Year 6 Geography Progression

Objective	What to look for (Working towards)	What to look for (Meeting expectations)	What to look for (Exceeding expectations)
The UK and local area			
G.2.1.5. Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	G.2.1.6. The child can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. The child can locate the UK's regions and major cities. (E.g. Use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK.)	G.2.1.7. The child can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. The child can recognise broad land-use patterns of the UK. (E.g. Use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK, as well as other categories the children develop on their own, e.g. waterfall, lake, city population.)	G.2.1.8. The child can locate and describe a range of contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change. Locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time. The child can identify broad land-use patterns of the UK. (E.g. Create a 'Top Trumps' game for other groups in the class for rivers, mountains in the UK, as well as other categories the children develop on their own, e.g. waterfall, lake, city population.)

Year 6 Geography Progression

The world and continents

G.2.2.6.a. 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.	G.2.2.7.a. The child can locate some major cities and countries of Europe and North and South America on physical and political maps. The child can describe some key physical and human characteristics of Europe and North and South America. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Label the key countries, cities and mountains.)	G.2.2.8.a. The child can locate cities, countries and regions of Europe and North and South America on physical and political maps. The child can describe key physical and human characteristics and environmental regions of Europe and North and South America. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.)	G.2.2.9.a. The child can locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions. The child can describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America. (E.g. Independently use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains. Add annotations to identify the main physical, human and cultural characteristics of the region of the Alps.)
G.2.2.6.b. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).	G.2.2.7.b. The child can 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.)	G.2.2.8.b. The child can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. (E.g. Produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone.)	G.2.2.9.b. The child can locate places studied in relation to the Equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. (E.g. Produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone. Consider how these fruits could be grown nearer to home.)

Year 6 Geography Progression

Physical themes

G.2.3.6.a. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.	G.2.3.7.a. The child can understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest. The child can understand that animals and plants are adapted to the climate. The child can understand our food is grown in many different countries because of their climate. (E.g. Create a fruit map poster based around a world map using several fruits and labelling their countries of origin.)	G.2.3.8.a. The child can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. The child can describe what the climate of a region is like and how plants and animals are adapted to it. The child can understand how food production is influenced by climate. (E.g. Produce a world fruit map showing where the fruit we eat is grown and the key aspects of the climate in these locations.)	G.2.3.9.a. The child can understand how climate and vegetation are connected in a range of biomes, e.g. the tropical rainforest, a hot desert, the Arctic.) The child can explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it. The child can relate climate to food production. (E.g. Produce a world fruit map based around a world map using several fruits and identifying the climate zones where they grow.)
	G.2.3.7.b. The child can describe some key physical processes and the resulting landscape features, e.g. understand the characteristics of a mountain region and how it was formed. (E.g. Make a playdough model to show the formation of fold mountains of the Alps in Europe and talk about what it shows.)	G.2.3.8.b. The child can describe and understand a range of key physical processes and the resulting landscape features. The child can understand how a mountain region was formed. (E.g. Make a playdough model to show the formation of fold mountains of the Alps in Europe and annotate it with simple explanations of what it shows.)	G.2.3.9.b. The child can describe and understand some key physical processes and the resulting landscape features. The child can understand how fold mountain regions are formed. (E.g. Make playdough models at stages in the formation of fold mountains of the Alps in Europe and write a commentary to show how the mountains are formed.)

Year 6 Geography Progression

Human themes

G.2.4.5. 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. G.2.5.6.a. Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.	G.2.4.6. The child can know and understand what life is like in cities and in villages. The child can know the journey of how one product gets into their home in detail. The child can describe some renewable and non-renewable energy sources. The child can describe different types of industry currently in the local area. The child can know where some of our main natural resources come from. (E.g. Take part in a decision-making exercise selecting an energy source to generate power for nearby houses.)	G.2.4.7. The child can know and understand what life is like in cities and in villages and in a range of settlement sizes. The child can understand that products we use are imported as well as locally produced. The child can explain how the types of industry in the area have changed over time. The child can 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.)	G.2.4.8. The child can know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world. The child can understand that our shopping choices have an effect on the lives of others. The child can explain how, and offer reasons why, the types of industry in the area have changed over time. The child can understand where our energy and natural resources come from, and the impacts of their use. (E.g. Take a lead in a presentation in a decision-making exercise selecting an energy source to generate power for nearby houses.)

Year 6 Geography Progression

Understanding places and connections

G.2.5.6.b. Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America. G.2.5.14. Deepen an understanding of the interaction between physical and human processes.	G.2.5.7.a. The child can understand how a region has changed. (E.g. Produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed.)	G.2.5.8.a. The child can understand how a region has changed and how it is different from another region of the UK. (E.g. Produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed, including the views of local people.)	G.2.5.9.a. The child can understand how and why their region and other regions have changed, and how the regions of the UK are distinctive. (E.g. Produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed, including the views of local people and the future impact of the development of the Queen Elizabeth Park.)
	G.2.5.7.b. The child can know and share information about a European region and a region in North or South America, and understand that a region such as the Alps is unique. (E.g. Design an app/webpage/leaflet for tourists to the Alps selecting some information.)	G.2.5.8.b. The child can know information about a region of Europe and North or South America, its physical environment and climate, and economic activity. (E.g. Design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment.)	G.2.5.9.b. The child can understand the importance of a region in Europe and in North or South America, its human and physical environment, and how they are connected. (E.g. Design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment. Refine the item based on feedback.)
	G.2.5.15. The child can explain some ways a biome (including the oceans) is valuable and under threat from human activity. The child can understand how human activity is influenced by climate and weather. The child can understand hazards from physical environments such as avalanches in mountain regions. The child can identify an important environmental issue. (E.g. Make an animation to show why the Amazon rainforest is valuable and why it should be protected.)	G.2.5.16. The child can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. The child can understand how human activity is influenced by climate and weather. The child can understand hazards from physical environments and their management, such as avalanches in mountain regions. The child can explain several threats to wildlife/habitats. (E.g. Make an animation to show why the Amazon rainforest is valuable and under threat, and why it should be protected.)	G.2.5.17. The child can explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future. The child can understand how human activity is influenced by climate and weather. The child can understand the causes of hazards from physical environments and their management, such as avalanches in mountain regions. The child can understand that no one type of energy production will provide all our energy needs. (E.g. Make an animation to show why the Amazon rainforest is valuable and how it should be protected.)

Year 6 Geography Progression

Map and atlas work

G.2.6.6.a. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied G.2.6.6.b. Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	G.2.6.7.a. The child can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America. The child can use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude. (E.g. Use physical and political maps to identify the Alps and the countries this region spreads across.)	G.2.6.8.a. The child can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America. The child can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. The child can use thematic maps for specific purposes. (E.g. Use physical and political maps to identify the Alps, its countries, cities and topography.)	G.2.6.9.a. The child can use atlases to identify the distinct characteristics of some regions of Europe or North and South America. The child can use globes and atlases to accurately locate places by their latitude and longitude. (E.g. Use physical and political maps to identify the Alps, its countries, cities and topography, and factors that make this region distinct.)
	G.2.6.7.b.The child can use four-figure grid references. The child can use OS map symbols and atlas symbols. The child can use maps at different scales. The child can recognise that contours show height. (E.g. Contribute to a class display of a large-scale OS map of the local area to label with photographs and information about a local issue.)	G.2.6.8.b. The child can use four-figure, and find six-figure, grid references. The child can describe height and slope from a map. The child can read and compare map scales. (E.g. Use a large-scale OS map of the local area to annotate with photographs and information about a local issue.)	G.2.6.9.b. The child can use four- and six-figure grid references with ease and accuracy. The child can describe the shape of the land from contour patterns. The child can work confidently with a range of maps from large-scale street maps to 1:50,000 maps. (E.g. Use a large-scale OS map of the local area to annotate with photographs and information about a local issue linking these to a range of features on the map.)

Year 6 Geography Progression

Fieldwork and investigation

G.2.7.6.a. Use a range of methods including sketch maps, plans and graphs, and digital technologies. G.2.7.6.b. Use fieldwork to observe, measure, record and present the human and physical features in the local area.	G.2.7.7.a. The child can make a sketch map with symbols. The child can use digital maps to identify human and physical features. The child can present information gathered in fieldwork using simple graphs. (E.g. Research into how the local area is changing, using a selection of digital sources.)	G.2.7.8.a. The child can make sketch maps of areas using symbols, a key and a scale. The child can use digital maps to investigate features of an area. The child can present information gathered in fieldwork using a range of graphs. (E.g. Research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers.)	G.2.7.9.a. The child can use digital maps to research factual information about features. The child can present information gathered in fieldwork using a range of graphs and other data presentation techniques. (E.g. Plan an investigation to find out how the local area is changing using a range of digital sources.)
	G.2.7.7.b. The child can carry out fieldwork in an urban area and/or a rural area using appropriate techniques. (E.g. Carry out an enquiry to investigate how sustainable one aspect of the school's work is. Collect evidence as suggested from surveys, photographs and interviews, and present findings to the head teacher and school council.)	G.2.7.8.b. The child can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques. (E.g. Plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is. Collect evidence from surveys, photographs and interviews, and present findings to the head teacher and school council.)	G.2.7.9.b. The child can design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques. (E.g. Design, plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is. Collect evidence from surveys, photographs and interviews, and present findings to the school's governing body.)