

Geography Curriculum Map & Skills Progression

*Interim curriculum 2019-2020: Y3 Autumn 2019 objectives continued in Spring 2020, Y4 Autumn 2019 objectives taught in Summer 2020, Y6 Autumn 2019 objectives taught in Spring 2020 to ensure coverage in first year of DS Curriculum.



Year 6 National Curriculum Objectives		
Autumn Term	Spring Term	Summer Term
<p><u>Locational knowledge</u> <u>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.</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, 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> <u>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</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). [Linked to African/ Slave Trade topic]</p> <p><u>Human and Physical Geography</u> Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade</p>	<p><u>Locational knowledge</u> <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).</u></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]

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

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.

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Year 6 Key Skills

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<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>Create sketch maps using symbols and a key.</p> <p>Know that different scale OS maps use some different symbols.</p> <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</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 the scale bar on maps.</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>
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<p>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>		
Year 6 Knowledge & Sequence		
<ul style="list-style-type: none"> • Mapwork. Use old maps to explore how Skelmersdale has changed. What can we learn from each map? • Explore the geography of Skelmersdale. Look at why things are located where they are located. • Skelmersdale's road links. Why are they the way they are? How were they named? • Redesign Skelmersdale. 	<ul style="list-style-type: none"> • Weathering – understanding what this is and how it happens. • Erosion – Understanding what this is and its impact on coasts. • Features of coastlines. • Covehithe – eroding coastline and its impact. Current geographical Challenge. • Understand longitudinal and latitudinal lines (including understanding time zones). • Use longitudinal and latitudinal lines to locate coasts around the world. • Locate climate zones using longitudinal and latitudinal lines. • Present an argument: a wind farm at Crosby beach. 	<ul style="list-style-type: none"> • Transatlantic trade triangle.

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Year 6 Curriculum Enrichment Opportunities

	Year 6 will visit Crosby beach, Formby woods and sand dunes. [Linked to a coastal study]	Year 6 will visit the Liverpool Anglican Cathedral, Catholic Cathedral and key streets. [Linked to the slave trade]
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Year 6 Vocabulary

Colliery New town Village Town Commuter urban	Coast Berm Revetment Deposition Erosion Vegetation Rivers Industry Attractions Covehithe	Longitude Latitude Hemisphere Tropic of Cancer Tropic of Capricorn Arctic Antarctic Prime/Greenwich Meridian	Longitude Latitude Hemisphere Tropic of Cancer Tropic of Capricorn Temperate Tropical Transatlantic Atlantic Ocean
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