

Geography Curriculum Map & Skills Progression



Year 6 National Curriculum Objectives		
Autumn Term	Spring Term	Summer Term
<p><u>Locational knowledge</u> Name and locate counties and cities of the United Kingdom, geographical regions and their <u>identifying human and physical characteristics</u>, key topographical features (including hills, mountains, coasts and rivers), <u>and land-use patterns</u>; <u>and understand how some of these aspects have changed over time.</u> [Linked to a historical study of Skelmersdale and how the town has developed/ changed]</p> <p><u>Human and Physical Geography</u> Describe and understand key aspects of: human geography, including: <u>types of settlement and land use</u>, <u>economic activity including trade links</u>, and the distribution of natural resources including energy, food, minerals and water. [Linked to a historical study of Skelmersdale and how the town has developed/ changed]</p>	<p><u>Locational knowledge</u> Locate the world's countries, using <u>maps to focus on Europe</u> (including the location of Russia) and <u>North and South America</u>, <u>concentrating on their environmental regions</u>, <u>key physical and human characteristics</u>, <u>countries</u>, and <u>major cities</u> [Linked to study of Africa and the slave trade]</p> <p><u>Locational knowledge</u> 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). [Linked to African/ Slave Trade topic]</p> <p><u>Human and Physical Geography</u> Describe and understand key aspects of: human geography, including: <u>types of settlement and land use</u>,</p>	<p><u>Locational knowledge</u> 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). [Recapped from Y6 Spring Term]</p> <p><u>Geographical skills and fieldwork</u> <u>Use fieldwork to observe, measure, record and present the human and physical features in the local area</u> using a range of methods, including <u>sketch maps, plans and graphs</u>, and <u>digital technologies.</u></p> <p><u>Human and physical geography</u> Describe and understand key aspects of: physical geography, including: <u>climate zones</u>, biomes and <u>vegetation belts</u>, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>

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Geographical skills and fieldwork

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.

[Linked to a historical study of Skelmersdale and how the town has developed/ changed]

economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

[Linked to slave trade and coastal studies]

Locational knowledge

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

[Linked to African/ Slave Trade topic]

Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **[Linked to study of Africa and the slave trade]**

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of

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	<p>Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	
<h2>Year 6 Key Skills</h2>		
<p><u>Mapping skills</u> Choose the most appropriate map/globe for a specific purpose.</p> <p>Relate different maps to each other and to aerial photos. Interpret and use thematic maps.</p> <p>Identify, describe and interpret relief features on OS maps.</p> <p>Create sketch maps using symbols and a key.</p> <p>Use a wider range of OS symbols including 1:50K symbols.</p> <p>Know that different scale OS maps use some different symbols.</p> <p>Use models and maps to discuss land shape i.e. contours and slopes.</p>	<p><u>Mapping skills</u> Use six figure coordinates.</p> <p>Use latitude/longitude in a globe or atlas.</p> <p><u>Communication skills</u> Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. [Recapped from Y6 Autumn term]</p>	<p><u>Mapping skills</u> Use latitude/longitude in a globe or atlas. [Recapped from Y6 Spring term]</p> <p><u>Fieldwork skills</u> Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies.</p> <p>Interpret data collected and present the information in a variety of ways including charts and graphs.</p> <p><u>Enquiry & Investigations skills</u> Make predictions and test simple hypotheses about people and places.</p>

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<p>Use the scale bar on maps.</p> <p>Read and compare map scales.</p> <p><u>Enquiry & Investigations skills</u> Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</p> <p><u>Communication skills</u> Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.</p> <p>Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</p>		<p><u>Communication skills</u> Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.</p> <p>Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</p> <p>Collect and present data electronically.</p> <p>Use and interpret live data.</p> <p>Use wider range of labels and measuring tools on digital maps.</p>
<p>Year 6 Curriculum Enrichment Opportunities</p>		
	<p>Year 6 will visit Crosby beach, Formby woods and sand dunes. [Linked to a coastal study]</p>	<p>Year 6 will visit the Liverpool Anglican Cathedral, Catholic Cathedral and key streets. [Linked to the slave trade]</p>

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Year 6 Vocabulary					
Agriculture	Elevation	Coast	Longitude	Longitude	Temperate
Skjalmar's Dale	Sparse	Berm	Latitude	Latitude	Mediterranean
Hamlet	Dense	Revetment	Hemisphere	Hemisphere	Arid
Coal mine	Town	Deposition	Tropic of Cancer	Tropic of Cancer	Tropical
Industry	Village	Erosion	Tropic of Capricorn	Tropic of Capricorn	Polar
Urban	Upholland	Vegetation	Arctic	Arctic	tundra
Rural	Tanhouse	Rivers	Antarctic	Antarctic	
Colliery	Digmoor	Industry	Prime/Greenwich	Prime/Greenwich	
Pimbo	Parbold	Attractions	Meridian	Meridian	