



**GEOGRAPHY PROGRESSION IN SKILLS AND KNOWLEDGE  
YEAR 6 STATUTORY REQUIREMENTS**

| <p><u>Geography skills to be used this half term:</u><br/>Use maps, atlases, globes and digital mapping; map reading; field sketching; take and use photographs; observe, record and present information.<br/>Ask and answer questions.<br/>Make predictions<br/>Investigate<br/>Make Comparisons</p>  | <p><u>Strands:</u><br/><i>Place and Space<br/>Scale<br/>Physical and Human processes<br/>People, Culture and Trade<br/>Environmental Impact</i></p>   | <p><u>Geography skills to be used this half term:</u><br/>Use maps, atlases, globes and digital mapping.<br/>record and present information.<br/>make comparisons; use and understand the 8 points of a compass; record and present information.<br/>Ask and answer questions.<br/>Make predictions</p>   | <p><u>Strands:</u><br/><i>Physical and Human Processes;<br/>Place and Space;<br/>Environmental Impact;<br/>People, Culture and Trade;<br/>Scale</i></p> | <p><u>Geography skills to be used this half term:</u><br/>Use maps, atlases, globes and digital mapping; map reading; use 4 and 6-figure grid-references<br/>Make comparisons; use and understand the 8 points of a compass; record and present information.<br/>Ask and answer questions.<br/>Make predictions</p> | <p><u>Strands: Physical and Human Processes;<br/>Place and Space;<br/>Environmental Impact;<br/>People, Culture and Trade; Scale</u></p> |
|--|---|---|---|---|--|
| AUTUMN   |   | SPRING  |   | SUMMER  |  |
| <p><b>Autumn 1: GLOBAL TRADE LINKS</b><br/><i>Where does all our stuff come from? (link to prior learning about the environmental impact in Y3, 4, 5)</i><br/><b><u>HUMAN GEOGRAPHY:</u></b><br/><b><u>N.C 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</u></b><br/>-Understand that our food and clothes can come from all over the world<br/>-Understand that each type of fruit grows in particular climatic conditions and in a particular season, and that fruit may have to travel long distances to reach our fruit bowl<br/>-Understand that clothes can be produced fairly and sustainably, and to understand that unwanted clothing may be recycled and processed</p> | <p><b>SPRING 1: THREATS TO THE HEALTH OF OUR PLANET</b><br/><i>Are we damaging our world? (link to prior learning about the environmental impact in Y3, 4, 5 and earlier in Y6)</i><br/><b><u>HUMAN GEOGRAPHY:</u></b><br/><b><u>N.C 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</u></b><br/>-To understand the threats to the health of our planet and some possible solutions<br/>-To understand what minerals are and question if they can be used sustainably<br/>-To understand the different types of energy available and their advantages and disadvantages</p> | <p><b>SUMMER 1: LOCAL AREA STUDY</b><br/><i>How will our world look in the future? (link to prior learning about the environmental impact in Y3, 4, 5 and earlier in Y6)</i><br/><b><u>LOCATIONAL KNOWLEDGE</u></b><br/><b><u>N.C 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</u></b><br/>-Plan for a sustainable future for our area<br/>-Locate key topographical features of the local area on a map<br/><i>Strands: Place and Space; Scale; Environmental Impact;</i><br/><b><u>HUMAN GEOGRAPHY:</u></b></p> |   |   |  |



## GEOGRAPHY PROGRESSION IN SKILLS AND KNOWLEDGE YEAR 6 STATUTORY REQUIREMENTS



- Investigate locally made and grown products available in our area, and to investigate locally imported products available in our area

- Understand the perspectives of a range of people on a geographical issue, and to understand that what people buy affects the lives of others

- Explain the journey of a product to their home

*Strands: People, Culture and Trade; Environmental Impact*

### **SKILLS AND FIELDWORK:**

#### **N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES STUDIED**

- Use an atlas to locate countries.

*Strands: Place and Space; Scale*

### **LOCATIONAL KNOWLEDGE:**

#### **N.C. 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 several countries where my clothes and food originate.

*Strands: Place and Space*

[\(link to map work in KS1, Y3, Y4 and 5\)](#)

- To understand the importance of protecting the oceans

- To be able to explain how a particular environmental issue has been caused and suggest some possible solutions

*Strands:*

*Physical and Human Processes; Environmental Impact; People, Culture and Trade*

### **SKILLS AND FIELDWORK**

#### **N.C. USE MAPS, ATLASES, GLOBES AND DIGITAL/COMPUTER MAPPING TO LOCATE COUNTRIES AND DESCRIBE FEATURES STUDIED;**

- Use maps, atlases and globes to locate countries and describe features studied

- Use the eight points of a compass, symbols and keys to build their knowledge of the United Kingdom and the wider world

*Strands: Place and Space; Scale*

[\(link to map work in KS1, Y3, Y4 and 5\)](#)

- Understand how and why housing needs to change over time

- Understand the importance of local work opportunities to the community

- Understand that communities need a range of accessible amenities and public services

- Understand how the geography of communities affects community spirit

*Strands: Physical and Human Processes;*

*Environmental Impact; People, Culture and Trade*

### **FIELDWORK AND SKILLS:**

#### **N.C. 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**

**LOCAL AREA STUDY** [\(link to local study work in Y1, Y2, Y4, Y5\)](#)

- Plan and carry out fieldwork to answer a given enquiry question

- Use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

- Use maps and symbols to build their knowledge of the local area

*Strands: Place and Space; Scale*

[\(link to map work in KS1, Y3, Y4, Y5\)](#)



**GEOGRAPHY PROGRESSION IN SKILLS AND KNOWLEDGE  
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**The five key geography skills:**  
 Asking Geographic Questions;  
 Acquiring Geographic Information;  
 Organizing Geographic Information;  
 Analysing Geographic Information;  
 Answering Geographic Questions

Key Substantive Knowledge strands:

- **Place and Space**
- **Scale**
- **People, Culture and Trade**
- **Environmental Impact**
- **Physical and Human Processes**

**KNOWLEDGE TO BE LEARNED BY THE END OF EACH UNIT (WHAT DO WE WANT THE CHILDREN TO KNOW AND REMEMBER?)**

**SUBSTANTIVE KNOWLEDGE / PROCEDURAL KNOWLEDGE**

| AUTUMN TERM   | SPRING TERM   | SUMMER TERM   |
|---|---|---|
| <p><b><u>TRADE AND ECONOMICS</u></b></p>  <p><b><u>The Journey of the Clothes that We Wear</u></b></p> <ul style="list-style-type: none"> <li>• Our food and clothes can come from all over the world (not always fairly).</li> <li>• It is sometimes difficult to ascertain where raw materials and ingredients originate.</li> </ul> <p><b><u>Fruit Production</u></b></p> <ul style="list-style-type: none"> <li>• Each type of fruit grows in particular climatic conditions/in a particular season.</li> </ul> | <p><b><u>PROTECTING OUR PLANET</u></b></p>  <p><b><u>Threats to Our Planet</u></b></p> <ul style="list-style-type: none"> <li>• There are threats to the health of our planet and that these include: climate change; pollution; deforestation; infrastructure; overfishing; illegal wildlife trade and fishing; Oil and gas development and soil erosion.</li> </ul> <p><b><u>Minerals</u></b></p> <ul style="list-style-type: none"> <li>• Minerals are found in foods such as cereals, bread, meat, fish, dairy, fruit, vegetables and nuts.</li> </ul> | <p><b><u>OUR LOCAL AREA IN THE FUTURE</u></b></p>  <p><b><u>Preservation in our Local Area</u></b></p> <ul style="list-style-type: none"> <li>• Our local area needs to be preserved as it has MANY facilities (natural and man-made) that are vital for our wellbeing e.g. local parks and nature reserves, shops and schools.</li> </ul> <p><b><u>Changes to Local Housing</u></b></p> <ul style="list-style-type: none"> <li>• There is a range of housing available in the local area for different purposes/needs of residents.</li> </ul> |



## GEOGRAPHY PROGRESSION IN SKILLS AND KNOWLEDGE YEAR 6 STATUTORY REQUIREMENTS

- The country of origin is where something or someone comes from.
- Fair Production of Clothing (SUSTAINABILITY)**
- Fairtrade is a system of certification that sets standards in the production of goods. For farmers it means safer working conditions and fairer pay.
- Imported and Locally Made Products**
- To import is to bring goods or services into a country from a different country to sell.
  - Locally produced food has been purchased nearby from a farmer, fishmonger or any other fresh produce creator.

Explain how to locate places, features on maps, atlases, globes and through the use of digital mapping;

- Minerals can be found around the world (especially in mines) including the USA, Canada, Australia, Africa, Russia and Mexico.
  - Minerals can be used sustainably.
- Our Energy**
- There are both renewable and non-renewable energy sources available.
  - No one type of energy production is the solution to providing the world's energy.
- Our Oceans**
- Humans rely on the oceans to travel, for food and for energy.
  - Treats to our oceans include overfishing, pollution (especially plastic) and climate change.

Explain how to locate places, features on maps (including Ordnance Survey), atlases, globes and through the use of digital mapping;

Explain how to use a compass and show understanding of the 8 compass points.

- Ideas and designs for housing need to meet the needs of the community and be sustainable.
- Local Job Opportunities**
- Types of industry and employment in the area have changed over time due to changes in how people live, work etc.
  - Community needs may change in future, and that will affect local industry and employment opportunities.
- Public Services and Amenities**
- Public services are government-offered services that help all members of a community.
  - Public amenities are those that are available to everyone in the area.
  - Understand that the location of amenities and public services in communities is important.
- Community Spirit**
- Know that community spirit is associated with voluntary work, favours and gestures of goodwill by residents and local businesses.
  - Understand that the design of communities can help or hinder relations.

Explain how to locate places, features on maps (including Ordnance Survey), atlases, globes and through the use of digital mapping;  
Explain how to use a compass and show understanding of the 8 compass points.  
Explain how to locate places / features using 4 and 6 figure grid references.



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Children working at below Age-Related Expectations in GEOGRAPHY at the end of Year 6: