



Bure Park Primary School

Subject: Geography

- **Overview & Rationale**
- **Scheme of Work**
- **Progression of Skills & Year Group End Points**

Overview and Rationale

EYFS

During their time in our EYFS setting, we encourage children to make sense of their physical surroundings. Children spend time outside in our environment exploring what they can see and hear throughout all of the seasons. We help the children to remember and to make comparisons with previous discoveries by photographs and lots of talk relating to weather and seasons, patterns and change. Children are challenged to think of the characteristics and features of their surroundings, why they are there and the effect that they have.

Pupils are expected to show care and concern for living things and we are working to extend opportunities to have nature inside our classrooms too.

Aspects of Understanding the World are being integrated into our topics and linked to carefully chosen key texts throughout the year to ensure that new vocabulary has a context and a base for discussion. Children experience Understanding the World through planned carpet teaching times, continuous provision and focus activities.

Year 1 and 2

In Key Stage 1, classes choose to have a weekly Geography lesson or to block their teaching of Geography. We have adopted a collaborative floor-book approach to show our learning, gathering and sharing examples of the learning covered in each session. These books are available in the classroom for children to access and are used to show key facts and essential knowledge that pupils need about a unit of work, acting as a class knowledge organiser.

Where possible the school grounds and locality are used for first-hand experience and fieldwork. Children are encouraged to discuss what is around them and to use geographical vocabulary. We regularly encourage children to consider where our school and Bure Park are in relation to Bicester, as well as England, the UK and beyond.

Meaningful cross-curricular links can be seen within our learning, where appropriate.

Key Stage 2

In Key stage two, via a topic approach, teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Children will build upon the knowledge, skills and understanding developed in KS1 by extending their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include studying the location and characteristics of a range of the world's most significant human and physical features.

They will deepen their understanding of the interaction between physical processes, (including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human processes (including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water).

They will specifically consider the formation and use of landscapes and environments including key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; plus understand how some of these aspects have changed over time. They will 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.

Throughout key stage two they will extend their geographical skills in the use of maps, atlases, globes and digital/computer mapping, use the eight points of a compass, four and six-figure grid references, symbols and keys. Fieldwork will help them to observe, measure and record including sketch maps, plans, graphs and digital technologies.

High quality texts will be used when appropriate to stimulate and facilitate geographical learning.

We aim to develop a life-long curiosity about the world and its people whilst fostering the importance of understanding and respecting difference/diversity, requiring children, as global citizens, to develop empathy for other people's geographical locations, climate, cultures and "lived experiences."

Early Years Foundation Stage



End points for EYFS

Through our **EAD provision**, all pupils will have:

Early Learning Goal/ Outcome:

Draw information from a simple map.

- Children will be able to draw a simple map of their immediate environment
- Children will be able to draw a map of an imaginary story setting that they are familiar with
- When looking at an aerial map of the school, children will be able to identify key features

Early Learning Goal/ Outcome:

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Recognise some similarities and differences between life in this country and life in other countries.

Recognise some environments that are different from the one in which they live.

- Children will be able to discuss some similarities and differences between homes, wildlife, common foods, weather, spoken language and clothes worn (we particularly focus on the Antarctic and the rainforest)
- Children will be able to name some countries in the world, particularly ones that are relevant to them (for example where their family are from/ where they have been on holiday)

Key Stages 1 & 2

	Autumn Term	Spring Term	Summer Term
Year 1	Familiar locations – school and immediate locality Compare town and countryside	UK countries and capital cities Weather patterns Human and physical features (local area and other regions of the UK)	Continents and Oceans With comparison Weather patterns Similarities and differences of a small area of the UK and a contrasting non- European country
Year 2	Local area , including Physical and human features and landmarks. Comparisons with hot and cold areas	The four countries of the UK - key features of the UK	Sea-sides Contrast small area of UK with a non-European country/locality Weather
Year 3	Mountains, Volcanoes and Earthquakes	Stone- Iron Age – Settlements, land use and populations	Romans Key landmarks and geographical features of the UK
Year 4	European Neighbours – take us around Europe. Focus on Europe and comparisons	Robin Hood Countries and cities of the UK	Rainforests Climate zones
Year 5	Ancient Greece	Ancient Maya	Local Study – Bicester - including focus on rivers
Year 6	Anglo-Saxons and Vikings	Anglo – Saxons and Vikings	North/South America

Year 1	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills		
Locational Knowledge	Place Knowledge	Physical Geography	Human Geography	Geography skills and Fieldwork
<p>Understand where I live and where my school is in the local area.</p> <p>Name and locate the countries in the UK and their capital cities.</p> <p>Understand the terms 'continent' and Oceans/ 'seas'; name and locate the world's seven continents and five oceans on a globe or atlas.</p> <p>Recognise and know basic information about different continents.</p>	<p>Name some similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country</p>	<p>Observe and describe weather associated with the four seasons in the UK</p> <p>Identify that the North and South poles are cold and the equator is hot.</p> <p>Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Compare the town and countryside.</p>	<p>Understand that a world map and a globe both show the locations of continents, countries and oceans – use world maps, atlases and globes. Draw and locate the four countries of the UK and their capital cities on a UK map or atlas.</p> <p>Begin to use simple locational/directional language (e.g near, far, up, down, left, right, forwards and backwards) to describe the location of features on a local map and to move around the school.</p> <p>Begin to use simple fieldwork and observational skills to study the geography of the classroom, school grounds/locality (e.g note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps and photos of roads, parks, nature spots, rivers, shops and buildings).</p> <p>Use simple compass directions</p>



End points for Year 1

Locational knowledge

- Know where they live and where their school is in the local area.
- Name and locate the countries in the UK and their capital cities.
- Name the world's seven continents and five oceans.
- Recognise and know basic information about different continents.

Place knowledge

- Name some similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country

Physical and human geography

- Observe and describe weather associated with the four seasons in the UK
- Identify that the North and South poles are cold and the equator is hot.
- Begin to use basic geographical vocabulary to refer to key physical features of the local area and the UK
- Begin to use basic geographical vocabulary to refer to key human features of the local area and the UK.
- Compare the town and countryside.

Geography skills and fieldwork

- Understand that a world map and a globe both show the locations of continents, countries and oceans.
- Draw and locate the four countries of the UK and their capital cities on a UK map or atlas.
- Begin to use simple locational/directional language to describe the location of features on a local map and to move around the school.
- Begin to use simple fieldwork and observational skills to study the geography of the classroom, school grounds/locality.
- Use simple compass directions

<p>K e y v o c a b u l a r y</p>	<p>Locational</p> <p>United Kingdom, England, Northern Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, ocean, continent, Arctic, Indian, Pacific, Atlantic, Southern, Africa, Antarctica, Asia, Australia, Europe, North America, South America</p> <p>Place</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasonal weather, city, town, village, factory, farm, house, office, port, harbour, shop, similarities, differences, map, population, climate</p>	<p>Human and Physical</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasonal weather, city, town, village, factory, farm, house, office, port, harbour, shop, similarities, differences, map, population, climate, hot, cold, wet, dry</p>	<p>Geography Skills and Fieldwork</p> <p>Map, atlas, globe, symbol, key, ocean, continent, aerial, birds eye view, route, direction, North, South, East, West, human geography, physical geography, locality, material, compass</p>
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Year 2	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills		
Locational Knowledge	Place Knowledge	Physical Geography	Human Geography	Geography Skills and Fieldwork
<p>Name, locate and describe key landmarks in the local area.</p> <p>Name and locate some of the key features of the four countries of the UK, their capital cities and other major cities and the surrounding seas</p> <p>Name and locate the country, continent and surrounding seas of a contrasting non-European locality, and use this to describe aspects of this locality.</p>	<p>Study, understand, describe and begin to explain, write about, express opinions about, draw and label key human and physical similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country, including the weather, lifestyles, human and physical geography (use same non-European country introduced to in Year 1)</p>	<p>Identify, observe, record and express opinions about seasonal and daily weather patterns in the United Kingdom, including understanding a basic weather forecast.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, and make comparisons with local area.</p>	<p>Use basic geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non-European locality, including: city, town, village, factory, farm, house, office, port, harbour and shop (use same non-European country introduced to in Year 1)</p>	<p>Draw and locate the locations of continents, selected countries and oceans on globes and world maps or atlases.</p> <p>Draw and locate the four countries of the UK, their capital cities, some of the other major cities and the surrounding seas on a UK map or atlas, using the four main compass directions.</p> <p>Use simple locational/directional language and the four main compass directions (North, South, East and West) to follow/create a route in the local area.</p> <p>Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area (e.g. note taking, videoing, taking photos, data collection, sketches, observations and labelled maps and photos of: roads, parks, nature spots, rivers, shops and buildings), suggesting reasons for the causes of similarities and differences. Carry out a simple survey of the school or local area (e.g. weather, traffic)</p>



End points for Year 2

Locational knowledge

- Name, locate and describe key landmarks in the local area.
- Name and locate some of the key features of the four countries of the UK.
- Name and locate the country, continent and surrounding seas of a contrasting non-European locality, and use this to describe aspects of this locality.

Place knowledge

- Describe and begin to explain key human and physical similarities and differences of a small area of the UK, and of a small area in a contrasting non-European country. (Could use the same country as focused on in Year one to ensure clear progression)

Physical and human geography

- Identify, observe, record and express opinions about seasonal and daily weather patterns in the United Kingdom, including understanding a basic weather forecast.
- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, and make comparisons with local area.
- Use basic geographical vocabulary to refer to key human features of the local area, the UK and a contrasting non-European locality.

- Geography skills and fieldwork

- Draw and locate the locations of continents, selected countries and oceans on globes and world maps or atlases.
- Draw and locate the four countries of the UK, their capital cities, some of the other major cities and the surrounding seas on a UK map or atlas, using the four main compass directions.
- Use simple locational/directional language and the four main compass directions to follow/create a route in the local area.
- Use simple fieldwork and observational skills to study the human and physical geography of the school, its grounds and the local area, suggesting reasons for the causes of similarities and differences.
- Carry out a simple survey of the school or local area.

K e y v o c a b u l a r y	<p>Locational</p> <p>United Kingdom, England, Northern Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, ocean, continent, Arctic, Indian, Pacific, Atlantic, Southern, Africa, Antarctica, Asia, Australia, Europe, North America, South America, North Pole, South Pole (more technical vocabulary may include landscape, physical/human geography)</p> <p>Place</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasonal weather, city, town, village, factory, farm, house, office, port, harbour, shop, similarities, differences, map, population, climate More technical vocabulary could be used including peak, summit, tourist etc</p>	<p>Human and Physical</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasonal weather, city, town, village, factory, farm, house, office, port, harbour, shop, similarities, differences, map, population, climate More technical vocabulary could be used including peak, summit, tourist, seasonal etc</p>	<p>Geography Skills and Fieldwork</p> <p>Map, atlas, globe, symbol, key, ocean, continent, aerial, birds eye view, route, direction, North, South, East, West, human geography, physical geography, locality, material More technical vocabulary may include language associated with specific locations of study</p>
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Year 3	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills			
	Locational Knowledge	Place Knowledge	Physical Geography	Human Geography	Geography Skills and Fieldwork
	<p>Name, locate, describe and discuss key landmarks and geographical features of the UK.</p> <p>Name and locate the Equator, Northern Hemisphere, and Southern Hemisphere, major settlements, major volcano and Earthquake zones/regions, including an earthquake location study.</p>	<p>Study and understand, identify and explain differences and similarities between volcanic, earthquake and mountainous regions and their surrounding communities with communities in the UK.</p>	<p>Describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcanoes and their physical effects on the environment.</p> <p>Describe and understand the causes, processes and effects of Earthquakes and Tsunamis; the different types of Earthquake and their physical effects on the environment, including a focus study on a particular Earthquake and/or Tsunami.</p>	<p>Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, rural, urban, suburban)</p> <p>To describe and understand the effect of volcanoes and earthquakes on settlements and land use.</p> <p>Understand land use of the UK.</p>	<p>Use maps, atlases, globes, Google Maps and Google Earth to locate mountains, mountain ranges, volcanoes and earthquakes (in relation to tectonic plates) and different settlements of the world.</p> <p>Use the four points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of basic Ordnance Survey maps) to locate and describe human and geographical features studied, including different types of settlement and extinct UK volcanoes, mountains and mountain ranges.</p>



End points for Year 3

Locational knowledge

- Name, locate, describe and discuss key landmarks and geographical features of the UK.
- Name and locate the Equator, Northern Hemisphere, and Southern Hemisphere, major settlements, major volcano and Earthquake zones/regions.

Place knowledge

- Identify and explain differences and similarities between volcanic, earthquake and mountainous regions and their surrounding communities with communities in the UK.

Physical and human geography

- Describe and understand key aspects of volcano formation, the process of volcanic eruptions, the different types of volcanoes and their physical effects on the environment.
- Describe and understand the causes, processes and effects of Earthquakes and Tsunamis, the different types of earthquakes and their physical effects on the environment.
- Describe, understand and distinguish between key types of settlement and land use.
- Describe and understand the effect of volcanoes and earthquakes on settlements and land use.
- Understand land use of the UK.

- Geography skills and fieldwork

- Use maps, atlases, globes, Google Maps and Google Earth to locate mountains, mountain ranges, volcanoes and earthquakes and different settlements of the world.
- Use the four points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys to locate and describe human and geographical features studied.

K e y v o c a b u l a r y	<p>Locational United Kingdom, England, Northern Ireland, Scotland, Wales, Equator, Northern Hemisphere, Southern Hemisphere, cities, volcano, earthquake, Pacific Ring of Fire, Alpide Belt, Mid-Atlantic Ridge, Tropic of Cancer, Tropic of Capricorn</p> <p>Place Volcano, earthquake, mountain, mountain ranges, Himalayas, Andes, Alps, communities</p>	<p>Human and Physical Volcano, magma, lava, ash, crust, core, mantle, rock, eruption, shield volcanoes, cinder cones, composite volcanoes, lava domes, tectonic plates, faults, tsunami, flooding, settlement, land use, hamlet, village, town, city, rural, urban, suburban, epicentre, magnitude, Richter Scale.</p>	<p>Geography Skills and Fieldwork Map, atlas, globe, Google Maps, Google Earth, compass, grid reference, symbols, keys</p>
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Year 4	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		
	Locational Knowledge	Place Knowledge	Physical Geography	Human Geography	Geography Skills and Fieldwork
	<p>Name & locate counties and cities of the United Kingdom, national parks and their key topographical features (including hills, mountains, coasts & rivers). Understand the significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, the Tropic of Capricorn, latitude and longitude, and different climate zones, including rainforests.</p> <p>Locate the countries of Europe using maps (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics (rivers, mountains, capitals, landmarks) and major cities. Compare countries.</p>	<p>Study, understand, write about, draw and label key similarities and differences of the human and physical geography studied, between a region of the United Kingdom and another region of Europe, including climate, land use, settlements and key physical features (for example: mountains, coasts and rivers).</p>	<p>Understand the different climate zones of the world (tropical, temperate, polar), including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar regions.</p> <p>Identify and study the different climatic regions of the UK and Europe.</p>	<p>Identify some European cities and settlements Understand the effect of climate on land use and settlements in different areas of the world focusing on the UK and different European countries.</p>	<p>Use maps, atlases, globes, Google Maps and Google Earth to locate and describe European countries and their human/physical features, climate zones of Europe and the wider world.</p> <p>Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and geographical features studied, including rivers, mountains, hills, towns and cities, key landmarks and varied climates (including average temperatures) in the UK and Europe.</p> <p>Use the eight points of a compass, four figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to describe geographical features of a chosen UK location and another European location, and follow/create a tourist route in those places.</p>



End points for Year 4

Locational knowledge

- Name & locate counties and cities of the United Kingdom, national parks and their key topographical features.
- Understand the significance of the Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, the Tropic of Capricorn, latitude and longitude, and different climate zones, including rainforests.
- Locate the countries of Europe using maps concentrating on their environmental regions, key physical and human characteristics and major cities.

Place knowledge

- Understand key similarities and differences of the human and physical geography studied, between a region of the United Kingdom and another region of Europe.

Physical and human geography

- Understand the different climate zones of the world, including the significance of the Tropics of Cancer and Capricorn, the Equator and the polar regions.
- Identify the different climatic regions of the UK and Europe.
- Identify some European cities and settlements
- Understand the effect of climate on land use and settlements in different areas of the world.

- Geography skills and fieldwork

- Use maps, atlases, globes, Google Maps and Google Earth to locate and describe European countries and their human/physical features.
- Use the eight points of a compass, four figure grid references, paper maps, Google Maps, Google Earth, symbols and keys to locate and describe human and geographical features studied.
- Use the eight points of a compass, four figure grid references, maps, symbols and keys to describe geographical features of a chosen UK location and another European location.

<p>K e y v o c a b u l a r y</p>	<p>Locational United Kingdom, England, Northern Ireland, Scotland, Wales, county, city, national park, mountains, hills, valleys, moorland, coastal, river, lakes, peatland, capital, landmark, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, the Tropic of Capricorn, latitude, longitude, climate zone, rainforest, Europe</p> <p>Place Human geography, physical geography, mountains, coasts, rivers, UK, Europe, Russia</p>	<p>Human and Physical Climate zones, Tropic of Cancer, Tropic of Capricorn, Equator, Arctic, Antarctic, polar, tropical, temperate, climatic region, cities, settlements, land use Land Use, Mountain, Hill, Peak, National Park land, Green Urban Green space, Natural Land, Sea/Ocean, Coastline, River, Settlement, Rural Spaces, Urban Busy spaces, Hamlet, Village, Town, City, Population, County, biodiversity.</p>	<p>Geography Skills and Fieldwork Map, atlas, globe, Google Maps, Google Earth, compass, grid reference, symbols, keys, Europe, physical features, human features, tourist route</p>
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Year 5	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		
	Locational Knowledge	Place Knowledge	Physical Geography	Human Geography	Geography Skills and Fieldwork
	<p>Locate and describe human and physical features of the UK (for example: coasts, rivers, mountain ranges, counties and cities)</p> <p>Name, locate and describe some of the world's major rivers.</p> <p>Name, locate and describe a local river and understand how it has changed over time.</p>	<p>Study, understand, write about, draw and label key similarities and differences between the River Thames and another chosen river, and their corresponding regions.</p>	<p>Describe and explain the water cycle.</p> <p>Describe and explain river formation and key features of river systems</p> <p>Identify and describe coastal and mountain/hill features of the UK</p>	<p>Describe and explain how some UK settlements have developed and changed, and why certain locations are more favourable than others.</p> <p>Use physical and political maps, atlases, globes, Google Maps and Google Earth to understand, locate and describe the distribution of natural resources, including energy, food, minerals and water (where natural resources are)</p>	<p>Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features, including major rivers and their corresponding countries and cities, major sources of natural resources.</p> <p>Use the eight points of a compass, six figure grid references, political and physical maps, Google Maps, Google Earth, symbols and keys (including the use of OS maps) to locate and describe human and geographical features studied, including the placement of UK settlements in relation to geographical features such as rivers, mountains and coastlines.</p> <p>Use fieldwork to gather, present and explain information about the changing locality using a range of graphs and written media, including interviews with locals, population data, use of land in the school locality (for example classification of buildings into residential, commercial,</p>

					<p>industry, leisure, public buildings etc), and comparisons with old maps and photographs. Use fieldwork to study and present information about a local river; create a working river and observe the physical processes involved.</p>
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End points for Year 5

Locational knowledge

- Locate and describe human and physical features of the UK.
- Name, locate and describe some of the world's major rivers.
- Name, locate and describe a local river and understand how it has changed over time.

Place knowledge

- Understand key similarities and differences between the River Thames and another chosen river.

Physical and human geography

- Describe and explain the water cycle.
- Describe and explain river formation and key features of river systems
- Identify and describe coastal and mountain/hill features of the UK
- Describe and explain how some UK settlements have developed and changed.
- Use maps, atlases, globes, Google Maps and Google Earth to understand, locate and describe the distribution of natural resources.

- Geography skills and fieldwork

- Use maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features.
- Use the eight points of a compass, six figure grid references, maps, Google Maps, Google Earth, symbols and keys to locate and describe human and geographical features studied.
- Use fieldwork to gather, present and explain information about the changing locality.
- Use fieldwork to study and present information about a local river.

<p>K e y V o c a b u l a r y</p>	<p>Locational Human, physical, UK, England, Scotland, Wales, Northern Ireland, coast, river, mountain range, city, county, Nile, Amazon, Yangtze, River Cherwell</p> <p>Place River Thames, source, channel, banks, bed, tributaries, mouth, floodplain</p>	<p>Human and Physical Water cycle, evaporation, condensation, precipitation, runoff, transpiration, infiltration, erosion, transportation, deposition, upper course, middle course, lower course, meanders, deltas, cliffs, beaches, bays, headlands, caves, arches, stacks, dunes, spits, islands, harbours, mountains, settlements, natural resources, energy, minerals, sand, gravel, salt, clay</p>	<p>Geography Skills and Fieldwork Map, atlas, globe, Google Maps, Google Earth, compass, grid reference, symbols, keys, Europe, physical features, human features, political map, OS map, residential, commercial, industrial, leisure, public buildings</p>
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Year 6	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		
	Locational Knowledge	Place Knowledge	Physical Geography	Human Geography	Geography Skills and Fieldwork
	<p>Identify the position and significance of latitude, longitude, Equator, the hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones, relating these to their climate, biomes, seasons and vegetation.</p> <p>Locate countries of North and South America, their environmental regions, key physical and human characteristics (for example coasts, seas, rivers, mountains, capitals, manmade landmarks, lakes and major cities).</p> <p>Compare globes/flat world maps (for example the Mercator, Gail-Peters and conic/plane projections).</p>	<p>Study, understand, write about, draw and label key human and physical similarities and differences between the UK and North or South America, including climate, environmental regions, key physical and human characteristics (for example: coasts, seas, rivers, mountains, capitals and other major cities, landmarks, lakes, population).</p>	<p>Understand how climate and vegetation are connected in biomes (for example the tropical rainforest and the desert). Describe different biomes and how plants and animals are adapted to them.</p> <p>Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>Understand and compare the climate of North or South America with the UK.</p>	<p>Describe and explain changing land use in North or South America.</p> <p>Understand what life is like in cities, villages and other settlements of North or South America.</p> <p>Understand how food production is influenced by climate and biomes.</p> <p>Understand economic activity, including trade links (imports and exports) based on the distribution of natural resources – the trading of natural resources and manufactured goods.</p>	<p>Use physical and political maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features of North and South America, including countries, land use, settlements, mountains, coasts, seas, lakes and rivers, climate and temperature</p> <p>Use the eight points of a compass, six figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical features of a region of the UK when comparing with regions of North and South America</p> <p>Use the eight points of a compass, six figure grid references, maps, symbols and keys to describe geographical features of locations in North or South America, and follow/create a tourist route for one of those places.</p> <p>Use the eight points of a compass, six figure grid</p>

					references, political and physical maps, google maps, google earth, symbols and keys (including use of ordnance survey maps), to locate and describe the world's major industries, imports and exports, including North or South America and the UK.
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End points for Year 6

Locational knowledge

- Identify the position and significance of latitude, longitude, Equator, the hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones.
- Locate countries of North and South America, their environmental regions, key physical and human characteristics.
- Compare globes/flat world maps.

Place knowledge

- Understand key human and physical similarities and differences between the UK and North or South America.

Physical and human geography

- Understand how climate and vegetation are connected in biomes.
- Describe different biomes and how plants and animals are adapted to them.
- Explain some ways biomes are valuable, why they are under threat and how they can be protected.
- Compare the climate of North or South America with the UK.
- Describe and explain changing land use in North or South America.
- Understand what life is like in settlements of North or South America.
- Understand how food production is influenced by climate and biomes.
- Understand economic activity based on the distribution of natural resources.

- Geography skills and fieldwork

- Use maps, atlases, globes, Google Maps and Google Earth to locate and describe studied human and physical features of North and South America.
- Use the eight points of a compass, six figure grid references, maps, symbols and keys to identify and describe human and physical features of a region of the UK when comparing with regions of North and South America
- Use the eight points of a compass, six figure grid references, maps, symbols and keys to describe geographical features of locations in North or South America.
- Use the eight points of a compass, six figure grid references, maps, google maps, google earth, symbols and keys to locate and describe the world's major industries, imports and exports, including North or South America and the UK.

<p>K e y V o c a b u l a r y</p>	<p>Locational latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, Greenwich Meridian, time zones, climate, biomes, seasons, vegetation, North and South America, coasts, seas, rivers, mountains, capitals, manmade landmarks, lakes, major cities, globes, flat world maps, Mercator projection, Gail-Peters projection, conic/plane projection</p> <p>Place Human, physical, UK, North and South America, climate, environmental regions, coasts, seas, rivers, mountains, capitals, cities, landmarks, lakes, population</p>	<p>Human and Physical Climate, vegetation, biomes, tropical rainforest, desert, oceans, adaptation, conservation, North and South America, UK</p>	<p>Geography Skills and Fieldwork Map, atlas, globe, Google Maps, Google Earth, compass, grid reference, symbols, keys, Europe, physical features, human features, political map, OS map, North and South America, land use, settlement, mountains, coasts, seas, lakes, rivers, climate, temperature, tourist route, industry, imports, exports</p>
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