



Fairlands Middle School

We Collaborate, Achieve & Belong

Curriculum Progression Map

Subject: Geography

Year 5	<i>Autumn 1 into Autumn 2</i>	<i>Autumn 2 into Spring 1</i>	<i>Spring 1 and 2</i>	<i>Summer 1 and 2</i>
Topic	Conservation: Caring for our World	<i>History delivered</i>	Cheddar: The Mendips and Cheddar Gorge	<i>History delivered</i>
Skills	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 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	What is recycling? What are single use plastics? What damage have single use plastics done? How has it had an impact in the oceans?		What is physical, human and environmental geography? Where do we find places? Which map shows global, national and local?	

	<p>Is it too late to save the planet from plastic?</p> <p>What other ways have humans damaged the Earth?</p> <p>What is global warming?</p> <p>How does this link to fossil fuels? What are fossil fuels?</p> <p>What is a natural resource?</p> <p>What is renewable energy?</p> <p>Why will using renewable energy help?</p> <p>How can humans reverse the damage that has been done?</p>		<p>UK atlas skills and using a map- OS symbols, Compass points, scale and grid references</p> <p>What is relief?</p> <p>What are contour lines?</p> <p>How was the limestone Gorge formed?</p> <p>What physical features are found in caves?</p> <p>Gorge walk and questionnaires/surveys in the village.</p>	
Key Vocabulary/reading opportunities	Environment / Conservation / Sustainability / Pollution/ Recycling / Renewable energy / Climate change / Deforestation / Water conservation / Stewardship		Cheddar Gorge / Mendip Hills / Limestone / Erosion / River Avon / Floodplain / Ordnance / Survey map / Scale / Compass / Grid reference	
Stretch and Challenge	Challenge imbedded throughout planning, extends student thinking surrounding responsibility and our place in the fragile world around us.		Challenge imbedded throughout planning, extends student thinking surrounding the application of geographical skills, particularly their practical use in a local, and safe setting.	
Links to Modern Britain	<p>Preserving Britain's Natural Heritage</p> <p>Promoting Sustainable Living</p> <p>Enhancing Public Health and Well-being</p> <p>Upholding Responsibility to Future Generations</p> <p>Fostering Global Cooperation</p>		<p>Appreciating Local Heritage and Tradition</p> <p>Supporting Local Businesses and Economy</p> <p>Promoting Environmental Stewardship</p> <p>Engaging in Responsible Tourism</p>	
Gatsby links (key on P5)	<p style="text-align: center;">5</p> <p style="text-align: center;">6</p>		<p style="text-align: center;">1</p> <p style="text-align: center;">5</p>	
Hinterland Knowledge	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.		Enriching students' lives by delving deeper into the area that they live within – this can be supplemented by local fieldwork for our students.	

Year 6	Autumn 1 into Autumn 2	Autumn 2 into Spring 1	Spring 1 and 2	Summer 1 and 2
Topic	Arctic: Living in the Freezer	History delivered	Brazil: Rainforests and cities of Brazil	History delivered
Skills	Map Skills Spatial Reasoning		Knowledge and use of geographical vocabulary Enquiry	

	<p>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</p>		<p>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</p>	
Knowledge	<p>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?</p>		<p>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?</p>	
Key Vocabulary/ reading opportunities	<p>Tundra / Igloo / Permafrost / Aurora Borealis / Polar bear / Inuit / Subsistence hunting and fishing / Cultural adaptation</p>		<p>Amazon Rainforest / Biodiversity / Canopy / Understory / Deforestation / Sustainable practices / Urbanization / Megacities / São Paulo / Rio de Janeiro</p>	
Stretch and Challenge	<p>Challenge imbedded throughout planning, extends student thinking surrounding both cultural and environmental awareness – the Arctic is a fragile world that needs protecting.</p>		<p>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.</p>	
Links to Modern Britain	<p>Upholding Environmental Stewardship Promoting Cultural Understanding and Respect</p>		<p>Environmental Stewardship Global Citizenship Social Responsibility</p>	

	Supporting Indigenous Rights and Self-Determination Addressing Climate Justice and Global Cooperation Fostering Innovation and Sustainable Development		Cultural Appreciation Scientific Innovation	
Gatsby links	4 5		4 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.		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 7	Autumn 1 & 2	Autumn 2 & Spring 1	Spring 1 & Spring 2	Spring 2 & Summer 1	Summer 1 & Summer 2
Topic	United Kingdom: Investigating the UK	Africa: A Continent of Development	Global: How can a country develop? Corporations and Populations	United Kingdom: Rivers, Rocks, Coasts and Tourism	Global: How is climate change affecting the world?
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	Mapping Interpretation of maps and graphs Problem solving Recording information and data Interpreting information and data Numerical and statistical skills Produce reasoned and supported arguments/conclusions	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	Geographical enquiry Team work Oracy Presentation Physical and human processes Environmental Change and Sustainability
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?	Where is Africa? Common misconceptions about Africa Do all countries in Africa have access to clean water? How can we implement solar energy? How developed is Kenya? How can Seydou escape poverty?	LIC, HIC, Measuring development Malawi's development comparison to UK UKs employment patterns (primary, secondary, tertiary and quaternary)	What is a river? <ul style="list-style-type: none"> The water-cycle What are river processes? <ul style="list-style-type: none"> Erosion Transportation Deposition 	What does it mean to be a global citizen? What are some of the challenges that global citizens face? What are some of the ways that global citizens can make a difference in the world?

	<p>What do we mean by relief and depression?</p> <p>How do these weather patterns affect the UK's climate?</p> <p>How does the weather affect people's lives in the UK?</p> <p>What are some of the challenges of forecasting the weather in the UK?</p>	<p>Why are 40 million children in Africa not in school today?</p> <p>Why is it important to go to school?</p> <p>How does tourism affect Kenya?</p> <p>What has been the impact of tourism on Matmata, a Tunisian settlement?</p> <p>What is the diamond trade?</p> <p>Would Fairtrade benefit African workers?</p>	<p>Development caused by jobs, trade, aid and tourism.</p> <p>Differences between HIC and LICs with rise in populations</p> <p>Population pyramid interpretation</p> <p>Implications of population rise</p> <p>Population case study of China</p> <p>Migration & reasons for migrating to the UK</p>	<p>What processes create our coasts?</p> <p>Coastal features of deposition and erosion</p> <p>Honey-pot sites</p> <p>Lulworth Cove tourist attractions</p> <p>Positives and negatives of tourism</p>	<p>How can we promote global citizenship in our schools and communities?</p> <p>What are some of the resources that are available to help us learn more about global citizenship?</p>
Key vocabulary and reading opportunities	<p>Ordnance Survey map / Scale / Compass / Grid reference / Symbols / Legend / Contour lines / Isotherms / High-pressure system / Low-pressure system</p>	<p>Sustainable development / Infrastructure / Poverty Reduction / Education / Healthcare / Gender Equality / Agriculture / Environmental protection / Economic development / Cultural diversity</p>	<p>Developed and Developing country / Low-income country (LIC) / High-income country (HIC) / Population / Population growth / Poverty / Life expectancy / Literacy rate / Human Development Index (HDI)</p>	<p>River / Coast / Coastal tourism / Estuary / Delta / Erosion / Deposition / Sediment / Abrasion / Attrition / River Basins and Beds</p>	<p>Environment / Conservation / Sustainability / Pollution / Recycling / Renewable energy / Climate change / Deforestation / Water conservation / Stewardship</p>
Stretch and Challenge	<p>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.</p>	<p>Challenge imbedded throughout planning, extends student thinking surrounding the following:</p> <ul style="list-style-type: none"> In-depth Research and Presentation Problem-solving and Design Thinking 	<p>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.</p>	<p>Challenge imbedded throughout planning, extends student thinking surrounding the deep connections between human and physical Geography.</p>	<p>Challenge imbedded throughout planning, extends student thinking this generation's responsibility to ensure the preservation of our planet – the assessment through group work will stretch those seeking to extend their leadership qualities.</p>
Links to Modern Britain	<p>Understanding locational geography of the British Isles</p> <p>Promoting Sustainable Living</p> <p>Enhancing Public Health and Well-being</p>	<p>Embracing Diversity</p> <p>Promoting Sustainable Practices</p> <p>Championing Entrepreneurship</p> <p>Upholding Human Rights</p> <p>Investing in Education</p>	<p>Ethical trading, sustainable development</p> <p>Understanding the need to support poorer countries with aid</p> <p>Impact of behaviours (local/global)</p> <p>Tolerance and respect</p> <p>Understand migration issues, conflicts within countries and equality.</p>	<p>Awe and wonder at our natural world</p> <p>Reflection on the stewardship of our environment.</p> <p>Understanding and debate of the conflicting values of tourism at Lulworth Cove.</p>	<p>Working successfully as part of a group / team</p> <p>Promoting Sustainable Living</p> <p>Enhancing Public Health and Well-being</p> <p>Upholding Responsibility to Future Generations</p> <p>Fostering Global Cooperation</p>
Gatsby links	<p>1</p> <p>2</p>	<p>3</p> <p>4</p>	<p>2</p> <p>3</p>	<p>4</p> <p>5</p>	<p>4</p> <p>6</p>
Hinterland Knowledge	<p>Enriching students' lives by delving deeper into the area that they live within – this can</p>	<p>Pupils will gain a comprehensive understanding of the world's interconnected systems. A holistic</p>	<p>A broader perspective will enhance their comprehension of the difference and similarities between LIC and HIC – this will enable them</p>	<p>Pupils encounter rich stories and contextual details about coastal regions from the field</p>	<p>Analysing the environment in more depth, helps students understand our fragile planet, encouraging changes in their</p>

	be supplemented by local fieldwork for our students.	approach will nurture critical thinking, empathy, and global awareness.	to identify differences in opportunities for people around the world.	work that will take place to Lulworth Cove.	everyday lives– promoting globally responsible citizens.
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Year 8	Autumn 1 & 2	Autumn 2 & Spring 1	Spring 1 & Spring 2	Spring 2 & Summer 1	Summer 1 & Summer 2
Topic	Europe: Glaciation and map skills	China: The rise of the sleeping giant	South-East Asia: Opportunities and challenges	Interpreting world maps	Global: Challenges of the Anthropocene
Skills	Cartographic (Map) Skills Graphical skills Recording information and data Interpreting information and data Physical and human processes Environmental Change and Sustainability	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	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	Cartographic (Map) Skills Graphical skills Recording information and data Interpreting information and data Physical and human processes Environmental Change and Sustainability	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 is glaciation and how does it affect the landscape? What evidence is there that the UK was once glaciated? How can we use maps to understand the extent and impact of glaciation in the UK? What are the different types of glacial landforms and where are they found in the UK? How has glaciation shaped the UK's environment and society today?	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?	Earth's tectonic structure and movement Earthquakes and Tsunami processes on the 'Ring of Fire' Physical landscape of Asia – water? Social, political and economic, development What are the impacts of natural disasters on people and the environment in Southeast Asia? What are some of the ways that Southeast Asian countries are responding to natural disasters?	Location of continents, major countries, oceans, mountain ranges and rivers. Describing the distribution, use of CLOCC in order to describe where things are in the world. What are the different types of world maps and what are their different uses? (e.g., political maps, physical maps, thematic maps) How do mapmakers use scale, projection, and symbols to represent the world on a flat surface? How can we use world maps to analyse and understand global patterns and trends?	Change in climate from the Ice Age to the present Use of natural resources Understand how human and physical processes interact to influence and change environments and the climate Anthropocene – the 'age of humans;' the toll of human activity on our physical world The importance of understanding and managing the impact we are having. The impact on the key stakeholders of current and future generations

		What are some of the ways that China is using technology to address its challenges?	What can we do to help people affected by natural disasters in Southeast Asia?	What are some of the limitations of world maps and how can we use them critically?	Tackling the issues at various levels from government to the individual.
Key Vocabulary/reading opportunities	Glacier / Abrasion / Kettle lake / Erratic boulder / U-shaped valley / Interglacial period / Glacial period	Economic growth / Trade / Manufacturing / Investment / Urbanization / Migration / Cultural exchange / Environmental impact / Inequality / Sustainability	Earthquake / Tsunami / Typhoon / Flood / Volcano / Landslide / Early warning systems / Evacuation plans / Disaster relief / Resilience	Projection / Scale / Legend / Compass direction / Latitude / Longitude / Equator / Prime Meridian / Tropic of Cancer / Tropic of Capricorn	Climate change / Global warming / Biodiversity loss / Ocean acidification / Pollution / Inequality / Sustainability / Resilience / Adaptation / Mitigation
Stretch and Challenge	Challenge imbedded throughout planning, extends student thinking surrounding the local context of glaciation.	Challenge imbedded throughout planning, extends student thinking surrounding the complex relationship between corporations and living standards.	Challenge imbedded throughout planning, extends student thinking surrounding the response to natural disasters and the differing response depending on if HIC and LIC.	Challenge imbedded throughout planning, extends student thinking surrounding the application of map skills – further develops from previous work in Y7 and KS2.	Challenge imbedded throughout planning, extends student thinking surrounding this generation’s responsibility to ensure the preservation of our planet.
Links to Modern Britain	Understanding locational geography of the British Isles Awe and wonder at our natural world	Embracing Diversity Promoting Sustainable Practices Championing Entrepreneurship Upholding Human Rights Investing in Education	Humanitarian Assistance and Solidarity Sustainable Development Resilience and Adaptability Innovation and Technological Progress Global Cooperation	Promoting Global Awareness and Understanding Encouraging Curiosity and Exploration Promoting Intercultural Dialogue and Cooperation	Promoting Sustainable Living Enhancing Public Health and Well-being Upholding Responsibility to Future Generations Fostering Global Cooperation
Gatsby links	1 2	3 4	5 6	1 5	3 4
Hinterland Knowledge	Enriching students’ lives by delving deeper into the area that they live within.	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 geographical concepts and foster a sense of appreciation for South-East Asia and the contrasting nations within the region.	Pupils will gain a comprehensive understanding of the world's interconnected systems. A holistic approach will nurture critical thinking, empathy, and global awareness.	Students taught to understand our fragile planet and our role within this; this otherwise may not be something they are exposed to – promoting globally responsible citizens.

Gatsby Links Key:

1. Develops spatial reasoning skills: 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	2. Improves problem-solving skills: 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.	3. Enhances communication skills: 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.
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<p>for everyday tasks, such as driving, navigating public transportation, and understanding maps.</p>		
<p>4. Cultural awareness and empathy: 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>5. Prepares students for specific careers in Geography: 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>6. Develop a sense of global citizenship: 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>