

# Upper KS2 Curriculum Coverage and Progression Chart



| Primary Geography Programme of Study Statement  | Coverage of Statement in <i>Rising Stars Geography</i>   | Progression of Statement in <i>Rising Stars Geography</i>  |
|---|--|--|
| <b>Locational Knowledge</b>   |  |  |
| 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.  | Year 5 Unit 2: Europe – A Study of the Alpine Region<br>Year 6 Unit 1: South America – The Amazon<br>Year 6 Unit 2: Protecting the Environment   | <p><b>End of Year 5, expected:</b><br/>Can describe key physical and human characteristics and environmental regions of Europe.</p> <p><b>End of Year 6, expected:</b><br/>Can locate cities, countries and regions of South America on physical and political maps.<br/>Can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin).<br/>Can identify and locate a national or international environmental issue and explain why it is an issue</p>  |
| 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. | Year 5 Unit 1: Changes in our Local Environment<br>Year 6 Unit 3: Our World in the Future  | <p><b>End of Year 5, expected:</b><br/>Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season).</p> <p><b>End of Year 6, expected:</b><br/>Can name and locate types of industry in the area and give reasons why they have changed over time.<br/>Can describe and give reasons for local land use and suggest how this might change in the future.</p>  |
| 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 (including day and night).  | Year 6 Unit 1: South America – The Amazon  | <p><b>End of Year 5, expected:</b><br/>N/A</p> <p><b>End of Year 6, expected:</b><br/>Can describe the location of South America and Amazon Basin, the UK, latitude, hemisphere, etc.</p>  |
| <b>Place knowledge</b>  |  |  |
| 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.   | Year 5 Unit 1: Changes in our Local Environment<br>Year 5 Unit 2: Europe – A Study of the Alpine Region<br>Year 6 Unit 1: South America – The Amazon   | <p><b>End of Year 5, expected:</b><br/>Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.<br/>Can describe how a (local) region has changed and how it is different from another region of the UK.<br/>Can give information about a region of Europe and its physical environment, climate and economic activity.<br/>Know that human activity is influenced by climate and weather and can give examples.<br/>Can describe hazards from physical environments and their management, such as avalanches in mountain regions.</p> <p><b>End of Year 6, expected:</b><br/>Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons.<br/>Can illustrate how human activity is influenced by climate and weather.<br/>Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).</p>   |
| <b>Human and physical geography</b>   |  |  |
| Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.   | Year 5 Unit 2: Europe – A Study of the Alpine Region<br>Year 5 Unit 3: Journeys – Trade<br>Year 6 Unit 1: South America – The Amazon<br>Year 6 Unit 2: Protecting the Environment<br>Year 6 Unit 3: Our World in the Future  | <p><b>End of Year 5, expected:</b><br/>Can describe and understand a range of key physical processes and the resulting landscape features.<br/>Can describe how a mountain region was formed.<br/>Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.<br/>Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions.<br/>Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps).<br/>Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps).</p> <p><b>End of Year 6, expected:</b><br/>Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest.<br/>Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest).<br/>Can compare the Amazon and Alpine regions, identifying similarities and differences.<br/>Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</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.   | Year 5 Unit 2: Europe – A Study of the Alpine Region<br>Year 5 Unit 3: Journeys – Trade<br>Year 6 Unit 1: South America – The Amazon<br>Year 6 Unit 2: Protecting the Environment  | <p><b>End of Year 5, expected:</b><br/>Can describe key physical and human characteristics and environmental regions of Europe.<br/>Can describe how food production is influenced by climate.<br/>Know that products we use are imported as well as locally produced.<br/>Can name our energy sources and natural resources.</p> <p><b>End of Year 6, expected:</b><br/>Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber).<br/>Can identify and justify deforestation as an environmental issue.<br/>Can describe where our energy and natural resources come from.<br/>Can identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation).</p>  |
| <b>Geographical skills and fieldwork</b>  |  |  |
| Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.   | Year 5 Unit 1: Changes in our Local Environment<br>Year 5 Unit 2: Europe – A Study of the Alpine Region<br>Year 5 Unit 3: Journeys – Trade<br>Year 6 Unit 1: South America – The Amazon<br>Year 6 Unit 2: Protecting the Environment<br>Year 6 Unit 3: Our World in the Future | <p><b>End of Year 5, expected:</b><br/>Can locate and describe several physical environments in the UK.<br/>Can locate the UK's major urban areas.<br/>Can use maps to locate the Alps and identify the physical features of the region.<br/>Can use base maps to create their own maps of the Alpine region.<br/>Can use maps to locate places and countries that locally available products come from.</p> <p><b>End of Year 6, expected:</b><br/>Can locate Brazil and the Amazon Basin and River and describe features studied.<br/>Can use a range of resources to locate national and global environmental issues.<br/>Can use digital maps to investigate and describe features of an area.</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.   | Year 5 Unit 1: Changes in our Local Environment<br>Year 6 Unit 2: Protecting the Environment<br>Year 6 Unit 3: Our World in the Future   | <p><b>End of Year 5, expected:</b><br/>Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions).</p> <p><b>End of Year 6, expected:</b><br/>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).<br/>Can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues.<br/>Can make sketch maps of the local area using symbols, a key and a scale.</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.  | Year 5 Unit 1: Changes in our Local Environment<br>Year 5 Unit 2: Europe – A Study of the Alpine Region<br>Year 5 Unit 3: Journeys – Trade<br>Year 6 Unit 1: South America – The Amazon<br>Year 6 Unit 2: Protecting the Environment<br>Year 6 Unit 3: Our World in the Future | <p><b>End of Year 5, expected:</b><br/>Can use fieldwork to investigate key questions and begin to answer them.<br/>Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps.<br/>Can record/list products available locally and say whether they are produced locally and/or imported.</p> <p><b>End of Year 6, expected:</b><br/>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.<br/>Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital.</p>  |