

Progression of Skills: Geography

	There's no place like home	All change!	Hooray let's go on holiday
Year 1	<p><u>Locational knowledge</u></p> <p>a name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</p> <p>- use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city,</p> <p><u>Human and physical</u></p> <p>- use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>- use basic geographical vocabulary to refer to key physical features, including: beach, diff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><u>Fieldwork and geographical skills</u></p> <p>a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;</p> <p>b _devise a simple map; and use and construct basic symbols in a key;</p> <p>c use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</p>	<p><u>Locational knowledge</u></p> <p>b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</p> <p><u>Human and physical</u></p> <p>- identify seasonal and daily weather patterns in the United Kingdom</p> <p><u>Fieldwork and geographical skills</u></p> <p>d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</p>	<p><u>Locational knowledge</u></p> <p>- name and locate the world's seven continents and five oceans;</p> <p>- Use the following vocabulary: world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p> <p><u>Human and physical</u></p> <p>b identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;</p> <p>- use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><u>Fieldwork and geographical skills</u></p> <p>e use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;</p> <p>f devise a simple map; and use and construct basic symbols in a key;</p> <p>g use simple compass directions and locational and directional to describe the location of features and routes on a map;</p>

Topic overviews – Year 1

Autumn 2 Geography	Spring 2 Geography	Summer 2 Geography
<p><u>There's no place like home</u></p> <p>In this unit, children will explore where they live. They will begin by locating the four countries and capital cities of the United Kingdom and label its surrounding seas. Children will explore the human and physical features of different capital cities in the UK.</p> <p>Children will locate Erdington, Birmingham on a map and will describe key human and geographical features including rivers in their own local area.</p> <p>Children will devise a simple map; and use and construct basic symbols in a key.</p>	<p><u>All change!</u></p> <p>In this unit, children will identify seasonal and daily weather patterns in the United Kingdom. Children will understand that the year is organised into months and seasons. They will order the months correctly and describe the different seasons. They will find clues that will help them describe the season they are in now.</p> <p>Children will think about what they would pack in their suitcase if they were to go on holiday in the UK during different seasons. They will use simple fieldwork and observational skills to study daily weather. They will make weather instruments and record data.</p>	<p><u>Hooray! Let's go on holiday</u></p> <p>In this unit, children will find out about seaside towns in each of the four countries of the UK. Children will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. They will locate the places by using a map and atlas and group them into types of environments, <i>eg town, countryside, seaside</i>. Children will use a map and atlas to locate our nearest seaside town and will make comparisons with our own city. Children will discuss why people like to go to the seaside on holiday. Children will explore holiday destinations in the four countries of the UK including The lochs in Scotland, valleys in Wales, the South Coast in England and the Irish countryside They will use basic geographical vocabulary to refer to key physical features and key human features of towns explored.</p>

Year 2	Around the world	Amazing Australia	Let's explore London
	<u>Locational knowledge</u> <ul style="list-style-type: none">- 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; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p> <u>Human and physical geography</u> <ul style="list-style-type: none">- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; <u>Field work and geographical skills</u> <ul style="list-style-type: none">- use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;	<u>Locational knowledge</u> <ul style="list-style-type: none">- name and locate the world's seven continents and five oceans; <u>Place knowledge</u> <ul style="list-style-type: none">- compare the UK with a contrasting country in the world;- compare a local city/town in the UK with a contrasting city/town in a different country; <u>Human and physical geography</u> <ul style="list-style-type: none">- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; <u>Field work and geographical skills</u> <p>use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;</p>	<u>Locational knowledge</u> <ul style="list-style-type: none">- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; <u>Human and physical geography</u> <ul style="list-style-type: none">- use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <u>Field work and geographical skills</u> <ul style="list-style-type: none">- use simple compass directions and locational and directional to describe the location of features and routes on a map;- devise a simple map; and use and construct basic symbols in a key; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>

Topic overviews – Year 2

Autumn 2 Geography	Spring 2 Geography	Summer 2 Geography
<u>Around the world</u> In this unit, children will begin by naming and locating the world's seven continents and five oceans. Children will locate hot and cold areas of the world in relation to the Equator and the North and South Poles. Children will explore holiday destinations around the world. Children will set off on a journey to discover a different country in each continent. They will explore key human and geographical features of a country in each continent and will make comparisons with other places. Children will learn how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary.	<u>Amazing Australia</u> In this unit, children will begin by locating Sydney, Australia on a map. Children will think about how far away it is and how they would get there. Children will describe the surrounding oceans and rivers including the Parramatta. Children will explore the physical features of Sydney including beaches, coastline, mountains, weather and landscape. They will explore human features such as local industries, transport links, tourist attractions and will make comparisons with Birmingham.	<u>Let's explore London</u> In this unit, children will locate London on a map and describe its location. They will identify London as the capital city of England. Children will find landmarks within aerial photographs and will describe them. They will use compass points and directional language to navigate between London landmarks. Children will identify and describe a variety of geographical features in London and will describe seasonal weather patterns. They will finish by planning a trip to London using the knowledge they have gained throughout this topic.

Year 3	Rivers and coasts	Earthquakes and volcanoes	Somewhere to settle
	<u>Locational knowledge</u> <ul style="list-style-type: none">- name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;	<u>Locational knowledge</u> <ul style="list-style-type: none">- locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;- 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;	<u>Locational knowledge</u> <ul style="list-style-type: none">- name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;- use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
	<u>Place knowledge</u> <ul style="list-style-type: none">- understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;	<u>Human and physical geography</u> <ul style="list-style-type: none">- physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;- use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.	<u>Place knowledge</u> <ul style="list-style-type: none">- understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;
	<u>Fieldwork and geographical skills</u> <ul style="list-style-type: none">- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;- use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;- use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;- use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	<u>Fieldwork and geographical skills</u> <ul style="list-style-type: none">- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;- use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;	<u>Human and physical geography</u> <ul style="list-style-type: none">- human geography, including: types of settlement and land use; <u>Fieldwork and geographical skills</u> <ul style="list-style-type: none">- use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;- use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.

Topic overviews – Year 3

Autumn 2 Geography	Spring 2 Geography	Summer 2 Geography
<u>Rivers and mountains</u> Rivers and mountains In this unit, children will describe the water cycle, explain what a river is and locate the world's longest rivers on a map. They will describe how rivers are used around the world. Children will identify the stages and features of a river, and the way that land use changes from the source to the mouth. Children will investigate what happens when a river floods. Children will then move on to explore mountains. They will describe what a mountain is and locate the world's 'Seven Summits' on a map. They will explain key features of mountains and how they are formed whilst exploring mountain climates.	<u>Earthquakes and volcanoes</u> In this unit, children will begin by explaining why and where earthquakes occur. They will label the Earth's plates and plate boundaries and will describe what an earthquake is like. Children will Locate where famous earthquakes have occurred and find out some key facts. Children will consider how earthquakes affect people and places. Children will then move on to explore the structure of the earth and what lies beneath. They will investigate what happens when the Earth's plates meet and will describe the key features of volcanoes.	<u>Somewhere to settle</u> Somewhere to settle In this unit, children will explore what a settlement is they will identify important features of a settlement site and will list the things settlers would need. They will explore settlements that have been built at different times in history and will list different types of land use. Children will explore the origins of our own city and how Birmingham has evolved from a small Saxon hamlet. Children will identify land use using a digital maps and will use a key to identify transport links on maps. Children will develop their mapping skills by using an atlas to find a route between two places. Children will have the opportunity to draw a map of a settlement and will create a key for a map.

	The amazing Amazon	Aston hall – A local area study	Let’s explore Egypt
Year 4	<p><u>Locational knowledge</u></p> <p>locate the world’s countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;</p> <ul style="list-style-type: none">- 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; <p><u>Place knowledge</u></p> <p>explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;</p> <ul style="list-style-type: none">- explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; <p><u>Human and physical geography</u></p> <ul style="list-style-type: none">- physical geography, including: climate zones, biomes, <p><u>Field work and geographical skills</u></p> <ul style="list-style-type: none">- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;- use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world.	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none">- name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; <p><u>Place knowledge</u></p> <ul style="list-style-type: none">- understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;- understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; <p><u>Human and physical geography</u></p> <ul style="list-style-type: none">- human geography, including: types of settlement and land use; <p><u>Field work and geographical skills</u> –use maps, atlases, globes and digital/computers studied;</p> <ul style="list-style-type: none">- use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;- use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none">- locate the world’s countries concentrating on environmental regions and key physical and human characteristics;- 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; <p><u>Human and physical geography</u></p> <ul style="list-style-type: none">- human geography, including: types of settlement and land use; <p><u>Field work and geographical skills</u></p> <ul style="list-style-type: none">- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;- use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;- use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.

Topic overviews – Year 4

Autumn 2 Geography	Spring 2 Geography	Summer 2 Geography
<p><u>The amazing amazon</u></p> <p>In this unit, children will begin by locating the Amazon on a map and will consider the significance of its location. Children will explore how a places location can affect its climate and will explore climate zones. They will describe the importance of the Amazon Basin and Rainforest. They will explore the features of a rainforest and will find out about the animals of the amazon. Children will explore the concept of deforestation will explain the importance of protecting the amazon rainforest. Finally, children will describe what life is like living in a rainforest city.</p>	<p><u>Erdington – A local area study</u></p> <p>In this unit, children will begin by locating their local area on an aerial image in relation to other places around it will use an aerial image to describe the key physical and human features and will use geographical language to describe places at different scales. Children will think about what is special about their local area and will find key features on a map. Children will plan a route to a significant building in our local area – Aston Hall. Children will go on a walk in their local area and will make a map to show what they have found out. Children will explore how our local area has changed over time.</p>	<p><u>Let’s explore Egypt</u></p> <p>In this unit, children will begin by locating Egypt on a world map. They will identify main cities of Egypt, locate on a Map and will compare with British cities. They will make deductions about life in Egypt from pictures of landscape and explore the desert landscape. Children will explore how animals and wildlife survive in this climate. They will look at climate zones comparing Egypt with the UK. Children will investigate the importance of the River Nile for the Egyptian people and how it helps them survive. They will explore the importance of the Suez Canal and its route between Europe and Asia, making it one of the most important passageways in the world. Children will explore key physical and geographical features of Egypt including landmarks and climate. Children will explore Aspects of life in modern Egypt making comparisons with the UK.</p>

	The USA – South America	Our changing world	Let's explore Greece
Year 5	<u>Locational knowledge</u> <ul style="list-style-type: none"> - use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; 	<u>Locational knowledge</u> <ul style="list-style-type: none"> - name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; 	<u>Locational knowledge</u> <ul style="list-style-type: none"> - use maps to locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
	<ul style="list-style-type: none"> - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; 	<u>Place knowledge</u> <ul style="list-style-type: none"> - understand geographical and human similarities and differences through the study of physical geography of a region of the United Kingdom. 	<ul style="list-style-type: none"> - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;
	<ul style="list-style-type: none"> - use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key. 	<u>Human and physical geography</u> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; - 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; 	<ul style="list-style-type: none"> - use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city
	<u>Place knowledge</u> <ul style="list-style-type: none"> - the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; understand geographical similarities and differences through - understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; - use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources. 	<ul style="list-style-type: none"> - use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental. 	<u>Place knowledge</u> <ul style="list-style-type: none"> - the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; understand geographical similarities and differences through - understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; - use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.
	<u>Fieldwork and geographical skills</u> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features; - 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; 	<u>Fieldwork and geographical skills</u> <ul style="list-style-type: none"> - human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; <ul style="list-style-type: none"> - use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph. 	<u>Human and physical geography</u> <ul style="list-style-type: none"> - 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; <u>Fieldwork and geographical skills</u> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features;

Topic overviews – Year 5

Autumn 2 Geography	Spring 2 Geography	Summer 2 Geography
<u>The USA – South America</u> In this unit, children will begin by locating South America and identifying some of its key features. Children will further explore climate zones and will compare temperate and tropical climates. They will label South American countries and capitals, in order to compare the time difference between them and the UK. Children will research ways in which Brazil is similar to, or different from England. Children will use photographs and information to find out about life in Rio de Janeiro. Children will explore landscapes, daily traditions and culture. Children will investigate trade links with south east Brazil.	<u>Our changing world</u> In this unit, children will begin by exploring coasts and coastal erosion. Children will know what a coast is and will locate some coastal tourist destinations on a map. They will explore the processes that cause coastal erosion and will investigate how some coasts change over time. Children will identify how the UK's borders have changed over time and will identify similarities in photographs of a landscape taken at different times. Children will describe some ways that weather can change the landscape and will explore the impact of human pollution on the coast. They will investigate how physical changes have affected Earth since 1800. They will list some physical changes to the Earth predicted to occur in the future.	<u>Let's explore Greece</u> In this unit, children will begin by locating Greece on a map and labelling key features. They will label the seas that surround Greece. Children will explore the climate of Greece and make comparisons with places previously studied. Children will explore key human and physical features of Greece whilst making comparisons with the UK. Children will describe the landscape of Greece referring back to previous knowledge of mountains and natural disasters that occur here. Children will explore famous landmarks and the culture of Greece. They will investigate why Greece is a popular tourist destination today and will present their information in a variety of ways.

	Protecting our planet	Trading across the world	Wonderful water
Year 6	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; Make links with deforestation of the rainforest. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, generation, renewable, non-renewable, solar power, wind power, conservation, carbon footprint, mountain, plateau mountain, tourism, positive, negative, economic, social, environmental. <p><u>Fieldwork and geographical skills</u></p> <ul style="list-style-type: none"> a use maps, atlases, globes and digital/computer mapping to locate countries and describe features; b 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; c use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> - use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; - name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; <p><u>Place knowledge</u></p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p> <p><u>Human and physical geography</u></p> <p>physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</p> <ul style="list-style-type: none"> - 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; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, supply, generation, , origin, import, export, trade, efficiency, , tourism, negative, economic, social, environmental.</p>	<p><u>Locational knowledge</u></p> <p>name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; identify the position</p> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> - understand human and geographical similarities and differences through the study of physical geography of a region of the United Kingdom, <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; - 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; - Focus on canals and rivers in Birmingham <p><u>Fieldwork and geographical skills</u></p> <ul style="list-style-type: none"> - use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph</p>

Topic overviews – Year 6

Autumn 2 Geography	Spring 2 Geography	Summer 2 Geography
<p><u>Protecting our planet</u></p> <p>In this unit, children will explore the world's key environmental issues (focusing on our oceans) including, coral reefs, plastic pollution and the Antarctic. Children will briefly recap climate change and the effect it is having on our planet. Children will learn about how human behaviour affects the coral ecosystem, and explore how increased carbon dioxide levels are harming reefs. Children will understand how human activities are affecting the oceans and the impact that plastic pollution has upon marine life. Children will then explore how climate change is affecting Antarctica, they will find out what is happening to ice shelves and glaciers in Antarctica.</p>	<p><u>Trading across the world</u></p> <p>In this unit, children find out about how goods and services are traded around the world. They will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, the children will learn about the benefits of trading internationally, as well as the risks to this area. The children will also learn about fair trade and why it is important in a global market. Children will research the top 10 imports and exports from the UK.</p>	<p><u>Wonderful water</u></p> <p>In this unit, children will begin by revisiting the water cycle. They will consolidate their learning by demonstrating how the water cycle works. Children will then explore a significant aspect of our local area – canals. Children will explain how and why canals were made. They will explain how canals are different from rivers. Children will explore how water determines the location of settlements, economic activity and the distribution of natural resources. Children will explore the role canals played at home and abroad during the first and second world wars. They will go on local area walk and will explore key engineers who are still remembered today for their contribution to the canal network including James Brindley.</p>