**Knowledge, Skills & Understanding Progression – Geography Year 6**

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| **National Curriculum Requirements of Geography at KS2** | | | | |
| Pupils should 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.  Pupils should be taught:  **Locational knowledge (Geographical Knowledge)**   * 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 * 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 * 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 (Geographical Knowledge)**   * 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 region in North or South America   **Human and physical geography**   * describe and understand key aspects of:   + physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle   + 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 and fieldwork (Geographical Enquiry)**   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the 8 points of a compass, 4- and 6-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 * 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 | | | | |
|  | **YEAR 6** | **Term 1** | **Term 2** | **Term 3** |
| **Geographical Knowledge**  *(Location and Place knowledge)* | |  | | --- | | * To explain how the time zones work. * To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn * To locate the world’s countries, using maps to focus on Europe South America, concentrating on their environmental regions, key physical and human characteristics * To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America. | |  | | South America: The Amazon | Global Warming and Climate Change | Our World in the Future |
| **Physical Geography** | |  | | --- | | * To give extended descriptions of the physical features of different places around the world. * To describe how some places are similar and others are different in relation to their human features. * To accurately use a 4 figure grid reference. | | South America: The Amazon | Global Warming and Climate Change | Our World in the Future |
| **Human Geography** | |  | | --- | | * To give an extended description of the human features of different places around the world. * To map land use with their own criteria. * To describe how some places are similar and others are different in relation to their physical features. | |  | Global Warming and Climate Change | Our World in the Future |
| **Geographical Enquiry** | |  | | --- | | * To confidently explain scale and use maps with a range of scales. * To choose the best way to collect information needed and decide the most appropriate units of measure. * To make careful measurements and use the data. * To use OS maps to answer questions. * To use maps, aerial photos, plans and web resources to describe what a locality might be like. * To use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys. | | South America: The Amazon |  | Our World in the Future |