



GEOGRAPHY PROGRESSION MAP

Year 6			
	AUTUMN TERM:	SPRING TERM:	SUMMER TERM:
	‘Where does all of our stuff come from?’	‘Are we damaging our world?’ Field Work – Gilmoor Recycling Centre	‘How will our world look in the future?’
Domain	Progression Statement		
Geographical Knowledge	<ul style="list-style-type: none"> Locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude. (E.g. produce a world fruit map based around a world map locating the origin of some fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, and climate.) 	<ul style="list-style-type: none"> Describe and understand key aspects of the distribution of natural resources including energy, minerals and water. 	<ul style="list-style-type: none"> Apply previous knowledge in relation to key aspects of; <ul style="list-style-type: none"> Physical geography, including; climate zones, biomes, and vegetation belts, rivers, mountains, volcanoes, and earthquakes and the water cycle. Human geography, including; types of settlement and land use, economic activity, and the distribution of natural resources including energy, food, minerals and water.
Geographical Understanding	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Understand what life is like in cities and in villages and in a range of settlement sizes. 	<ul style="list-style-type: none"> Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Deepen an understanding of the interaction between physical and human processes. Explain how the types of industry in the area have changed over time. Understand where our energy and natural resources come from. (E.g. 	<ul style="list-style-type: none"> Deepen an understanding of the interaction between physical and human processes.

	<ul style="list-style-type: none"> • Understand that products we use are imported as well as locally produced. • Explain how the types of industry in the area have changed over time. • Understand where our energy and natural resources come from. (E.g. Prepare a presentation for a decision-making exercise selecting an energy source to generate power for nearby houses.) 	Prepare a presentation for a decision-making exercise selecting an energy source to generate power for nearby houses.)	
Geographical Skills & Enquiry	<ul style="list-style-type: none"> • 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. • Describe the features shown on an OS map and follow a short route. • Use atlases to find out data about other places. • Use 8 figure compass and 6 figure grid reference accurately and effectively. • Confidently use lines of longitude and latitude on maps. • Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages 		
Breadth of Study	<ul style="list-style-type: none"> • Use ICT • Carry out field work where applicable. 		

Year group long-term overview (with statutory requirements) and subject progression map (above) to be used together to inform medium term planning.