography education can also prepare students for specific careers in geography, such as cartography, geographic information systems (GIS), and environmental science. These careers are in high demand in the UK, and geography graduates are well-positioned to succeed in them.</p>	<p><b>6. Develop a sense of global citizenship:</b> They learn about the challenges facing the world, such as climate change and poverty, and they are inspired to make a difference. Geography education is an essential part of preparing children for the future.</p>