Geography Skills and Progression

YEAR 6			
	Autumn 1/2	Spring 1/2	Summer 1/2
Focus	Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment	Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.	Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings.
Enquiry Question	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
National Curriculum	**Locational 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 **Place Knowledge**	**Locational 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	**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 **Place Knowledge** NA **Human and Physical Knowledge** Describe and understand key aspects of: 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 **Geography skills and fieldwork**

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	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 within North or South America **Human and Physical Knowledge** Describe and understand key aspects of: 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 **Geography skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.		of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place 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 within North or South America **Human and Physical Knowledge** Describe and understand key aspects of: 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 **Geography 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 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.		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 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.	
Key Vocabulary	air pollution birth rate cartogram climate climate change	migrants migration natural increase noise pollution population	biofuel coal consumption contour line crude oil	Prime Meridian producer regenerate renewable replenish	analyse audience data data collection methods	plot presenting process recommendation region

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	conclusions death rate deforestation densely populated digital technologies fossil fuels greenhouse gases impact improvements involuntary Likert scale	population density population distribution pull factors push factors qualitative quantitative refugee region sparsely populated voluntary	dam emissions energy source hydropower natural gas non-renewable nuclear power	sea level solar power time zone urban planner windpower six-figure grid reference	enquiry evidence impact improvement issue justify	risk route subjective viewpoint
Prior Knowledge	**Are all settlements the same? Year 3** Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi. Identify some human and physical features in New Delhi. State some similarities and differences between land use and features in New Delhi and the local area.		**Why are rainforests important to us? Year 4** Describe a biome and give an example. State the location and some key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important. Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support.		**Why do oceans matter? Year 5** Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment.	

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		Summarise how the local woodland is used and suggest changes to improve the area.	Present data using a tally chart and pie chart.
Key Knowledge (Substantive)	**Locational Knowledge** To know the name of many countries and major cities in Europe and North and South America To know the name of many counties in the UK To know the name of many cities in the UK To confidently name the twelve geographical regions of the UK To know that London and the South East regions have the largest population in the UK **Place Knowledge** NA **Human and Physical Knowledge** To know the global population has grown significantly since the 1950s To know which factors are considered before people build settlements To know migration is the movement of people from one country to another To know some negative impacts of humans on the environment **Geography skills and fieldwork** To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries	**Locational Knowledge** To know the name of many countries and major cities in Europe and North and South America. To know the name of many cities in the UK. To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones. **Place Knowledge** NA **Human and Physical Knowledge** To know that natural resources can be used to make energy. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment. **Geography skills and fieldwork** To know that contours on a map show height and slope. To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. To know what a range of data collection methods look like. To know how to use a range of data collection methods	**Locational Knowledge** To know the name of many countries and major cities in Europe and North and South America. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. **Place Knowledge** NA **Human and Physical Knowledge** To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment. **Geography skills and fieldwork** To know that contours on a map show height and slope. To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. To be aware of some issues in the local area. To know what a range of data collection methods look like. To know how to use a range of data collection methods.

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	To know that a pie chart can represent a fraction or percentage of a whole set of data To be aware of some issues in the local area To know what a range of data collection methods look like To know how to use a range of data collection methods		
Key Skills (Disciplinary)	**Locational Knowledge** Locating more countries in Europe and North and South America using maps Locating key human features in countries studied Locating many counties in the UK Confidently locating the twelve geographical regions of the UK Identifying key physical and human characteristics of the geographical regions in the UK Explaining why a locality has changed over time, giving examples of both physical and human features **Place Knowledge** Explaining how and why humans have responded in different ways to their local environments in two contrasting regions Understanding how climates impact on trade, land use and settlement **Human and Physical Knowledge** Understanding some of the impacts and causes of climate change Giving examples of alternative viewpoints and solutions used in regards to an	**Locational Knowledge** Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Locating many cities in the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features. Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe. **Place Knowledge** Describing and explaining similarities between two environmental regions studied.	**Locational Knowledge** Locating major cities of the countries studied. Locating some key physical features in countries studied on a map. Locating key human features in countries studied. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK . Identifying key physical and human characteristics of the geographical regions in the UK **Place Knowledge** NA **Human and Physical Knowledge** Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples. **Geography skills and fieldwork**

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	environmental issue and explaining how this links to climate change Describing and understanding economic activity, including trade links Suggesting reasons why the global population has grown significantly in the last 70 years Describing the 'push' and 'pull' factors that people may consider when migrating Recognising geographical issues affecting people in different places and environments Describing and explaining how humans can impact the environment both positively and negatively, using examples **Geography skills and fieldwork** Confidently using and understanding maps at more than one scale Using atlases, maps, globes and digital mapping to locate countries studied Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references Beginning to use thematic maps to recognise and describe human and physical features studied Confidently using the key on an OS map to name and recognise key physical and human features in regions studied	Describing and explaining differences between two environmental regions studied. Understanding how climates impact on trade, land use and settlement. Using maps to explore wider global trading routes. **Human and Physical Knowledge** Understanding some of the impacts and causes of climate change. Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. Describing and understanding economic activity, including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples. **Geography skills and fieldwork** Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using four and six figure grid references to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map Identifying the eight compass points on an OS map Developing their own enquiry questions. Choosing the best approach to answering an enquiry question. Making sketch maps of areas studied including labels and keys where necessary.

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	Accurately using four and six figure grid references to locate features on a map in regions studied Confidently locating features using the 8 points of a compass Following a short pre-prepared route on an OS map Planning a journey to another part of the world using six figure grid references and the eight points of a compass Developing their own enquiry questions Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question Beginning to use standard field sampling techniques appropriately Using GIS (Geographical Information Systems) to plot data sets Using a simplified Likert Scale to record their judgements of environmental quality Conducting interviews/ questionnaires to collect qualitative data Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information Drawing conclusions about an enquiry using findings from fieldwork to support your reasoning Evaluating evidence collected and suggesting ways to improve this	Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g. settlement distribution). Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using four and six figure grid references to locate features on a map in regions studied. Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question. Selecting appropriate methods for data collection. Designing interviews/ questionnaires to collect qualitative data. Conducting interviews/ questionnaires to collect qualitative data. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with	Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question. Selecting appropriate methods for data collection. Designing interviews/ questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/ questionnaires to collect qualitative data. Interpreting and using real-time/live data. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this.

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		labels/captions) when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.	
Sequence of lessons	**Lesson 1:** How is the global population change? **Lesson 2:** What are the birth and date rates? **Lesson 3:** Why do people migrate? **Lesson 4:** How is climate change impacting the population? **Lesson 5:** How is population impacting our environment?: Data Collection **Lesson 6:** How is population impacting our environment?: Findings	**Lesson 1:** Why is energy important? **Lesson 2:** What is renewable energy? **Lesson 3:** How does the United States generate energy? **Lesson 4:** How does the United Kingdom generate energy? **Lesson 5:** What is the best way to generate energy? **Lesson 6:** Where is the best place for a solar panel on the school grounds?	**Lesson 1:** Developing an enquiry question **Lesson 2:** Creating data collection methods **Lesson 3:** Mapping a route **Lesson 4:** Collecting the data **Lesson 5:** Analysing the data **Lesson 6:** Presenting the data
End of unit goals	Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change.	Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map.	Give examples of issues in the local area. Identify questions to be asked to find the relevant data. Justify which data collection method is most suitable. Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks. Collect data at points located on an OS map. Manage risks during a fieldwork trip. Identify any outcomes from data collected. Map data digitally. Describe the enquiry process.

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	Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment. https://www.kapowprimary.com/subjects/geography/upper-key-stage-2/years-5-6/why-does-population-change/assessment-geography-y6-why-does-population-change/	https://www.kapowprimary.com/subjects/geography/upper-key-stage-2/years-5-6/where-does-our-energy-come-from/assessment-geography-y6-where-does-our-energy-come-from/	https://www.kapowprimary.com/subjects/geography/upper-key-stage-2/years-5-6/can-i-carry-out-an-independent-fieldwork-enquiry/assessment-geography-y6-can-i-carry-out-an-independent-fieldwork-enquiry/
Links to future learning	**Where does our energy come from? Year 6** Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map.	**Can I carry out an independent fieldwork enquiry? Year 6** Give examples of issues in the local area. Identify questions to be asked to find the relevant data. Justify which data collection method is most suitable. Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks. Collect data at points located on an OS map. Manage risks during a fieldwork trip. Identify any outcomes from data collected. Map data digitally. Describe the enquiry process.	

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	Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map.		