

Upper KS2 Curriculum Coverage and Progression Chart

Primary Geography Programme of Study Statement	Coverage of Statement in Rising Stars Geography	Progression of Statement in Rising Stars Geography
Locational knowledge		
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.	Europe – A Study of the Alpine Region Protecting the Environment	End of Year 6, expected: Can describe key physical and human characteristics and environmental regions of Europe. Can identify and locate a national or international environmental issue and explain why it is an issue.
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.	Our World in the Future	End of Year 6, expected: Can name and locate types of industry in the area and give reasons why they have changed over time. Can describe and give reasons for local land use and suggest how this might change in the future.
Place Knowledge		
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Europe – A Study of the Alpine Region	End of Year 6, expected: Can give information about a region of Europe and its physical environment, climate and economic activity. Know that human activity is influenced by climate and weather and can give examples. Can describe hazards from physical environments and their management, such as avalanches in mountain regions.
Human and physical geography		

<p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Europe – A Study of the Alpine Region Protecting the Environment Our World in the Future</p>	<p>End of Year 6, expected: Can describe and understand a range of key physical processes and the resulting landscape features. Can describe how a mountain region was formed. Can compare the Amazon and Alpine regions, identifying similarities and differences. Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Can describe and understand a range of key physical processes and the resulting landscape features. Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps). Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps).</p>
<p>Describe and understand key aspects of 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>	<p>Europe – A Study of the Alpine Region Protecting the Environment</p>	<p>End of Year 6, expected: Can describe key physical and human characteristics and environmental regions of Europe. Can describe where our energy and natural resources come from. Can identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation).</p>
Geographical skills and fieldwork		
<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Europe – A Study of the Alpine Region Protecting the Environment Our World in the Future</p>	<p>End of Year 6, expected: Can use maps to locate the Alps and identify the physical features of the region. Can use base maps to create their own maps of the Alpine region. Can use a range of resources to locate national and global environmental issues. Can use digital maps to investigate and describe features of an area.</p>
<p>Use the eight points of a compass, four/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.</p>	<p>Protecting the Environment Our World in the Future</p>	<p>End of Year 6, expected: Can use and talk about a variety of maps of South America and Brazil, using appropriate geographical vocabulary and conventions (e.g. compass directions, symbols). Can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues. Can make sketch maps of the local area using symbols, a key and a scale.</p>
<p>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.</p>	<p>Europe – A Study of the Alpine Region Protecting the Environment Our World in the Future</p>	<p>End of Year 6, expected: Can use fieldwork to investigate key questions and begin to answer them. Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps. Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key. Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital.</p>