



OUR LADY AND
ST HUBERT'S
CATHOLIC PRIMARY SCHOOL



Geography

Year 6 - Knowledge Progression

Substantive Knowledge

Location Knowledge

	Strand	Knowledge	Vocabulary						
The Local Area	The United Kingdom	Locate and describe human and physical features of the local area including political boundaries.							
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The World		Identify the position and significance of latitude, longitude, Equator, the hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones, relating these to their climate, biomes, seasons and vegetation.							
		Locate countries of South America, their environmental regions, key physical and human characteristics (e.g. coasts, seas, rivers, mountains, capitals, manmade landmarks, lakes and major cities).							







Place Knowledge

	Strand	Knowledge	Vocabulary						
Comparisons		Study in detail similarities and differences in physical geography between the UK and South America (Including climate).							
		Study in detail similarities and differences in human geography between the UK and South America (including land use, energy, and trade).							







Physical Geography

	Strand	Knowledge	Vocabulary						
Weather and Climate		Understand how climate and vegetation are connected in biomes (e.g. the tropical rainforest and the desert).							
		Describe different biomes							
		Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.							
Physical Features and Processes		Use geographical vocabulary to refer to and explain the location of key physical features of South America.							

Human Geography







	Strand	Knowledge	Vocabulary						
Settlements and Land Use		Describe and explain changing land use in South America, including the Amazon rainforest.							
		Understand what life is like in cities, villages and other settlements in Brazil.							
		Use secondary data to understand the human geographical profile of Oldbury and Sandwell including land use.							
Economics, Trade and Resources		Understand how food production is influenced by climate and biomes.							
		Understand the importance of Brazil and the Amazon Rainforest in trade and resources including fairtrade.							
		Begin to have an understanding of global supply chains.							
		Begin to understand the changing picture of human geography of Oldbury and consider the implications.							
		Compare the human geography of Oldbury with other areas of Sandwell and the UK.							

Geography Skills and Fieldwork

	Strand	Knowledge	Vocabulary						
Primary Sources		Use detailed fieldwork to observe, measure, record, present and explain information regarding human and physical geography of the local area, creating a more complete view - presenting findings with evaluations. <i>Plastic Study</i>							
		Create detailed maps and label physical and human features.							

Use a range of paper and digital maps by following keys and symbols (including political maps) to locate and describe studied human and physical features (South America, including countries, land use, settlements, mountains, coasts, seas, lakes, rivers, climate & temp)							
Use six figure grid references.							
Use aerial images and age-appropriate graphs to acquire and evaluate geographical information.							

Disciplinary Knowledge

	Strand	Knowledge	Vocabulary						
Asking and answering questions		Ask and investigate geographical questions, suggesting enquiries to test them.							
		Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary.							
Analysing and communicating		Choose an appropriate method to communicate information and give reasons for this.							
		Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.							
Evaluating and debating		Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.							