

Broadwood Primary School

Geography – Progression Map



	Early Years Differences	Year 1 Different Places	Year 2 Different Lives	Year 3 Mountains, Volcanoes and Earthquakes	Year 4 Climate, Biomes and Rivers	Year 5 Resources and Trade	Year 6 Settlement and Migration
Local	<p>Case study Our school and its play areas</p> <p>Map skills and fieldwork Out in the school field Near and far Read and construct basic picture maps/drawings of some different play areas around the school</p> <p>The Earth Daily weather, change in seasons</p> <p>Its people Play areas around school</p>	<p>Case study Our School</p> <p>Map skills and fieldwork Daily weather and seasons (naming) Left and right Read and construct basic picture maps with keys of the school and its immediate environment</p> <p>The Earth Look at the effects of the changing seasons on the school environment</p> <p>Its people Make a map of the different play</p>	<p>Case study Highfields play park, Prudhoe</p> <p>Map skills and fieldwork Trip to Highfields in Prudhoe to see view over the Tyne Valley, visiting Humbleswood Farm and driving through Prudhoe industrial estate to see land use. North South East and West Read and construct basic maps with keys of the children’s routes to school and one of Highfields labelling the valley features. Study plan perspectives to take from picture</p>	<p>Case Study Simonside Hill Walk (Trip)</p> <p>Map Skills and Fieldwork Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to locate Simonside. Use fieldwork to observe, measure, record and present the hills, valleys and land use using a range of methods, including sketch maps and plans. Use ordnance survey maps to</p>	<p>Case Study Our School and the Dene School Weather Station</p> <p>Map Skills and Fieldwork Use fieldwork to observe, measure, record and present the weather in the local area using a range of methods, including graphs Construct a map of the school, including the Dene. Read a map of the school within the local area use the eight points of a compass, four figure grid</p>	<p>Case Study Beamish and Coal mining in Newcastle</p> <p>Map Skills and Fieldwork Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to map the coal mining areas locally Visit Beamish to observe, record and present information on Coal mining in our area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>The Earth</p>	<p>Case Study Our multicultural school</p> <p>Map Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries which children in our school originate from. Use fieldwork to observe, measure, record and present the origins of children in our school using a range of methods, including school surveys, graphs, and digital technologies. Create maps of the school in its local</p>

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		<p>areas around the school</p>	<p>maps to symbol maps</p> <p>The Earth Seasons patterns, features. What is a forest, a hill, a mountain, a valley, soil and vegetation?</p> <p>Its people What is a village, a farm, a factory, an office?</p>	<p>locate and follow a route on the Simonside walk.</p> <p>The Earth Look at how mountains are formed, touching on volcanoes but not in detail yet.</p> <p>Its people Look at landuse – farms, villages, transport</p>	<p>references, symbols and key (including the use of Ordnance Survey maps)</p> <p>The Earth How weather affects the activity of people including holidays, school events. Look at the nature of a deciduous forest (within biomes)</p> <p>Its people Look at how the mapping of the school has changed over time (map the new play areas). Look at how the Dene has been made into a nature reserve.</p>	<p>Study how coal is formed and how it is/was extracted.</p> <p>Its people Look at the links between mining and the transport of the Tyne and its significance to local industrial development. Coal mining over time.</p>	<p>area (The Dene, immediate shops and services) Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to study the local area within Newcastle</p> <p>The Earth Look at the layout of the land around Newcastle, the hills, valleys, river.</p> <p>Its people Link physical features to early settlement and why Newcastle has the name it does.</p>
<i>National</i>	Case study	Case study	Case study	Case Study	Case Study The Tyne Valley	Case Study	Case Study

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	<p>Different people we know</p> <p>Map skills and fieldwork Look at a globe. Look at the areas of land and sea. Look at differences and similarities between people – skin colour, hair type. Make a pictogram</p> <p>The Earth What is an island? Land and Sea Daily weather, change in seasons</p> <p>Its people Different jobs in the community What is a house, a shop?</p>	<p>The seaside. Comparing the seaside near us with Katie Morag’s island (Tie in with Grace Darling)</p> <p>Map skills and fieldwork Daily weather and seasons Use globes, atlases and a world map to find the UK. Identify the four countries of the UK. Identify where we live, and Katie Morag’s Scottish island on a map. Look at aerial photographs of Cullercoats (or similar)– the harbour, town and coastline Draw pictures of the different features: boats, beach, shops, houses</p>	<p>London and the Thames Valley (Tie in with the Great fire)</p> <p>Map skills and fieldwork Use atlases, globes and world map to find UK. Identify all four countries of the UK and their capital cities. Continue with the four points of the compass.</p> <p>The Earth Seasons. The River Thames.</p> <p>Its people How do so many people manage to live in London? (Types of houses) Famous landmarks, Parliament. The Queen.</p>	<p>Snowdonia Mountain area</p> <p>Map Skills and Fieldwork Name and locate Wales, and the counties of Gwynedd and Caernarvonshire. Locate Bangor and Cardiff. Use maps, atlases, and digital/computer mapping to locate Snowdonia.</p> <p>The Earth Look at how mountains are formed (Snowdon and the cheviots are volcanic)</p> <p>Its people Look at tourism around Snowdon including the railway and café.</p>	<p>Trip to visit locations on the Tyne including Tynemouth</p> <p>Map Skills and Fieldwork Name and locate the counties of Northumberland, Tyne and Wear and Cumbria. Study hills and mountains, coast and rivers. Look at the hills and valleys around the Tyne. Use the four points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to map the route of the Tyne. Use paper and digital maps to</p>	<p>Nissan Factory and car trade. UK Trade.</p> <p>Map Skills and Fieldwork Name and locate counties that produce cars in the UK Use maps, atlases, and digital/computer mapping to locate where Nissan exports to and imports from. Link Britain with World Trade. EU and Brexit.</p> <p>The Earth Look at the raw materials needed for car production. Study how they are produced.</p> <p>Its people Look at the reasons why car production is located in the UK. Look at trade links. Look at where the</p>	<p>Newcastle - Settlement and migration</p> <p>Map Skills and Fieldwork Name and locate several counties and cities of the UK. Look at settlement in different areas of Britain comparing it to Newcastle – Rural, Urban. Use maps, atlases, globes and digital/computer mapping to locate areas studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p>
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		<p>The Earth Compare Katie Morag’s island with the coast near us: School, shops, travel, jobs. Why is this a good place for a harbour? What is a beach, a cliff and the coast? Which sea is this? Which ocean?</p> <p>Its people How do people use the coastal land Boats, farming, fishing, holidays.</p>		<p>Compare with Simonside.</p>	<p>study features in the region.</p> <p>The Earth Study the journey of a river.</p> <p>Its people Understand how land use around The Tyne has changed over time. Transport of coal along the Tyne. Ship Building. Bridge building.</p>	<p>raw materials come from. Imports and exports</p>	<p>The Earth The significance of the UK as an island when looking at migration</p> <p>Its people Hamlets, villages, towns, cities. Rural, Urban</p>
Global	<p>Case study Stories from around the world – Handa’s Surprise, Wombat Stew</p> <p>Map skills and fieldwork Look at a globe. Name some</p>	<p>Case study A small area within a hot country – Chembakolli, India (Action aid)</p> <p>Map skills and fieldwork Daily weather and seasons</p>	<p>Case study Antarctica</p> <p>Map skills and fieldwork Name and locate the world’s seven continents and five oceans Use world maps, atlases and globes to identify the countries,</p>	<p>Case Study Mount St Helens Volcano in North America</p> <p>Map Skills and Fieldwork Name and Locate plate lines around the Earth Identify the position and significance of</p>	<p>Case Study Amazon River including location and a major city.</p> <p>Map Skills and Fieldwork Identify the position and significance of latitude, Equator. Look at it within</p>	<p>Case Study Global Trade. Fairtrade</p> <p>Map Skills and Fieldwork Locate the world’s countries, using maps to focus on areas studied, concentrating on their environmental regions, natural</p>	<p>Case Study A region in Europe – The Mediterranean - settlement, migration and tourism (ski and sun)</p> <p>Map Skills and Fieldwork locate the world’s countries, using maps to focus on</p>

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	<p>continents e.g. Africa, Antarctica.</p> <p>The Earth Daily weather, change in seasons Hot and cold environments.</p> <p>Its people Read stories about living in different lands – hot lands and cold lands, animals, houses</p>	<p>Name and locate the world's seven continents use world maps, atlases and globes to identify the countries, continents and oceans (and India)</p> <p>The Earth Study the location of hot areas of the world in relation to the Equator.</p> <p>Its people What is it like to live in a hot place- School, shops, houses, jobs, travel, climate?</p>	<p>continents and oceans</p> <p>The Earth Study the location of the cold areas of the earth in relation to the poles. Northern and Southern Hemisphere</p> <p>Its people Why can't people live there- School, shops, houses, jobs, travel, climate?</p>	<p>latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Use maps, atlases, globes and digital/computer mapping to locate countries and describe volcano and Earthquake locations (Eyjafjallajökull, Etna, The Giant's causeway)</p> <p>The Earth Study Plate tectonics and how volcanoes and Earthquakes are formed.</p> <p>Its people Case study of a volcanic disaster</p>	<p>climate zones, biomes, vegetation belts. Use atlases, globes and digital/computer mapping (e.g. google maps to locate the Amazon) and describe features studied.</p> <p>The Earth What the rainforest gives globally including how it affects global climate. Look at the nature of Equatorial rain forest in comparison to Deciduous forest studied in Autumn term.</p> <p>Its people Deforestation and its effects</p>	<p>resource location, countries, and major cities</p> <p>The Earth (Tie in with Space in Science) Identify the position and significance of longitude and the Prime/Greenwich Meridian and time zones (including day and night) Look at the distribution of natural resources including energy, food, minerals and water</p> <p>Its people Look at economic activity including trade links and Fairtrade. Include the effects of industry and transport on global climate</p>	<p>Europe (including the location of Russia) concentrating on its environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of the Tropic of Cancer describe and understand key aspects of human geography, including: types of settlement and land use, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>The Earth</p>
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				and why people might choose to live on or near a volcano			<p>Look at the mountainous regions, the coastal regions and how they affect settlement and tourism</p> <p>Its people Look at why people settle where they do, why tourism is located where it is, and touch on why people migrate from some countries to others.</p>
Vocabulary Progression	Weather words Near Far Play area Globe Land Sea House Shop	Season words Left Right Key Island Harbour Town Beach Job Travel Farming Fishing Continent Equator	Valley Hill Mountain River Factory Farm Symbol Forest Soil crops Vegetation Office North, South, East, West	Grid reference Volcano words Earthquake words Village Transport Tourism Railway Plates (tectonic) Hemisphere (North and South) Tropics (Cancer and Capricorn) Arctic and Antarctic circles	Anemometer Thermometer Gauge Event Deciduous Coniferous Equatorial Polar Desert Savannah Arctic Nature reserve River words Industry	Mining words Coal formation words Industrialisation Trade Export Import Brexit Raw materials Fairtrade Energy Renewable Minerals Global Ozone	population, immigration emigrate migrate asylum conflict refugee settlement rural urban hamlet diversity

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			Ocean Slope		Deforestation Abundance Scarcity	environment	
Points of View (Oracy)	<p>Working out what you like/dislike and why etc</p> <p>Which weather do you like?</p> <p>Which play area do you like?</p> <p>Examples I think/don't think ...because.... ...it happened because... It is different because... I think it will...</p>	<p>Adding reasons for point of view</p> <p>Where do you like going on holiday?</p> <p>What do you want to be when you grow up?</p> <p>I like because...and ... (two elements) I agree with... because... It is right/wrong... I think that... because... In my opinion... because... This makes me feel...</p>	<p>Describe choices and preferences</p> <p>Where would you like to live?</p> <p>I agree/disagree because... I think... because... and also because... However... Also... It was interesting because... I prefer because... ...similar...</p>	<p>Why do people live at the foot of a volcano?</p> <p>Making comparisons Simple evaluation</p> <p>An argument for/against is... I understand... however/due to/but/therefore... I accept your decision therefore I feel/believe... because As a result of... I conclude that... This reminds me of...because... My opinion is...</p>	<p>Considering an alternative point of view to our own</p> <p>Should we chop down equatorial rainforest?</p> <p>Which part of Brazil would you prefer to live in? North or South?</p> <p>I understand your point of view... however I disagree because... Most reasonable people would agree that... because...</p>	<p>Articulating your opinion and relating it to that of others</p> <p>Should we change to renewable energy – considering its cost?</p> <p>I have two main reasons for believing this. First of all, I am sure you'll agree... Perhaps some people would argue that... however I would point out that... It is my opinion that... however others may/might...</p>	<p>Respectfully challenging the views of other</p> <p>Should all people who migrate to Britain be allowed to live here?</p> <p>On the one hand... but... I am convinced... The facts lead to... Based on... I have been led to the conclusion... The evidence leads to... Having considered... This is supported by the fact... Alternatively... Consequently/based on facts/based on my beliefs...</p>

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							After consideration... On reflection... It is my understanding that...
Explanation Oracy	<p>How are people different?</p> <p>Why do people choose different play areas in school?</p> <p>When I ,,,,, this will happen I did it because I saw that... I chose (materials) I've got the ...one. They/We both have... It will because... The ... is because</p>	<p>Why is this a good place for a harbour?</p> <p>This happens because... This didn't happen because Something happened.... So..... I know... because... When I... because... After I... I think... because... I don't think... because... ...will happen...because...</p>	<p>Why can't people live in Antarctica?</p> <p>Why is the river at the bottom of the valley?</p> <p>Something happened.... which meant that... When I ... because... I think this ... because... I know this, so I think... This will happen because...</p>	<p>Explain why Snowdonia makes a good tourist area.</p> <p>How does a volcano erupt?</p> <p>How does an earthquake happen?</p> <p>Since..... This allows..... If you... then... As a result of...because... Because I know that... I also know... Due to this... I know that...</p>	<p>Why does the earth have different environments (biomes)?</p> <p>How does sediment from the hills reach areas near the coast?</p> <p>This enables..... This was caused by... so that..... As a result of... Furthermore... In contrast to... Eventually... This is due to... Due to the fact that... I know that... Because... and ... are similar, this means...</p>	<p>Explain how coal is formed/mined</p> <p>Explain the effect of the railways on coal mining.</p> <p>This can be explained by ... Therefore... As a result of ... I know that... therefore I would try out... The reason... is due to... Because of... x happened. For example... In conclusion... To begin with... As a result of... The reason(s) for...</p>	<p>Explain which areas make good tourist spots and why.</p> <p>Owing to the fact that... Consequently... ... such as ... Due to... x has/is... In summary... Owing to... x has/is... This has altered... Evidently.... I approached it (how)...by... We could possibly...or... So far I have discovered... Taking everything into account... Having analysed... Having pondered... Having accepted this I idea... I now know... Given this... it is like to...</p>