

Hardwick Class – Year 6

History Knowledge Progression

Term / unit	Builds on	Knowledge progression	Geographical skills / fieldwork	Key vocabulary	Where this leads next
Advent Why is South America in the news?	Builds on upper-KS2 knowledge of continents, climate zones, biomes, environmental regions, human impact and comparative place study.	Know where South America is and locate a range of its countries and major cities; identify significant physical features and environmental regions, including the Andes and Amazon basin; recognise patterns of climate, biome and vegetation; connect contemporary issues reported in the news to geographical causes and consequences such as deforestation, resource use, climate, settlement, trade or hazards; understand that news stories represent places selectively and should be interpreted using maps and reliable geographical evidence.	Use atlases, thematic maps, digital mapping and news sources to locate events; compare sources; interpret spatial patterns and data; distinguish human and physical causes and consequences; communicate an evidence-based geographical explanation.	South America; Andes; Amazon basin; environmental region; biome; vegetation belt; climate zone; deforestation; resource; trade; settlement; thematic map; evidence	Applies Kapow's upper-KS2 locational and place-knowledge progression and prepares pupils to analyse population change and global interdependence.
Lent Why does population change?	Builds on settlement, land use, climate, human-environment interaction, map scale and interpreting geographical data.	Know that population is unevenly distributed and identify densely and sparsely populated areas; describe broad global population growth; define birth rate and death rate and identify factors that influence them; define migration and explain push and pull factors, including forced migration; explain how climate change can affect populations; recognise links between population and environmental pressure.	Interpret population maps and data; calculate route length using scale; follow a selected route on an OS map; choose and use data-collection methods including a Likert scale and public survey; create a digital map to compare data from two locations; draw conclusions from evidence.	population; population density; densely populated; sparsely populated; birth rate; death rate; migration; migrant; push factor; pull factor; climate change; Likert scale; OS map; scale	Leads into independent fieldwork by requiring pupils to choose methods, handle data and justify conclusions.
Pentecost Can I carry out an independent fieldwork enquiry?	Builds on the full primary fieldwork sequence: asking geographical questions, map reading, route planning, data collection, digital mapping, analysis and evaluation.	Know that a geographical enquiry begins with a focused issue and answerable questions; understand that different questions require different data-collection methods; know how sampling locations and route choice affect evidence; recognise and manage fieldwork risks; understand that raw data must be organised and analysed before conclusions are drawn; know that digital mapping can reveal spatial patterns; understand that a strong enquiry evaluates its process and limitations.	Identify a local issue; formulate enquiry questions; justify methods; design accurate recording templates; select sampling points on an OS-map route; assess risk; collect data independently; analyse outcomes; map data digitally; present conclusions and evaluate the enquiry process.	enquiry; issue; question; method; primary data; secondary data; sampling; route; risk; OS map; data collection; analyse; digital map; conclusion; evaluate	Culminates the primary Geography progression and prepares pupils for KS3 geographical enquiry, increasingly independent fieldwork and evidence-based reasoning.