

Geography Curriculum Map and Progression of skills

Purpose of study: 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 tools and skills to enhance their locational and place knowledge.

Year 6

	Topic Trade and Economics (Environmental impact and sustainability, climate change and the over-use of natural resources, global connections)	Topic Rivers (Amazon) - importance of rivers in settlements, travel and farming. Investigate bridges, irrigation, and the industrial use of rivers, the effect rivers have on landscape.	Topic South America (links to Mayans) - investigate the impact of human activity on the natural resources and communities of the region, compare people and places, rainforest.	Geography National Curriculum End of Key Stage 2 Expectations
	Concept Place and Space Nature and People Environment and Sustainability	Concept Place and Space Nature and People Environment and Sustainability	Concept Place and Space Nature and People Environment and Sustainability	
	Vocabulary: trade, Fairtrade, transport, currency, resources, change, human geography, buying, selling, import, export, container ship, services, service industry, demand, supply, economic activity, upturn, downturn, wealthy, poor	Vocabulary: banks, brackish, channel, current, delta, deposition, erosion, estuary, floodplain, meander, mouth, ox-bow lake, plunge pool, rapid, reservoir, river, river bed, sediment, source, transportation, tributary, waterfall	Vocabulary: civilisation, landmark, climate, culture, economy' environment, rainforest, Mayan, resources, wild, weather, tropical, rainforest, tourism, remote, flora, fauna, Amazon river, Amazon basin	
Location Knowledge (general geographical knowledge, position and significance, UK and Global)	<ul style="list-style-type: none"> I can locate the world's countries, using maps to focus on Europe, North and South America concentrating on their environmental regions, key physical and 	<ul style="list-style-type: none"> I can name and locate the largest rivers in the world On a world map I can locate the main countries in North and South America and Australasia/Oceania 	<ul style="list-style-type: none"> I can recognise key symbols used on ordnance survey maps. I can name the largest desert in the world. I can identify and name the Tropics of Cancer 	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

Understanding Place (simple comparisons and contexts)	human characteristics, countries and major cities. <ul style="list-style-type: none"> I can name and locate countries 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. I can 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). I can explain and discuss a range of reasons for geographical similarities and differences between countries I can explain how locations around the world are 	<ul style="list-style-type: none"> I can understand geographical similarities and differences through 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. I can explain and discuss a range of reasons for geographical similarities and differences between countries I can explain how locations around the world are changing and explain some of the reasons for change I can describe geographical diversity across the world 	and Capricorn as well as the Arctic and Antarctic circles. <ul style="list-style-type: none"> I can explain how the time zones work. I can compare a region in UK with a region in South America with significant differences and similarities. I understand some of the reasons for similarities and differences. 	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) 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
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	<p>changing and explain some of the reasons for change</p> <ul style="list-style-type: none"> • I can describe geographical diversity across the world 			
Human and Physical Geography	<ul style="list-style-type: none"> • I can 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, fair/unfair distribution of resources (Fairtrade) • I can collect and analyse statistics and other information in order to draw clear conclusions about locations • I can explain how countries and geographical regions are interconnected and interdependent • I understand the distribution of natural resources focussing on renewable energy- (thermal springs); solar, wave and wind power in UK e.g. wind farm 	<ul style="list-style-type: none"> • I can describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle including transpiration • I identify and describe how the physical features affect the human activity within a location • I can describe and understand the Water Cycle including transpiration; and key aspects of rivers, including physical and human impact of flooding. • I can identify the impact that rivers have on a community and in settlement patterns- including how rivers change the landscape. 	<ul style="list-style-type: none"> • I can give extended descriptions of the physical features of different places around the world. • I can describe how some places are similar and others are different in relation to their human and physical features. • I can identify and describe the main human and physical characteristics of North and South America 	<p>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</p>

	<ul style="list-style-type: none"> I can describe and understand the Human Geography including trade between UK and Europe and Rest of World (ROW). I can suggest solutions to promote fair trade. 			
Geographical skills and Fieldwork (enquiry, mapping, fieldwork, critical thinking, vocabulary)	<ul style="list-style-type: none"> I can use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location I can use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area I can record the results in a range of ways I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map) I can use the eight points of a compass, four and six-figure grid references, symbols and key (including 	<ul style="list-style-type: none"> I can confidently use maps, globes and atlas (including contents and index) and Google Earth to identify significant places and environments stated within the KS2 curriculum. <ul style="list-style-type: none"> I can use 8 point compass points; and use 6-fig grid references confidently. I show awareness of latitude and longitude in relation to time and place. I can find/ recognise places on maps of different scales e.g. River Amazon/ River Thames I can research and discuss how water effects the environment, include drought and flood, settlement; environmental change and sustainability. Know the water cycle, including transpiration. 	<ul style="list-style-type: none"> I can confidently explain scale and use maps with a range of scales. I can create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land I can use atlases to find other features of places e.g. population/ weather patterns/ mountain regions I can use scale to measure distances between places. I can use appropriate vocabulary when communicating my findings. I can explore geographical issues through debate/ discussion/ role play/ written argument 	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

	the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world			
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