

Year 6 Geography Progression Map

	<u>Spring 1</u>	
Topic	<u>Investigating Rivers</u>	
Unit Aim	In this unit, children will learn what rivers are and how they form, beginning with the water cycle. They will use key vocabulary to explain a river's journey from source to mouth and explore how its physical features change. A River Trent case study will support learning before children apply fieldwork skills to study a local river, collecting, presenting and analysing data using maps, sketches and digital tools.	
Prior Learning	In Key Stage 1, pupils explored the geography of their school grounds and identified human and physical features in the surrounding environment. In Lower Key Stage 2, they developed fieldwork skills by observing, measuring, recording and presenting features in the local area using sketch maps, plans, graphs and digital tools. In Year 4 Science, they learnt about the water cycle, including evaporation, condensation and how temperature affects evaporation.	
Knowledge	<u>Geographical Skills</u>	<u>Essential Knowledge</u>
	• Locational and Place Knowledge • Human and Physical Processes • Fieldwork • Environmental Impact • Sustainable development • Interdependence	
	<u>Fieldwork Skills</u>	
	• I can plan a geographical enquiry using fieldwork and observational skills • I can record data in a variety of ways. • I can present my data using charts and graphs. • I can analyse data and explain what I have learnt.	• I can understand that physical features are significant within the local area in which they are located. • I can identify the names and locations of the five longest rivers in England. • I can identify the location of a river in my region. • I can name and explain the different features of rivers. • I can understand what rivers are and how they are formed.
Vocabulary	flow, plan, river, absorb, analyse, collect, compare, conclude, cycle, data, distributed, evaluate, investigate, measure, observe, present, record, stream, channel, condensation, evaporation, fieldwork, freshwater, lower course, middle course, OS map, precipitation, riverbank, riverbed, saltwater, source, upper course, vapour, water cycle	
Future Learning	KS3 – Pupils use Geographical Information Systems (GIS) to view, analyse and interpret places and data. Understand how physical processes (including the water cycle and erosion) interact to change landscapes, and how human activity affects natural systems. They use fieldwork in contrasting locations to collect, analyse and draw conclusions from complex geographical data.	
KS2 End Point	Children can recognise and describe similarities and differences between different places, including how environments change over time. Children can explain why certain geographical features, processes or human activities are more significant than others, including their impact on people and the environment.	

	<u>Spring 2</u>	
Topic	<u>Sustainability</u>	
Unit Aim	In this unit, children will learn what plastic is and its uses. Children will learn about the problems associated with plastic. Children will investigate ways to reduce plastic waste in school and conduct fieldwork before recording, presenting and evaluating the collected data	
Prior Learning	Year 1/2: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Year 3/4: Use fieldwork to observe, measure, record and present the human and physical features in the local area using various methods, including sketch maps, plans and graphs, and digital technologies.	
Knowledge	<u>Geographical Skills</u>	<u>Essential Knowledge</u>
	• Locational and Place Knowledge • Human and Physical Processes • Fieldwork • Environmental Impact • Sustainable development • Interdependence	
	<u>Fieldwork skills</u>	
	• I can plan a geographical enquiry using fieldwork and observational skills. • I can collect data using a range of equipment. • I can record data in a variety of ways. • I can present my data using charts and graphs. • I can analyse data and explain what I have learnt.	• I can understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area. • I can understand that human actions can disrupt the natural physical processes on Earth. • I can understand that the actions of individuals can have a large-scale impact. • I can explain the impact that plastic waste has on the environment. • I can make suggestions on how the school can reduce the impact it is having on the environment.
Vocabulary	audit, biodegradable, carbon emissions, database, durability, extracted, formulate, fossil fuel, implemented, incinerated, innovative, microplastics, pelletised, putrid, raw materials, refinery, survey, synthetic	
Future Learning	KS3 - Understand how human and physical processes interact to influence and change landscapes and environments. Understand, through detailed place-based examples at various scales, the key processes in human geography relating to economic activity and the use of natural resources. Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	
KS2 End Point	Children can recognise and describe similarities and differences between different places, including how environments change over time. Children can explain why certain geographical features, processes or human activities are more significant than others, including their impact on people and the environment.	

	<u>Summer 2</u>	
Topic	<u>Economic Activity of the UK</u>	
Unit Aim	In this unit, children will do an in-depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each impacts the UK's economy. Children will learn about different economic activities in the United Kingdom and their sustainability.	
Prior Learning	Key Stage 1 - Learn about the world, the United Kingdom and the local area through simple map work and place comparisons. Lower Key Stage 2 - Develop knowledge of the UK, Europe and physical geography, including settlements, land use and tectonic activity, using maps and atlases. Upper Key Stage 2 - Explore global geography, physical processes and economic activity, including trade, resources, sustainability and environmental change.	
Knowledge	<u>Geographical Skills</u>	<u>Essential Knowledge</u>
	• Locational Knowledge • Human and Physical Processes • Environmental Impact • Sustainable development • Interdependence	• I can use clues to identify my region's key human and physical geographical features and landmarks. • I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe. • I can understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market. • I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products. • I can outline the environmental impact caused by different economic activities in the UK. • I can use facts and evidence to judge the sustainability of economic activity in the UK.
Vocabulary	Economy, economic activity, industry, sector, job, import, export, manufacture, raw materials, agriculture, urban, rural, population, tax, energy, renewable energy, sustainable, recycle	
Future Learning	KS3 - Children will learn human geography relating to economic activity in the primary, secondary, tertiary and quaternary sectors and the use of natural resources.	
KS2 End Point	Children can recognise and describe similarities and differences between different places, including how environments change over time. Children can explain why certain geographical features, processes or human activities are more significant than others, including their impact on people and the environment.	