

## Year 6 - Progression of Knowledge and Skills Geography

| Term                                                    | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Autumn</b><br><br><b>Why does population change?</b> | <ul style="list-style-type: none"> <li>To know the name of many countries and major cities in Europe, NA and SA</li> <li>To know the name of many counties in the UK</li> <li>To know the name of many cities in the UK</li> <li>To confidently name the twelve geographical regions of the UK</li> <li>To know the global population has grown significantly since the 1950s</li> <li>To know which factors are considered before people build settlements</li> <li>To know migration is the movement of people from one country to another</li> <li>To know some negative impacts of humans on the environment</li> <li>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective</li> <li>To know that GIS is a digital system that creates and manages maps</li> <li>To know that a pie chart can represent a fraction or percentage of a data set</li> <li>To be aware of some issues in the local area</li> <li>To know what a range of data collection methods look like</li> <li>To know how to use a range of data collection methods</li> </ul> | <ul style="list-style-type: none"> <li>Locating more countries in Europe, NA and SA</li> <li>Locating key human features in countries studied</li> <li>Locating counties in the UK</li> <li>Locating the twelve geographical regions of the UK</li> <li>Identifying key physical and human features of the geographical regions in the UK</li> <li>Explaining why a locality has changed over time</li> <li>Explaining how and why humans have responded in different ways to their local environment</li> <li>Understanding how climates impact on trade, land use and settlement</li> <li>Understanding impacts and causes of climate change</li> <li>Giving examples of alternative viewpoints and solutions used in regards to an environmental issue</li> <li>Describing and understanding economic activity</li> <li>Suggesting reasons why the global population has grown significantly in the last 70 years</li> <li>Describing push and pull factors that people may consider when migrating</li> <li>Recognising geographical issues affecting people in different places and environments</li> <li>Describing and explaining how humans can impact the environment both positively and negatively</li> <li>Confidently using and understanding maps at more than one scale</li> <li>Using atlases, maps and globes to locate countries and describe and explain physical and human features</li> <li>Beginning to use thematic maps to recognise and describe human and physical features</li> <li>Confidently using the key on an OS Map to name and recognise key features</li> </ul> |

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| Term                                                    | Knowledge | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Autumn</b><br><br><b>Why does population change?</b> |           | <ul style="list-style-type: none"> <li>• Confidently locating features using 8 compass points</li> <li>• Following a short pre-prepared route on an OS Map</li> <li>• Planning a journey to another part of the world using six-figure grid references</li> <li>• Developing their own enquiry questions</li> <li>• Making an independent or collaborative plan of how they wish to collect data</li> <li>• Beginning to use standard field sampling techniques appropriately</li> <li>• Using GIS to plot data points</li> <li>• Use simplifies Likert Scale to record their judgements</li> <li>• Conducting interviews/questionnaires to collect qualitative data</li> <li>• Deciding how to present data</li> <li>• Drawing conclusions about an enquiry</li> <li>• Evaluating evidence collected and suggesting ways to improve this</li> <li>• Analysing quantative data in pie charts, line graphs and graphs with two variables</li> </ul> |

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| Term                                                         | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Spring</b><br><br><b>Where does our energy come from?</b> | <ul style="list-style-type: none"> <li>To know the name of many countries and major cities in Europe, NA and SA</li> <li>To know the name of many cities in the UK</li> <li>To know the prime/Greenwich meridian determines the start of the world's time zones</li> <li>To know that natural resources can be used to make energy</li> <li>To know some positive impacts of humans on the environment</li> <li>To know some negative impacts of humans on the environment</li> <li>To know that contours on a map show height and slope</li> <li>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective</li> <li>To know what a range of data collection methods look like</li> <li>To know how to use a range of data collection methods</li> </ul> | <ul style="list-style-type: none"> <li>Locating more countries in Europe, NA and SA</li> <li>Locating major cities of the countries studied</li> <li>Locating some key human and physical features in countries studied on a map</li> <li>Locating many cities in the UK</li> <li>Identifying key physical and human features of the geographical regions in the UK</li> <li>Understanding how land use has changed over time</li> <li>Explaining why a locality has changed over time</li> <li>Identifying the location of the Prime/Greenwich meridian and time zones</li> <li>Using longitude and latitude when referencing location</li> <li>Describing and explaining similarities and differences between two environmental regions studied</li> <li>Understanding how climates impact on trade, land use and settlement</li> <li>Using maps to explore wider global trading routes</li> <li>Understanding impacts and causes of climate change</li> <li>Giving examples of alternative viewpoints and solutions used in regards to an environmental issue</li> <li>Describing and understanding economic activity</li> <li>Suggesting reasons why the global population has grown significantly in the last 70 years</li> <li>Understanding the distribution of natural resources both globally and within a specific region</li> <li>Recognising geographical issues affecting people in different places and environments</li> <li>Describing and explaining how humans can impact the environment both positively and negatively</li> </ul> |

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| Term                                                                | Knowledge | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>Spring</b></p> <p><b>Where does our energy come from?</b></p> |           | <ul style="list-style-type: none"> <li>• Confidently using and understanding maps at more than one scale</li> <li>• Using atlases, maps and globes to locate countries and describe and explain physical and human features</li> <li>• Identifying, analysing and asking questions about distributions and relationships between features</li> <li>• Recognise an increasing range of OS symbols and locating features using six figure grid references</li> <li>• Recognising the difference between OS and other maps</li> <li>• Using models and maps to talk about contours/slopes</li> <li>• Selecting a map for a specific purpose</li> <li>• Confidently using the key on an OS Map to name and recognise key features</li> <li>• Accurately using four and six grid references to locate features on a map</li> <li>• Making sketch maps of areas of areas studied including labels and keys where necessary</li> <li>• Making an independent or collaborative plan of how they wish to collect data</li> <li>• Selecting appropriate methods for data collection</li> <li>• Designing interviews/questionnaires to collect data</li> <li>• Conducting interviews/questionnaires to collect qualitative data</li> <li>• Deciding how to present data</li> <li>• Drawing conclusions about an enquiry</li> </ul> |

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| <p><b>Summer</b></p> <p><b>Can I carry out an independent fieldwork enquiry?</b></p> | <ul style="list-style-type: none"> <li>To know the name of many countries and major cities in Europe, NA and SA</li> <li>To know the name of many cities in the UK</li> <li>To confidently name the twelve geographical regions of the UK</li> <li>To know some positive impacts of humans on the environment</li> <li>To know some negative impacts of humans on the environment</li> <li>To know that contours on a map show height and slope</li> <li>To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective</li> <li>To know that GIS is a digital system that creates and manages maps</li> <li>To be aware of some issues in the local area</li> <li>To know what a range of data collection methods look like</li> <li>To know how to use a range of data collection methods</li> </ul> | <ul style="list-style-type: none"> <li>Locating major cities of the countries studied</li> <li>Locating some key human and physical features in countries studied on a map</li> <li>Locating many cities in the UK</li> <li>Locating the twelve geographical regions of the UK</li> <li>Identifying key physical and human features of the geographical regions in the UK</li> <li>Giving examples of alternative viewpoints and solutions used in regards to an environmental issue</li> <li>Recognising geographical issues affecting people in different places and environments</li> <li>Describing and explaining how humans can impact the environment both positively and negatively</li> <li>Confidently using and understanding maps at more than one scale</li> <li>Using atlases, maps and globes to locate countries and describe and explain physical and human features</li> <li>Identifying, analysing and asking questions about distributions and relationships between features</li> <li>Recognise an increasing range of OS symbols and locating features using six figure grid references</li> <li>Recognising the difference between OS and other maps</li> <li>Selecting a map for a specific purpose</li> <li>Confidently using the key on an OS Map to name and recognise key features</li> <li>Accurately using four and six grid references to locate features on a map</li> </ul> |

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| <p><b>Summer</b></p> <p><b>Can I carry out an independent fieldwork enquiry?</b></p> |           | <ul style="list-style-type: none"> <li>• Confidently locating features using 8 compass points</li> <li>• Following a short pre-prepared route on an OS Map</li> <li>• Identifying the eight compass points</li> <li>• Developing their own enquiry questions</li> <li>• Choosing the best approach to answering an enquiry question</li> <li>• Making sketch maps of areas of areas studied including labels and keys where necessary</li> <li>• Making an independent or collaborative plan of how they wish to collect data</li> <li>• Selecting appropriate methods for data collection</li> <li>• Designing interviews/questionnaires to collect data</li> <li>• Beginning to use standard field sampling techniques appropriately</li> <li>• Using GIS to plot data points</li> <li>• Use simplifies Likert Scale to record their judgements</li> <li>• Conducting interviews/questionnaires to collect qualitative data</li> <li>• Interpreting and using real-time/live data</li> <li>• Deciding how to present data</li> <li>• Drawing conclusions about an enquiry</li> <li>• Evaluating evidence collected and suggesting ways to improve this</li> </ul> |