**Y6 Geography Whole School Progression of Knowledge and Skills**

|  |  |  |
| --- | --- | --- |
| **YEAR SIX** | | |
| **Context** | **United Kingdom** | **Netherthorpe, Sheffield and Derbyshire** |
| **Vocabulary/Significant Knowledge** | Countries, physical, human, landmark, region, city, capital city, country, physical features, human features, mountain range, river, coastline, land use, landscape, industry, National Park, retail, farming, manufacturing, tourism, finance. | Region, local area, region, aerial image, physical features, human features, physical features, connected, culture and leisure, technology, environment, transport, North, South, East, West, bodies of water, boundaries, scale, map, population, need, land use, |
| **Enquiry Questions** | What is unique about each of the UK’s countries?  Where do people live in the UK?  What are the main physical features of the UK?  How do human activities affect the UK’s landscapes?  What work do people in the UK do?  How can the UK manage its energy needs? | How do my local area and my region fit into the wider world?  Can I identify and locate the main features of my region?  How might our region meet people’s needs?  Field work – Is this a place fit for people?  How can I create a needs map of the place I visited?  How does our region meet people’s needs? |
| **Locational**  **Knowledge** | * Name and locate the local area in relation to Sheffield. * Understand how the land use in the local area has changed over time. * 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. * Know about the wider context of places e.g. county, region. | * Name and locate the local area in relation to Sheffield. * Understand how the land use in the local area has changed over time. |
| **Place Knowledge** | * Know about the wider context of places – region, country. * Understand why there are similarities and differences between places. * Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. | * Know about the wider context of places – region, country. * Understand why there are similarities and differences between places. * Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. |
| **Human And Physical Skills** | * Know about the physical features of coasts and begin to understand erosion and deposition. * Understand how humans affect the environment over time. * Know about changes to world environments over time. * Understand why people seek to manage and sustain their environment. Including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). * Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * 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 | * Understand how humans affect the environment over time. * Know about changes to world environments over time. * Understand why people seek to manage and sustain their environment. Including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). * Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * 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 |
| **Geographical Skills and Fieldwork** | * Understand and use a widening range of geographical terms e.g. specific vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries, describe features studied and to support decision making about the location of places e.g. new bypass. * Use the eight points of a compass, four and six -figure grid references, symbols and key (including the use of Ordinance Survey Maps) to build their knowledge of the United Kingdom and the wider world. * Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc. | * Understand and use a widening range of geographical terms e.g. specific vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * Use fieldwork to observe, measure and record 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 (Google Earth) to locate countries, describe features studied and to support decision making about the location of places e.g. new bypass. * Use the eight points of a compass, four and six -figure grid references, symbols and key (including the use of Ordinance Survey Maps) to build their knowledge of the United Kingdom and the wider world. * Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc. |