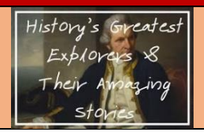
Singleton Church of England Primary School
Progression of knowledge
Geography - Y6

	Year 6 – Unit 1 **South America – the Amazon** 	**Year 6 – Unit 2** **Protecting the environment** 	**Year 6 – Unit 3** Our World in the future 
SUBSTANTIVE CONCEPTS Substantive concepts are concepts that children will come across repeatedly throughout their education in Geography	The Local Area The UK The World Place Knowledge Weather and Climate Other Physical Features Settlements and Land Use Economics, Trade and resources	The Local Area The UK The World Place Knowledge Weather and Climate Other Physical Features Settlements and Land Use Economics, Trade and resources	The Local Area The UK The World Place Knowledge Weather and Climate Other Physical Features Settlements and Land Use Economics, Trade and resources
KEY VOCABULARY	Region, climate, river basin, source, mouth, indigenous	Physical features, human features, physical map, political map, fold mountains, tectonics plates.	Human/physical features, topographical features, region, enquiry, future Housing: detached, semi-detached, terraced housing, flats/apartments, bungalow Industry, employment, primary, secondary
GEOGRAPHICAL SKILLS	Mapping, fieldwork, enquiry and investigation, communication, use of ICT/technology	Mapping, fieldwork, enquiry and investigation, communication, use of ICT/technology	Mapping, fieldwork, enquiry and investigation, communication, use of ICT/technology
SUBSTANTIVE KNOWLEDGE Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit.	• Know and can name and locate counties and cities of the UK, 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 • Knows the geographical similarities and differences through the study of human and physical geography of a region of the UK • Knows how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features • Knows how to use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK 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.	• Knows and can describe and understand key aspects of the distribution of natural resources including energy, minerals and water • Knows how to use maps, atlases and globes to locate countries and describe features studied • Knows how to use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world • Knows how to 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	• Knows how to describe and understand key aspects of: – physical geography – human geography • learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK • 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.
MAKING CONNECTIONS **Key knowledge / key questions**	**Year 5** • Describe and explain how some UK settlements have developed and changed over time, and why certain locations are more favourable than others.	**Year 5** • Locate and describe human and physical features of the UK (e.g. coasts, rivers, mountain ranges, counties and cities), using locational/ directional language, 8 points of a compass, six figure grid references, maps, symbols and keys	**Year 5** • Understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert). Describe different biomes and how plants and animals are adapted to them. Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Understand and compare the climate of North and South America with the UK

DISCIPLINARY KNOWLEDGE/ GEOGRAPHICAL SKILLS Disciplinary concepts are concepts used in the study of Geography. They form the basis of many questions' Geographers ask about the past. Disciplinary knowledge includes all the skills that children will need to develop over time in their Geography lessons. They are skills that enable us to critically analyse the world around us. **Key Assessments – Highlighted are the focus but other points will be worked on across the unit**	**Mapping** ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections. ▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Use latitude/longitude in a globe or atlas. ▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. Draw measured plans. **Fieldwork** ▪ Use eight cardinal points to give directions and instructions. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. ▪ Interpret data collected and present the information in a variety of ways including charts and graphs. **Enquiry and Investigation** ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? Make predictions and test simple hypotheses about people and places. **Communication** ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. **Use of ICT/Technology** ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use wider range of labels and measuring tools on digital maps. ▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. Investigate electronic links with schools/children in other places e.g. email/video communication	**Mapping** ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections. ▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Use latitude/longitude in a globe or atlas. ▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. 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