Charles Darwin CP School Progression in Geography Year Six

Topic	Global trade: how do we get our stuff?	Earthquakes: how do they change the world?	Farms and factories: where does our food come from?	Coasts: what happens where the land meets the sea?	Time zones: can we time travel on planet Earth?	Around the world in 80 days: what have we learnt about our world?
	Global	Global Environmental	Local	National	Global	REVISION UNIT
Prior knowledge	**Year 5** I can explain what a carbon footprint is and identify changes likely to make a positive difference. I can research, identify and give examples of some ways in which cities can become more sustainable.	No Prior Knowledge for this unit	**Year 3** I can describe local land use **Year 5** I know about natural resources and where they come from	**Year 1** I can name the seas around the UK **Year 4** I can talk about Italy and its geographical features	**Year 2**-I can describe hot and cold places **Year 3** I know where climate zones are **Year 5** I can place North and South America on a map	
Prior skills	I can draw conclusions on how humans can have an impact on their communities	I can use a key to locate areas on a map	I can draw conclusions on how humans can have an impact on their communities	I can use an OS map and understand the key	I can find use maps to look at different countries/zones	
Key vocabulary	Global pattern, spatial pattern, globalisation, import, export, commodity, supply chain, fair trade, ethical	earth's crust, shockwaves, plate boundaries, epicentre, seismic waves, magnitude, mantle, tsunami, aftershock	processing, distributing, commercially, imported, greenhouse gas emissions, climate, hemisphere, carbon footprint, pesticides, fertilisers	Spit, estuary, geology, sediment, erosion, deposition,	Rotation, axis, Co-ordinated Universal Time (UTC), Greenwich Mean Time (GMT) Prime Meridian, antemeridian, International Date Line (IDL), Eastern Hemisphere, Western Hemisphere, Daylight Saving	
Statutory Requirements	**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	locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **physical geography,** including earthquakes, **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	locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **physical geography**, including climate zones, biomes and vegetation belts, **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	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **physical geography,** including climate zones, biomes and vegetation belts,	locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **physical geography,** including: climate zones, biomes and vegetation belts, **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	
Skills covered	• use 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 in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.					
Types of Maps		Map showing tectonic plates 2017 map of world earthquakes	World climate map	OS map showing coastlines Historic maps for comparison Digimap	World map showing meridians	
Key Performance Indicators	I can explain how the choices we make can affect other people, places and environments, and reflect on my own opinions about ethical trade. I can understand that most of the supermarkets in the UK are global companies and describe how they get their food from global supply chains	I can describe and explain what causes an earthquake and how we measure earthquakes. I can describe the consequences of earthquakes and the impact on communities.	I can describe how food production, processing and distribution has changed over time and identify potential positive and negative impacts of these changes. I can describe ways in which food systems contribute to climate change and investigate possible actions that can be taken to reduce the carbon footprint of food.	I can use geographical vocabulary to describe coastal processes. I can research and present information about a coastal place using geographical enquiry and sources.	I can explain why we have day and night and what lines of longitude are. I can use time and date maps and the International Date Line to explore time zones around the world.	I can reflect on geography as a subject and discuss the value of learning geography.

Lessons to be covered	1.Global trade 2.Imports and exports 3.Supermarkets and global supply chains 4.Patterns of production 5.Global transportation 6.Ethical trading	1.The causes of earthquakes 2.What happens in an earthquake? 3.Location and distribution of earthquakes 4.Earthquakes and tsunamis: Honshu, Japan 2011 5.The impact of earthquakes 6.People and earthquakes; Turkey 2023	1.The geography of food 2.Different foods we eat 3.The origin of our food 4.The distance food travels 5.Making our food 6.World food supplies 7.Food and climate change 8.The future of food production	1.The coast of the UK 2.Mapping the coast 3.Coastal erosion 4.The changing coastline 5.Protecting the land 6.Coastal habitats and ecosystems 7.Coasts and tourism 8.Coasts and the future	1.Day and night 2.Longitude 3.Time zones around the world 4.Travel and time	1.Geography in the news 2.The role of geographers: Focus on Europe 3.Environmental geography: Focus on North America 4.Contrasting landscapes: Asia and Antarctica 5.Global trade: South America and Oceania 6.Natural resources: Focus on Africa 7.Mapping and skills: Geography in the UK
Assessment						