

## Curriculum Subject Overview

# GEOGRAPHY

KS1 – Year 1 – 2020-2021

	<b>Location and Place Our Country</b> Compare Widnes with another town in this country or around the world.	<b>Human and Physical Why Does the Weather Change?</b> Study the weather around the world and compare it to our country	<b>DT/Geography Link Buildings in Our Local Area</b> Explore buildings, recognise and begin to construct maps of the local area
<b>Mastery Skills Year 1</b>	<ul style="list-style-type: none"> <li>○ Compare places Where is this place If that happens there, can it happen here? What is it like to live here?</li> <li>○ Express own views about a place, its people and its environment.</li> <li>○ Use world maps, atlases and globes to identify the UK and its countries Use simple compass directions (N,S,E,W) and locational and directional language.</li> </ul>	<ul style="list-style-type: none"> <li>○ Recognise how places have become the way they are. Why do we need shops, schools, hospitals etc Where do rivers come from?</li> <li>○ Explore maps of the local area Use aerial photographs and plan perspectives to recognise landmarks and basic human (roads/buildings) and physical (hills/river) features</li> <li>○ Use simple fieldwork and observational skills Simple sketches and using a camera to study geography of the school and its grounds</li> </ul>	<ul style="list-style-type: none"> <li>○ Compare places Where is this place If that happens there, can it happen here? What is it like to live here?</li> <li>○ Use world maps, atlases and globes to identify the UK and its countries Use simple compass directions (N,S,E,W) and locational and directional language.</li> <li>○ Use control/programming of floor turtles etc.</li> </ul>
<b>Key Topic Knowledge</b>	<p><b>Place and Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>○ <i>Understand geographical similarities and differences through studying a small area of the UK and a small area in a non-European country. (Commonwealth?)</i></li> <li>○ <i>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</i></li> </ul>	<p><b>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>○ <i>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></li> <li>○ <i>Use basic geographical vocabulary to refer to:</i> <b>key physical features:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <b>key human features:</b> city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<p><b>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>○ <i>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i></li> <li>○ <i>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i></li> </ul>
<b>Assessment Outcomes Year 1</b>	<ul style="list-style-type: none"> <li>○ <i>Develop knowledge of the human and physical geography of a small area of the United Kingdom.</i></li> <li>○ <i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i></li> <li>○ <i>Name and locate the world's seven continents and five oceans.</i></li> <li>○ <i>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</i></li> <li>○ <i>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</i></li> <li>○ <i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</i></li> <li>○ <i>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i></li> <li>○ <i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i></li> <li>○ <i>Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i></li> <li>○ <i>Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</i></li> <li>○ <i>Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.</i></li> <li>○ <i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</i></li> </ul>		

## Curriculum Subject Overview

# GEOGRAPHY

KS1 – Year 2 – 2020-2021

	<b>Location and Place Around the World</b> Locate and compare countries around the world	<b>Human and Physical Our Town Through the Year</b> How does our country and the world change throughout the year?	<b>DT/Geography Link Puppets Around the World</b> Recognise where different cultures in the world are on a map or globe
<b>Mastery Skills Year 2</b>	<ul style="list-style-type: none"> <li>○ Compare places Where is this place If that happens there, can it happen here? What is it like to live here?</li> <li>○ Express own views about a place, its people and its environment. Give detailed reasons to support their own likes, dislikes and preferences.</li> <li>○ Use world maps, atlases at a range of scales and globes to identify the UK and its countries Use the index to locate a country Explore maps of the local area Use simple compass directions (N,S,E,W) and locational and directional language to describe routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>○ Recognise how places have become the way they are. Why do we need shops, schools, hospitals etc Where do rivers come from?</li> <li>○ Explore maps of the local area Use aerial photographs to plan perspectives and recognise landmarks and basic human and physical features. Devise a simple map and use a simple key</li> <li>○ Use simple fieldwork and observational skills Simple sketches and using a camera to study geography of the school and its grounds</li> </ul>	<ul style="list-style-type: none"> <li>○ Use world maps, atlases at a range of scales and globes to identify the UK and its countries Use the index to locate a country Use simple compass directions (N,S,E,W) and locational and directional language to describe routes on a map. Use control/programming of floor turtles to plan routes</li> <li>○ Compare places Where is this place If that happens there, can it happen here? What is it like to live here?</li> </ul>
<b>Key Topic Knowledge</b>	<p><b>Place and Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>○ <i>Understand geographical similarities and differences through studying a small area of the UK and a small area in a non-European country. (Commonwealth?)</i></li> <li>○ <i>Name and locate the world's seven continents and five oceans use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i></li> </ul>	<p><b>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>○ <i>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></li> <li>○ <i>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i></li> </ul>	<p><b>Place and Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>○ <i>Name and locate the world's seven continents and five oceans</i></li> <li>○ <i>Use basic geographical vocabulary to refer to:</i> <b>key physical features:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <b>key human features:</b> city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
<b>Assessment Outcomes Year 2</b>	<ul style="list-style-type: none"> <li>○ <i>Develop knowledge of the human and physical geography of a small area of the United Kingdom.</i></li> <li>○ <i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i></li> <li>○ <i>Name and locate the world's seven continents and five oceans.</i></li> <li>○ <i>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</i></li> <li>○ <i>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</i></li> <li>○ <i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</i></li> <li>○ <i>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i></li> <li>○ <i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i></li> <li>○ <i>Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i></li> <li>○ <i>Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</i></li> <li>○ <i>Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.</i></li> <li>○ <i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</i></li> </ul>		

## Curriculum Subject Overview

# GEOGRAPHY

LKS2 – Year 3 – 2020-2021

	<b>Location and Place Europe and the UK</b> Compare a European country to the UK and study change over time	<b>Human and Physical Volcanoes, Earthquakes and Settlements</b> How different human settlements are affected by physical forces	<b>DT/Geography Link Fairtrade Packaging Design</b> Study where food comes from and find countries on a map
<b>Mastery Skills Year 3</b>	<ul style="list-style-type: none"> <li>○ Analyse geography and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, populations.</li> <li>○ Draw maps of a place If that happens there, can it happen here? What is it like to live here?</li> <li>○ Use selected maps, atlases, globes and digital computer mapping to locate countries Use keys accurately Use contents/index to locate pages quickly and accurately Use the eight points of a compass and symbols/key (OS maps) to build their knowledge of the UK</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify and explain different views of people including ourselves</li> <li>○ Construct a questionnaire to gather views Views of different sections of the community when something is changed/built</li> <li>○ Use fieldwork to observe measure and record including more detailed sketches and diagrams Draw maps more accurately.</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify and explain different views of people including ourselves</li> <li>○ Use selected maps, atlases, globes and digital computer mapping to locate countries Use keys accurately Use contents/index to locate pages quickly and accurately</li> </ul>
<b>Key Topic Knowledge</b>	<p><b>Place and Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>○ <i>Locate the world's countries, using maps to focus on Europe concentrating on regions, human and physical characteristics and major cities</i></li> <li>○ <i>Identify the position and significance of latitude, longitude and the Arctic and Antarctic circles</i></li> <li>○ <i>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</i></li> </ul>	<p><b>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>○ <i>Describe and understand key aspects of:</i></li> <li>○ <i>Physical Geography, rivers, mountains, volcanoes and earthquakes</i></li> <li>○ <i>Human Geography, types of settlement and land use</i></li> <li>○ <i>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.</i></li> </ul>	<p><b>Place and Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>○ <i>Locate the world's countries...</i></li> <li>○ <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></li> </ul>
<b>Assessment Outcomes Year 3</b>	<ul style="list-style-type: none"> <li>○ <i>Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.</i></li> <li>○ <i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night</i></li> <li>○ <i>Locate the world's countries, focusing on Europe and North and South America.</i></li> <li>○ <i>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</i></li> <li>○ <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></li> <li>○ <i>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</i></li> <li>○ <i>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</i></li> <li>○ <i>Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle</i></li> <li>○ <i>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.</i></li> <li>○ <i>Describe and understand key aspects of human geography, including types of settlement and land use.</i></li> <li>○ <i>Establish an understanding of the interaction between physical and human processes.</i></li> <li>○ <i>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.</i></li> <li>○ <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</i></li> </ul>		

## Curriculum Subject Overview

# GEOGRAPHY

LKS2 – Year 4 – 2020-2021

	<b>Location and Place</b> <b>North America and the UK</b> Compare a North American country to the UK and study change over time	<b>Human and Physical</b> <b>Rivers, Mountains and Settlements</b> How different human settlements are affected by physical forces	<b>DT/Geography Link</b> <b>Fabric in Different Cultures</b> Study how culture has impacts fabric choice in clothing
<b>Mastery Skills Year 4</b>	<ul style="list-style-type: none"> <li>○ Analyse geography and draw conclusions e.g. make comparisons between locations using photos/pictures, maps If that is like that <b>there</b>, can it be like that here? How has this place changed? What do you think about this place?</li> <li>○ Use selected maps, atlases, globes and digital computer mapping to locate countries and describe features studied Use contents/index to locate positions of locations and coordinates</li> <li>○ Use the eight points of a compass, four figure grid reference and keys (OS maps) to build their knowledge of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify and explain different views of people including ourselves</li> <li>○ Show questionnaire results in a chart How people's thoughts in the past may be different to now Why do people choose to live near a volcano?</li> <li>○ Use fieldwork to observe measure, record and present the human and physical features of the area including sketch maps and graphs</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify and explain different views of people including ourselves</li> <li>○ Use selected maps, atlases, globes and digital computer mapping to locate countries and describe features studied Use contents/index to locate positions of locations and coordinates</li> </ul>
<b>Key Topic Knowledge</b>	<p><b>Place and Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>○ <i>Locate the world's countries, using maps to focus on North America concentrating on regions, human and physical characteristics and major cities</i></li> <li>○ <i>Identify the position and significance of the Northern and Southern hemispheres and Equator</i></li> <li>○ <i>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</i></li> </ul>	<p><b>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>○ <i>Describe and understand key aspects of:</i></li> <li>○ <i>Physical Geography, rivers, mountains, and water cycle</i></li> <li>○ <i>Human Geography, types of settlement and land use</i></li> <li>○ <i>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.</i></li> </ul>	<p><b>Place and Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>○ <i>Locate the world's countries...</i></li> <li>○ <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></li> </ul>
<b>Assessment Outcomes Year 4</b>	<ul style="list-style-type: none"> <li>○ Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.</li> <li>○ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>○ Locate the world's countries, focusing on Europe and North and South America.</li> <li>○ Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>○ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>○ Use fieldwork to observe, measure, record and present the human and physical features in the local area.</li> <li>○ Use a range of methods including sketch maps, plans and graphs, and digital technologies.</li> <li>○ Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle</li> <li>○ Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.</li> <li>○ Describe and understand key aspects of human geography, including types of settlement and land use.</li> <li>○ Establish an understanding of the interaction between physical and human processes.</li> <li>○ Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.</li> <li>○ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> </ul>		

## Curriculum Subject Overview

# GEOGRAPHY

UKS2 – Year 5 – 2020-2021

	<b>Location and Place South America and the UK</b> Compare a South American country to the UK and study change over time	<b>Human and Physical Damage to the World</b> How Human Geography has impacted the Physical Geography of our Earth	<b>DT/Geography Link Bridges Around the World</b> Compare bridge structures and place them on a world map
<b>Mastery Skills Year 5</b>	<ul style="list-style-type: none"> <li>○ Analyse geography and draw conclusions e.g. compare historical maps of varying scale, temperature change and influence on people's lives</li> <li>○ Use digital technology to construct and compare maps. What is this landscape like? How has it changed and why?</li> <li>○ Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied Locate information and place with speed and accuracy Use a key to make deductions</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify and explain different views of people including ourselves</li> <li>○ Use the eight points of a compass, four and six figure grid reference and keys (OS maps) to build their knowledge of the UK.</li> <li>○ Use fieldwork to observe measure, record and present the human and physical features of the area including sketch maps, graphs and digital technology drawn in scale. Conduct a land use survey</li> </ul>	<ul style="list-style-type: none"> <li>○ Use the eight points of a compass, four and six figure grid reference and keys (OS maps) to build their knowledge of the UK.</li> <li>○ Design a questionnaire to obtain views</li> </ul>
<b>Key Topic Knowledge</b>	<p><b>Place and Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>○ <i>Locate the world's countries, using maps to focus on South America concentrating on regions, human and physical characteristics and major cities</i></li> <li>○ <i>Identify the position and significance of the Tropics of Cancer and Capricorn and the Antarctic and Arctic Circles</i></li> <li>○ <i>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</i></li> </ul>	<p><b>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>○ <i>Describe and understand key aspects of:</i></li> <li>○ <i>Physical Geography, climate zones, biomes and vegetation belts</i></li> <li>○ <i>Human Geography, economic activity and distribution of natural resources</i></li> <li>○ <i>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.</i></li> </ul>	<p><b>Place and Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>○ <i>Locate the world's countries...</i></li> <li>○ <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></li> <li>○ <i>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</i></li> </ul>
<b>Assessment Outcomes Year 5</b>	<ul style="list-style-type: none"> <li>○ <i>Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</i></li> <li>○ <i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and</i></li> <li>○ <i>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.</i></li> <li>○ <i>Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</i></li> <li>○ <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></li> <li>○ <i>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</i></li> <li>○ <i>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</i></li> <li>○ <i>Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle.</i></li> <li>○ <i>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</i></li> <li>○ <i>Describe and understand key aspects of human geography including economic activity and trade links, and the distribution of natural resources including energy, food, minerals and water.</i></li> <li>○ <i>Deepen an understanding of the interaction between physical and human processes.</i></li> <li>○ <i>Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.</i></li> <li>○ <i>Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.</i></li> </ul>		

## Curriculum Subject Overview

# GEOGRAPHY

UKS2 – Year 6 – 2020-2021

	<b>Location and Place Europe and the UK</b> Compare a European country to the UK and study change over time	<b>Human and Physical Climate and Trade</b> How Human Geography has impacted the Physical Geography of our Earth	<b>DT/Geography Link Reusing Materials</b> Compare where our products come from and question reuse of material
<b>Mastery Skills Year 6</b>	<ul style="list-style-type: none"> <li>○ Analyse geography and draw conclusions e.g. from field work data on land use, comparing land use and temperature. Look for patterns</li> <li>○ Compare and construct maps and graphs from surveys How is the landscape changing? What patterns can you see?</li> <li>○ Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied Locate information and place with speed and accuracy Use a key to make deductions</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify and explain different views of people including ourselves Renewable vs Non-renewable energy, pollution and climate change.</li> <li>○ Use the eight points of a compass, four and six figure grid reference and keys (OS maps) to build their knowledge of the UK.</li> <li>○ Use fieldwork to observe measure, record and present the human and physical features of the area including sketch maps, graphs and digital technology drawn in scale. Show understanding of pattern, movement, change</li> </ul>	<ul style="list-style-type: none"> <li>○ Identify and explain different views of people including ourselves</li> <li>○ Give increased detail of views, justify reasons from different points of view</li> </ul>
<b>Key Topic Knowledge</b>	<p><b>Place and Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>○ <i>Locate the world's countries, using maps to focus on Europe concentrating on regions, human and physical characteristics and major cities</i></li> <li>○ <i>Identify the position and significance of the Prime/Greenwich meridians and Time zones</i></li> <li>○ <i>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</i></li> </ul>	<p><b>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>○ <i>Describe and understand key aspects of:</i></li> <li>○ <i>Physical Geography, climate zones, biomes and vegetation belts</i></li> <li>○ <i>Human Geography, economic activity including trade links and distribution of natural resources</i></li> <li>○ <i>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.</i></li> </ul>	<p><b>Place and Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>○ <i>Locate the world's countries...</i></li> <li>○ <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></li> <li>○ <i>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</i></li> </ul>
<b>Assessment Outcomes Year 6</b>	<ul style="list-style-type: none"> <li>○ <i>Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</i></li> <li>○ <i>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and</i></li> <li>○ <i>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.</i></li> <li>○ <i>Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</i></li> <li>○ <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></li> <li>○ <i>Use a range of methods including sketch maps, plans and graphs, and digital technologies.</i></li> <li>○ <i>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</i></li> <li>○ <i>Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes, and the water cycle.</i></li> <li>○ <i>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</i></li> <li>○ <i>Describe and understand key aspects of human geography including economic activity and trade links, and the distribution of natural resources including energy, food, minerals and water.</i></li> <li>○ <i>Deepen an understanding of the interaction between physical and human processes.</i></li> <li>○ <i>Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.</i></li> <li>○ <i>Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.</i></li> </ul>		