

Year 6 Geography Vocabulary Progression

Unit:	Learning Objective:	Vocabulary:
Why does population change?	<ul style="list-style-type: none"> Understanding the change and distribution of the global population. 	<ul style="list-style-type: none"> population densely populated sparsely populated population density population distribution
	1. Explain what birth and death rate is and why it changes.	<ul style="list-style-type: none"> cartogram birth rate death rate natural increase or decrease population densely populated sparsely populated population density population distribution
	2. Explain factors which impact immigration.	<ul style="list-style-type: none"> Involuntary migration migrants pull factors push factors refugee voluntary region climate climate change

		<ul style="list-style-type: none"> • fossil fuels • greenhouse gases • deforestation
	3. Understand the impact that climate change has on the population.	<ul style="list-style-type: none"> • impact • quantitative • qualitative • air pollution • noise pollution • Likert scale
	4. Use data to show population impacts the environment (litter, traffic etc.)	<ul style="list-style-type: none"> • digital technologies • conclusions • improvements
Unit:	Learning Objective:	Vocabulary:
Where does our energy come from?	1. Explain what an energy source is and why it is important.	<ul style="list-style-type: none"> • energy source • coal • natural gas • crude oil • hydropower • wind power • solar power • nuclear power • biofuel • renewable • non-renewable
	2. Outline the advantages and disadvantages of different energy sources – giving reasons for choosing an energy source.	<ul style="list-style-type: none"> • emissions • landscape • dam

		<ul style="list-style-type: none"> • ocean tide • regenerate • fossil fuel
	3. Explain how a settlement has grown around an energy source.	<ul style="list-style-type: none"> • reliable • Prime Meridian • time zone • replenished • consumption • producer • headquarters •
	4. Explain how energy sources are distributed in an area.	<ul style="list-style-type: none"> • urban planner • considerations • annotate
	5. Collect and present data on our school - where to place solar panels.	<ul style="list-style-type: none"> • contour lines • justify • sea level
Unit:	Learning Objective:	Vocabulary:
Can I carry out an independent fieldwork inquiry?	1. Identify environmental issues within the local area.	<ul style="list-style-type: none"> • region • enquiry • issue • data • data collection methods • justify • subjective

	2. Complete an inquiry into a local area environmental issue.	<ul style="list-style-type: none"> • city • plot • risk • route
	3. To present findings to my chosen environmental inquiry.	<ul style="list-style-type: none"> • analyse • audience • impact • improvement • recommendation