ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL

Playing our part in God's plan as we journey together to achieve the best for ourselves and others'

Progression of Skills Overview - Quick overview Guide

Year 1 and 2	Year 3 and 4	Year 5 and 6
Ask questions Observe and record Express ideas Make simple plans and maps Use simple fieldwork techniques Identify what a place is like Identify where a place is Compare a place within own locality Link places in the world	Collect and record evidence Analyse evidence and draw conclusions Use appropriate vocabulary Use simple fieldwork techniques and instruments Use atlases and globes and maps Recognise how and why change takes place Recognise land use and factors that affect it	Recognise how places fit within a wider geographical context Recognise how places can be dependent on each other Recognise human effect on the environment Use secondary sources of information e.g. internet Draw plans and maps at a range of scale Use appropriate fieldwork techniques Identify and explain different views that people hold about topical issues

EYFS
Developing Geography Learning

Place – what is it like, what happens there, how it changes, emotion responses.
Space – location, distribution, patterns and network connections, layout.
Scale – Local, regional, national continental, global.
Environment - physical and human processes, actions and features, change
Environmental impact – interactions, disparity, connections, social identify, values
Cultural awareness - diversity, disparity, connections, social identity, values
Interactions – links between features, places, events and people

Year 1	DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN GEOGRAPHY		
NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE ONE			
Locational Knowledge • Name and locate the world's seven continents and five oceans • Name, locate and identify characteristics of the four	Place Knowledge • Understand geographical similarities and differences through studying the human and physical geography of a	Human Geography • Use basic geographical vocabulary to refer to key human features	Physical Geography • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the word in relation to the Equator and the North and South Poles

countries and capital cities of the United Kingdom and its surrounding seas	small area of the UK and a small area in a non-European country		• Use basic geographical vocabulary to refer to key physical features

Geographical Skills and Fieldwork:

- Use world maps, atlases and globe to identify the UK and other areas studied
- Use simple compass directions and locational language
- Use aerial photographs and plans to recognise human and physical features
- Devise a simple map using a key with symbols
- Use fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical characteristics of its surrounding environment

CURRICULUM COVERAGE & PROGRESSION LEARNING FOR YEAR 1

Location Knowledge	Place Knowledge	Human Geography	Physical Geography
• LEARNING OBJECTIVE: know (the city/town) where I live • LEARNING OBJECTIVE: tell our home address • LEARNING OBJECTIVE: know simple directions (near and far, up and down, left and right) • LEARNING OBJECTIVE: know that our world is a sphere • LEARNING OBJECTIVE: know that maps, atlas and globes show us places in our world • LEARNING OBJECTIVE: locate the equator, north pole and south pole on a globe and atlas • LEARNING OBJECTIVE: locate the UK on a map, globe or atlas	• LEARNING OBJECTIVE: say what we like and dislike about our town • LEARNING OBJECTIVE: compare life in our town to another place • LEARNING OBJECTIVE: ask questions about our town to learn more • LEARNING OBJECTIVE: answer questions about the weather • LEARNING OBJECTIVE: know what a continent is	• LEARNING OBJECTIVE: Explain why we wear different clothes at different times of year • LEARNING OBJECTIVE: explain what different jobs might do in different climates • LEARNING OBJECTIVE: tell something about people who live in hot and cold places	• LEARNING OBJECTIVE: tell the main features of hot and cold places • LEARNING OBJECTIVE: describe our town using pictures and words • LEARNING OBJECTIVE: name key places in a town or village (church, farm, shop, factory, house) • LEARNING OBJECTIVE: know the four seasons • LEARNING OBJECTIVE: keep a weather chart of our local weather • LEARNING OBJECTIVE: explain how the weather changes by season

Skills and Fieldwork:

- LEARNING OBJECTIVE: draw a simple map with a key
- LEARNING OBJECTIVE: use photographs to recognise landmarks, and basic human and physical features
- LEARNING OBJECTIVE: use maps, atlases and globes

Possible fieldwork: explore school and surrounding areas (journey down to Bar End Stadium and Allotments)

Year R to Year 2 can make maps with blocks and craft materials as well by hand. Overtime the maps should move from how a child sees their classroom or playground to accurate representation of reality.

Vocabulary:
Physical features – including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
Human features – including: city, town, village factory, farm, house, office, port, harbour and shop

Year 2	DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN GEOGRAPHY		
NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE ONE			
Locational Knowledge • Name and locate the world's seven continents and five oceans • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Place Knowledge • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a non-European country	Human Geography • Use basic geographical vocabulary to refer to key human features	Physical Geography • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the word in relation to the Equator and the North and South Poles • Use basic geographical vocabulary to refer to key physical features
Geographical Skills and Fieldwork: • Use world maps, atlases and globe to identify the UK and other areas studied • Use simple compass directions and locational language • Use aerial photographs and plans to recognise human and physical features • Devise a simple map using a key with symbols • Use fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical characteristics of its surrounding environment			
CURRICULUM COVERAGE & PROGRESSION LEARNING FOR YEAR 2			
Location Knowledge • LEARNING OBJECTIVE: find where we live on a map of the UK • LEARNING OBJECTIVE: name and locate the 4 countries in the United Kingdom • LEARNING OBJECTIVE: know and locate the seas surrounding the UK • LEARNING OBJECTIVE: name and locate the 7 continents • LEARNING OBJECTIVE: name and locate the 5 oceans	Place Knowledge • LEARNING OBJECTIVE: ask questions about a place to learn more • LEARNING OBJECTIVE: Say what we like and do not like about a place • LEARNING OBJECTIVE: Understand similarities and differences of a region of the UK and a region of a non-European country	Human Geography • LEARNING OBJECTIVE: understand and use geographical vocabulary for human features (city, town, village, factory, farm, house, office, port, harbour, shop) and explain why they are needed • LEARNING OBJECTIVE: explain how jobs people do may be different because of location • LEARNING OBJECTIVE: know that people can spoil an area and understand how	Physical Geography • LEARNING OBJECTIVE: identify seasonal and daily weather in the UK • LEARNING OBJECTIVE: know the location of hot and cold areas in the world in relation to the Equator and Poles • Use vocabulary to describe physical features of a place (island, beach, coast, ocean, forest, hill, mountain, valley)
Skills and Fieldwork: • LEARNING OBJECTIVE: use simple compass directions to find places on a map (North, South, East, West)			

- LEARNING OBJECTIVE: use directional language for location of features and routes on a map
- LEARNING OBJECTIVE: use fieldwork and observations study a locality (geography of school and surroundings)
- WALT use aerial photographs, plan perspectives to recognise landmarks, and basic and physical features
- LEARNING OBJECTIVE: use maps, atlases and globes to identify locations, countries, continents and oceans

Possible fieldwork: explore school and surrounding areas (journey down to Bar End Stadium and Allotments)

Year R to Year 2 can make maps with blocks and craft materials as well by hand. Overtime the maps should move from how a child sees their classroom or playground to accurate representation of reality.

Vocabulary:

Physical features – including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
Human features – including: city, town, village factory, farm, house, office, port, harbour and shop

Year 3	DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN GEOGRAPHY		
NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE TWO			
Locational Knowledge • 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 • Name and locate countries and cities of the United Kingdom, geographical identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Place Knowledge • Understand geographical similarities and differences through studying the human and physical geography of a region in a European Country, and a region within North and South America	Human Geography • Describe and understand 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 • Identify key human characteristics of the countries and cities of the UK including land use and how this changed over time	Physical Geography • Identify key physical characteristics of counties and major cities • Describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Identifying physical characteristics of the countries and cities of the UK such as key topographical features (including hills, mountains, coasts and rivers) and how some of these aspects have changed over time
Geographical Skills and Fieldwork: • Use world 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 • Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies			
CURRICULUM COVERAGE & PROGRESSION LEARNING FOR YEAR 3			
Location Knowledge • LEARNING OBJECTIVE: identify and locate the 7 continents • LEARNING OBJECTIVE: identify and locate the 5 oceans	Place Knowledge • LEARNING OBJECTIVE: recognise there are similarities and difference between places	Human Geography • LEARNING OBJECTIVE: explain why a place has certain human features • LEARNING OBJECTIVE: explain why a place is like it is	Physical Geography • LEARNING OBJECTIVE: locate and describe the physical features of a place using geographical vocabulary • LEARNING OBJECTIVE: describe how volcanoes are created

• LEARNING OBJECTIVE: locate coasts, rivers and mountains in the UK • LEARNING OBJECTIVE: locate neighbouring European countries • LEARNING OBJECTIVE: identify the Northern and Southern Hemisphere • LEARNING OBJECTIVE: name some countries in the Northern Hemisphere • LEARNING OBJECTIVE: locate and name the world's volcanoes	• LEARNING OBJECTIVE: understand how places relate to each other • LEARNING OBJECTIVE: understand similarities and difference of a region of the UK and region of a country with different climate (non-European)	• LEARNING OBJECTIVE: explain how a region in a warmer place would be different from ours • LEARNING OBJECTIVE: explain how people's lives are affected because of weather • LEARNING OBJECTIVE: know how long it would take to get to a place using different modes of transportation • LEARNING OBJECTIVE: explain how volcanoes affect the lives of people • LEARNING OBJECTIVE: explain how earthquakes affect the lives of people	• LEARNING OBJECTIVE: describe how earthquakes are created

<u>Skills and Fieldwork</u>:

- LEARNING OBJECTIVE: use 4 points on a compass directions to give direction
- LEARNING OBJECTIVE: use grid references
- LEARNING OBJECTIVE: make a sketch/diagram from doing fieldwork
- LEARNING OBJECTIVE: draw a map using a key and symbols
- LEARNING OBJECTIVE: use photographs or diagram to recognise landmarks, and basic human and physical features
- LEARNING OBJECTIVE: use maps, atlases and globes to identify locations studied
- LEARNING OBJECTIVE: measure and record data

Possible fieldwork: explore school and surrounding areas (journey down to Bar End Stadium and Allotments), Natural History Museum (volcano show)

A process for an investigation is question/hypothesis, prediction, methods, data collection, data presentation, data analysis. Conclusion, evaluation. Not all the stages need to be carried out in detail and at times it is relevant for the teacher to present the data so children can spend time analysing their results and concluding their findings linked to their hypothesis. The stages do not all need to be recorded and the process can be completed quicker when writing is kept to a minimum.

Economic activity/trade links – Winchester to Portsmouth or Southampton (economically active with good websites). Focus on product e.g. cars, raspberries, bananas or chocolate

<u>KS2 - Use basic vocabulary to refer to:</u>

Physical features – including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, natural hazards and the water cycle

Human features – including: types of settlement (capital city, hamlet) and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water

Year 4	DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN GEOGRAPHY		
NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE TWO			
Locational Knowledge • 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 • Name and locate countries and cities of the United Kingdom, geographical identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Place Knowledge • Understand geographical similarities and differences through studying the human and physical geography of a region in a European Country, and a region with in North and South America	Human Geography • Describe and understand 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 • Identify key human characteristics of the countries and cities of the UK including land use and how this changed over time	Physical Geography • Identify key physical characteristics of counties and major cities • Describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Identifying physical characteristics of the countries and cities of the UK such as key topographical features (including hills, mountains, coasts and rivers) and how some of these aspects have changed over time
Geographical Skills and Fieldwork: • Use world 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 • Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies			
CURRICULUM COVERAGE & PROGRESSION LEARNING FOR YEAR 4			
Location Knowledge • LEARNING OBJECTIVE: know the differences between the British Isles Great Britain and the UK	Place Knowledge • LEARNING OBJECTIVE: recognise there are similarities and difference between places	Human Geography • LEARNING OBJECTIVE: explain why people live in cities • LEARNING OBJECTIVE: explain why people live in a village rather than a city	Physical Geography • LEARNING OBJECTIVE: describe the main features of a city • LEARNING OBJECTIVE: describe the main features of a village • LEARNING OBJECTIVE: describe the differences between a city and a village

• LEARNING OBJECTIVE: identify the countries of Europe (inc Russia) • LEARNING OBJECTIVE: know the location of capital cities of the UK • LEARNING OBJECTIVE: locate the main countries of South America • LEARNING OBJECTIVE: locate where rainforests are on our globe relative to the Equator	• LEARNING OBJECTIVE: understand how places relate to each other • LEARNING OBJECTIVE: understand similarities and difference of a region of the UK and region of a country with different climate (non-European)	• LEARNING OBJECTIVE: explain how locality Winchester has changed over time • LEARNING OBJECTIVE: suggest ways that a place can be improved • LEARNING OBJECTIVE: explain what natural resources are and why humans live near them • LEARNING OBJECTIVE: explain why rainforests are important • LEARNING OBJECTIVE: explain how humans have altered rainforests	• LEARNING OBJECTIVE: identify the main features of a rainforest

Skills and Fieldwork:

- LEARNING OBJECTIVE: use 8 points on a compass to find places on a map
- LEARNING OBJECTIVE: draw accurate maps with keys using symbols to represent different physical features
- LEARNING OBJECTIVE: carry out a survey to learn about your locality
- LEARNING OBJECTIVE: find the same place on a globe and an atlas
- LEARNING OBJECTIVE: label the same features on an aerial photograph as on a map
- LEARNING OBJECTIVE: plan a journey
- LEARNING OBJECTIVE: measure, record and present data

Possible fieldwork: Survey in Winchester town centre, river walk, recording information such as landmarks in city centre. Plan and record journey from school to a chosen destination (1. Winchester cathedral 2.Dubai or Singapore?)

Economic activity/trade links – Winchester to Portsmouth or Southampton (economically active with good websites). Focus on product e.g. cars, raspberries, bananas or chocolate

A process for an investigation is question/hypothesis, prediction, methods, data collection, data presentation, data analysis. Conclusion, evaluation. Not all the stages need to be carried out in detail and at times it is relevant for the teacher to present the data so children can spend time analysing their results and concluding their findings linked to their hypothesis. The stages do not all need to be recorded and the process can be completed quicker when writing is kept to a minimum.

KS2 - Use basic vocabulary to refer to:

Physical features – including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, natural hazards and the water cycle

Human features – including: types of settlement (capital city, hamlet) and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water

Year 5	DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN GEOGRAPHY		
NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE TWO			
Locational Knowledge • 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 • Name and locate countries and cities of the United Kingdom, geographical identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Place Knowledge • Understand geographical similarities and differences through studying the human and physical geography of a region in a European Country, and a region with in North and South America	Human Geography • Describe and understand 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 • Identify key human characteristics of the countries and cities of the UK including land use and how this changed over time	Physical Geography • Identify key physical characteristics of counties and major cities • Describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Identifying physical characteristics of the countries and cities of the UK such as key topographical features (including hills, mountains, coasts and rivers) and how some of these aspects have changed over time
Geographical Skills and Fieldwork: • Use world 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 • Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies			
CURRICULUM COVERAGE & PROGRESSION LEARNING FOR YEAR 5			
Location Knowledge	Place Knowledge	Human Geography	Physical Geography

• LEARNING OBJECTIVE: name the major countries of North America (USA, Canada, Mexico) • LEARNING OBJECTIVE: know the largest city in each continent • LEARNING OBJECTIVE: name and locate the Rivers from around the world • LEARNING OBJECTIVE: identify and explain longitude and latitude • LEARNING OBJECTIVE: locate the Equator, Northern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and the Prime Meridian • LEARNING OBJECTIVE: explain how time zones work	• LEARNING OBJECTIVE: understand why there are similarities and differences between places • LEARNING OBJECTIVE: describe how a place is part of a wider context – region, country, Commonwealth, continent • LEARNING OBJECTIVE: recognise the climate of a country based on its location	• LEARNING OBJECTIVE: understand how human activity is affected by weather and climate • LEARNING OBJECTIVE: understand the impact of extreme weather • LEARNING OBJECTIVE: explain how humans affect the environment over time • LEARNING OBJECTIVE: understand how humans have altered their environments • LEARNING OBJECTIVE: understand how humans can act to sustain their environment	• LEARNING OBJECTIVE: describe and understand climate zones, biomes, vegetation bels • LEARNING OBJECTIVE: explain how the water cycle works • LEARNING OBJECTIVE: identify and locate local rivers • LEARNING OBJECTIVE: to compare to the Amazon, Nile, Ganges, Mississippi and San Francisco bay • LEARNING OBJECTIVE: explain how convection currents cause winds

<u>Skills and Fieldwork</u>:

- LEARNING OBJECTIVE: use 8 points of a compass to answer questions
- LEARNING OBJECTIVE: Locate a place on a map using longitude and latitude
- LEARNING OBJECTIVE: accurately measure and collect information (rainfall, temperature, wind speed)
- LEARNING OBJECTIVE: plan a journey to another part of the world, looking at distance, time and modes of transportations
- LEARNING OBJECTIVE: find out about weather and climate using fieldwork
- LEARNING OBJECTIVE: measure, record and present data to prove a theory
- LEARNING OBJECTIVE: Devise and answer questions using geographical vocabulary
- LEARNING OBJECTIVE: Justify and evaluate data collection methods
- LEARNING OBJECTIVE: Conclude fieldwork investigations with explanations and evidence

Trips: River walk and study using velocity (HIAS moodle resource)

Economic activity/trade links – Winchester to Portsmouth or Southampton (economically active with good websites). Focus on product e.g. cars, raspberries, bananas or chocolate

A process for an investigation is question/hypothesis, prediction, methods, data collection, data presentation, data analysis. Conclusion, evaluation. Not all the stages need to be carried out in detail and at times it is relevant for the teacher to present the data so children can spend time analysing their results and concluding their findings linked to their hypothesis. The stages do not all need to be recorded and the process can be completed quicker when writing is kept to a minimum.

KS2 - Use basic vocabulary to refer to:

Physical features – including: climate zones, biomes and vegetation belts, rivers, mountains, longitude, latitude, volcanoes and earthquakes, natural hazards and the water cycle

Human features – including: types of settlement (capital city, hamlet) and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water

Key words to support planning:

Atmosphere, condensation, evaporation, infiltration, impermeable, interception, precipitation, saturation, surface run off, transpiration, water cycle.
Bed, bank, channel, confluence, current, downstream, deposition, depth, erosion, flood, flood plain, landform, hill, meander, mouth, process, drainage, basin, source, transportation, tributary, valley, waterfall, watershed, width

Country suggestions:

South America: Amazon – Colombia, Peru, Brazil
North America: Mississippi, Colorado – USA
Europe – Thames – UK, Rhine – France, Austria Lichtenstein, Netherlands, Germany, Switzerland, Danube – Austria, Romania, Bulgaria, Slovakia, Hungary, Ukraine, Croatia, Germany, Servia, Moldova

Year 6	DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN GEOGRAPHY		
NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE TWO			
Locational Knowledge • 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 • Name and locate countries and cities of the United Kingdom, geographical identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Place Knowledge • Understand geographical similarities and differences through studying the human and physical geography of a region in a European Country, and a region with in North and South America	Human Geography • Describe and understand 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 • Identify key human characteristics of the countries and cities of the UK including land use and how this changed over time	Physical Geography • Identify key physical characteristics of counties and major cities • Describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Identifying physical characteristics of the countries and cities of the UK such as key topographical features (including hills, mountains, coasts and rivers) and how some of these aspects have changed over time
Geographical Skills and Fieldwork: • Use world 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 • Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies			
CURRICULUM COVERAGE & PROGRESSION LEARNING FOR YEAR 6			
Location Knowledge • LEARNING OBJECTIVE: locate and name the countries in Europe	Place Knowledge • LEARNING OBJECTIVE: understand similarities and differences between our country (UK), a region	Human Geography • LEARNING OBJECTIVE: understand types of settlements and land use	Physical Geography • LEARNING OBJECTIVE: describe and understand rivers • LEARNING OBJECTIVE: describe and understand mountains

• LEARNING OBJECTIVE: know and identify that European borders have changed over time • LEARNING OBJECTIVE: name major countries in Asia • LEARNING OBJECTIVE: name and locate the counties and cities in the UK	of Europe, and a region within North or South America	• LEARNING OBJECTIVE: understand economic activity such as trade links, and the distribution of natural resources (ie energy, food, minerals, water) • LEARNING OBJECTIVE: explain why many cities are situated by rivers • LEARNING OBJECTIVE: explain how places are similar and different in relation to their physical features • LEARNING OBJECTIVE: understand that some natural resources are limited • LEARNING OBJECTIVE: understand sustainable energy sources	• LEARNING OBJECTIVE: describe and understand volcanoes • LEARNING OBJECTIVE: describe and understand earthquakes • LEARNING OBJECTIVE: explain how rivers erode, transport and deposit materials • LEARNING OBJECTIVE: know the physical features of coasts • LEARNING OBJECTIVE: know and describe plate tectonics

Skills and Fieldwork:

- LEARNING OBJECTIVE: explain and use maps with a range scales
- LEARNING OBJECTIVE: use OS maps to answer questions
- LEARNING OBJECTIVE: use maps, aerial photos, plans and web resources to make predictions about a place
- LEARNING OBJECTIVE: create a map to show an area studied with detailed key and using symbols for physical features
- LEARNING OBJECTIVE: observe, measure, record and present data to bring theory to life
- LEARNING OBJECTIVE: Devise and answer questions using geographical vocabulary
- LEARNING OBJECTIVE: Justify and evaluate data collection methods
- LEARNING OBJECTIVE: Conclude fieldwork investigations with explanations and evidence

Residential Trips (river study, natural History Museum (volcano and earthquake show)

A process for an investigation is question/hypothesis, prediction, methods, data collection, data presentation, data analysis. Conclusion, evaluation. Not all the stages need to be carried out in detail and at times it is relevant for the teacher to present the data so children can spend time analysing their results and concluding their findings linked to their hypothesis. The stages do not all need to be recorded and the process can be completed quicker when writing is kept to a minimum.

KS2 - Use basic vocabulary to refer to:

Physical features – including: climate zones, biomes and vegetation belts, rivers, mountains, longitude, latitude ,volcanoes and earthquakes, natural hazards and the water cycle
Human features – including: types of settlement (capital city, hamlet) and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water

Key words to support planning:
Atmosphere, condensation, evaporation, infiltration, impermeable, interception, precipitation, saturation, surface run off, transpiration, water cycle.
Bed, bank, channel, confluence, current, downstream, deposition, depth, erosion, flood, flood plain, landform, hill, meander, mouth, process, drainage, basin, source, transportation, tributary, valley, waterfall, watershed, width

Country suggestions:
South America: Amazon – Colombia, Peru, Brazil
North America: Mississippi, Colorado – USA
Europe – Thames – UK, Rhine – France, Austria Lichtenstein, Netherlands, Germany, Switzerland, Danube – Austria, Romania, Bulgaria, Slovakia, Hungary, Ukraine, Croatia, Germany, Servia, Moldova

Locational knowledge – where places are

Place knowledge – what places are like

Physical geography – the natural processes of the Earth, such as climate and plate tectonics

Human geography – the impact and behaviour of people and how they relate to the physical word