

Year 6 Skills Progression

Geography



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	FROZEN KINGDOM		A CHILD'S WAR		REVOLUTION	

Pupils will be taught to extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Locational Knowledge	LK1: Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities LK3: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Place Knowledge	PK1: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a study of India.
Human & Physical Geography	Pupils will describe and understand key aspects of: HPG3: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical Skills & Field work	GSF2: Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world GSF3: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Objectives for UKS2	GES1: Ask geographical questions [i.e. 'What is this landscape like?', 'What do I think about it?'] GES2: Collect and record evidence [i.e. carrying out a survey of shop functions and showing on a graph] GES3: Analyse evidence and draw conclusions [i.e. by comparing population data for two localities] GES4: Identify and explain different views that people, including themselves, hold about topical geographical issues [i.e. views about plans to build an hotel in an overseas locality] GES5: Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, [i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school]. GES6: Use geographical vocabulary [i.e. temperature, transport, industry] GES7: Use fieldwork techniques [i.e. labelled field sketches] and instruments [i.e. rain gauge, camera] GES8: Use atlases and globes, and maps and plans at a range of scales [i.e. using contents, keys, grids] GES9: Use secondary sources of info, including aerial photos [i.e. stories, info texts, internet, images] GES10: Draw plans and maps at a range of scales [i.e. a sketch map of a locality] GES11: Use ICT to help in geography investigations [i.e. creating a data file to analyse fieldwork data] GES12: Develop decision-making skills [i.e. what measures needed to improve safety in a local street?]
Geographical enquiry	