

Objectives:

Locational knowledge

- 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
- 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
- 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)

Place knowledge

- 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

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.

Geographical language		Enquiry		Theme		Fieldwork and fieldwork techniques		Map work/ atlas work	
Year 5	Year 6	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6
Use geographical language to describe route and direction, location linking 8 points of compass to degrees on compass	Use geographical language to describe route, direction, location -16 points on compass to degrees on compass	Ask questions: what is this landscape like? How has it changed? What made it change? How is it changing?	Ask questions: what is this landscape like? How is it changing? What patterns Can you see/ how has the pattern changed?	E.g. Water and effects on the environment, settlement, environmental change, sustainability	E.g. Water and effects on the environment, settlement, environmental change, sustainability	Field sketches should show understanding of pattern/movement/change	Field sketches should show understanding of pattern/movement/change	Draw in scale – accuracy of scale	Draw in scale – accuracy of scale
Link words to theme e.g. river – erosion/deposition/transportation: coasts – long shore drift/headland	Link words to theme e.g. settlement – urban/rural/land use/sustainability: rivers – confluence / Tributary	Analyse evidence and draw conclusions e.g. Compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life	Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature.					Locate information / place with speed and accuracy	Locate information / place with speed and accuracy
		Identify and explain different views of people Including themselves	Look at patterns and explain reasons behind it					Use key to make deductions about landscape/ industry/ features etc.	Use key to make deductions about landscape/ industry/ features etc.
		Design and use questionnaires to obtain views of community on subject	Identify and explain different views of people Including themselves						
		Collect and record evidence.	Give increased detail of views, justification – detailed reasons Influencing views						
			Collect and record						

		Conduct a land use Survey	evidence						
		Categorise codes	Record measurement of river width/ depth/ velocity						
		Communicate in ways appropriate to task and audience e.g. Persuasive Writing – show information on map overlays in showing levels of Information e.g. Old/ new	Communicate in ways appropriate to task and audience e.g. Use email to exchange information about locality with another school						

How we achieve these

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme: How do volcanoes affect the lives of people on Hiemaey? Where does Saethor take his dog Tiry for a walk every day? Where do Saethor and Tiry live? How do geographers describe the Westman Islands? How does the physical and human geography of Hiemaey compare with the area in which I live?</p>	<p>Theme: How do volcanoes affect the lives of people on Hiemaey? Why are there so few trees on Hiemaey? Why are there volcanoes on Hiemaey? How were the people of Hiemaey affected when Eldfell erupted? Why do the people of Hiemaey go on living next to an active volcano? Assessment</p>	<p>Theme: Why are mountains so important? Why are the three mountains of Olympus, Mauna Kea and Everest so famous? How were the world's greatest mountain ranges formed? Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering? Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals on the summit of Everest? How are the Cambrian Mountains different from the Himalaya Mountains?</p>	<p>Theme: Why are mountains so important? Why is the climate such a challenge for Derek? Why do tourists visit the Cambrian Mountains? Why were the 'treasures of untold value' to be found in the Cambrian Mountains so precious to the people of Birmingham? How else is the precious resource of water used in the Cambrian Mountains? Assessment</p>	<p>Theme: What is a river? How does the course of the River Axe change from source to mouth? How does the course of my local river change from source to mouth? Why are river estuaries such important places for wildlife? Why are rivers such an important part of the water cycle?</p>	<p>What is a river? How has the Isle of Dogs changed since the reign of Henry VIII? Why is river flooding such a problem in Bangladesh? How did Bedřich Smetana use music to describe the course of his beloved national river? How do we know what happened to the River Thames during the Little Ice Age? Assessment</p>
<p>NC Reference: Locational knowledge</p> <ul style="list-style-type: none"> The countries (including the location of Russia), major cities and key physical and human geography of Europe. 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. <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. <p>Human and physical geography Describe and understand key aspects of:</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> The countries (including the location of Russia), major cities and key physical and human geography of Europe. 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. <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography including climate zones and volcanoes. 	<p>NC Reference: Locational knowledge</p> <ul style="list-style-type: none"> 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. 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. <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through 	<p>NC Reference: Locational knowledge</p> <ul style="list-style-type: none"> 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. 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. <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and 	<p>NC Reference: Locational knowledge</p> <ul style="list-style-type: none"> 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. 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. <p>Human and physical geography Describe and understand key aspects of:</p>	<p>NC Reference: Locational knowledge</p> <ul style="list-style-type: none"> 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. 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. <p>Human and physical geography Describe and understand key aspects of:</p>

<ul style="list-style-type: none"> Physical geography including climate zones and volcanoes. Human geography including economic activity and trade links, and the distribution of natural resources including energy. <p>Geographical skills</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>GE2/1.2 Place knowledge region of countries.</p>	<ul style="list-style-type: none"> Human geography including economic activity and trade links, and the distribution of natural resources including energy. <p>Geographical skills</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>NC Reference: World time zones, seasons.</p>	<p>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.</p> <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. <p>Geographical skills</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. 	<p>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.</p> <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. <p>Geographical skills</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. <p>Trade and economics. Natural resources Ge2/1.1a Locate countries of the world</p>	<ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. 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. <p>Ge2/1.4 Use field work to observe human and physical features of the local area. Ge2/1.3a Describe rivers water cycle Ge2/1.1.4b OS Maps</p>	<ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. 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. <p>Enquiry into changes</p>
<p>Skills:</p> <ul style="list-style-type: none"> Identify, recognise and describe, using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day; Identify, describe and compare and contrast the countries of Europe; Recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular; Compare and contrast, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region; 	<p>Skills:</p> <ul style="list-style-type: none"> Identify, recognise and describe, using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day; Identify, describe and compare and contrast the countries of Europe; Recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular; Compare and contrast, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region; 	<p>Skills:</p> <ul style="list-style-type: none"> Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements; Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover; Explain how the movement of plates of the Earth's crust can form ranges of fold mountains; Reflect upon, evaluate evidence and reach a conclusion and judgement regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924; Demonstrate that they understand how fossils form and can explain 	<p>Skills:</p> <ul style="list-style-type: none"> Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements; Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover; Explain how the movement of plates of the Earth's crust can form ranges of fold mountains; Reflect upon, evaluate evidence and reach a conclusion and judgement regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924; Demonstrate that they understand how fossils form and can explain 	<p>Skills:</p> <ul style="list-style-type: none"> Identify and describe how physical features of rivers change from source to mouth; Offer reasons to explain why the course of a river changes as it flows from higher to lower ground; Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river; Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things; Identify and describe the features of river 	<p>Skills:</p> <ul style="list-style-type: none"> Identify and describe how physical features of rivers change from source to mouth; Offer reasons to explain why the course of a river changes as it flows from higher to lower ground; Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river; Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things; Identify and describe the features of river

<ul style="list-style-type: none"> ● Explain and reach a judgement, using appropriate and specialised subject vocabulary, why there are so few trees on Hiemaey; ● Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution; ● Understand how and why the environment of Hiemaey has changed over time and reach conclusions and make judgements about the positive and negative impact of these changes on the ways of life of the people of Hiemaey; ● Understand the stages in the manufacture of an economic activity – fish processing – together with what export, import and trade entails; ● Make a reasoned geographical judgement, using evidence and logical argument, as to whether earthquakes are more dangerous than volcanoes. ● 	<ul style="list-style-type: none"> ● Explain and reach a judgement, using appropriate and specialised subject vocabulary, why there are so few trees on Hiemaey; ● Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution; ● Understand how and why the environment of Hiemaey has changed over time and reach conclusions and make judgements about the positive and negative impact of these changes on the ways of life of the people of Hiemaey; ● Understand the stages in the manufacture of an economic activity – fish processing – together with what export, import and trade entails; ● Make a reasoned geographical judgement, using evidence and logical argument, as to whether earthquakes are more dangerous than volcanoes. ● 	<p>why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953;</p> <ul style="list-style-type: none"> ● Identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountains; ● Measure, record, compare and contrast climate data for Derek's farm with where they live and begin to offer reasons for their observations; ● Explain and reach a conclusion as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east; ● Identify, locate, describe and explain the tourist attractions of the Cambrian Mountains by interpreting and making judgements from evidence presented on Ordnance Survey maps; ● Evaluate a range of evidence to make a judgement as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago; ● Understand that even 'green' and 'renewable' energy schemes will have environmental costs, evaluate both sides of an argument and make a judgement about the most appropriate way forward; <p>Understand why Scotland is an attractive winter sports centre</p>	<p>why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953;</p> <ul style="list-style-type: none"> ● Identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountains; ● Measure, record, compare and contrast climate data for Derek's farm with where they live and begin to offer reasons for their observations; 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● Recognise, describe and explain the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and evaluate the evidence and make a judgement about the causes of its sudden decline and closure; ● Interpret a range of geographical evidence to reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding; ● Reflect upon and evaluate the techniques used by classical composers to portray the different stages and features of the course of a river and create and record a personal musical piece to evoke the features of a waterfall; ● Understand climatically what the <i>Little Ice Age</i> refers to and how occasional severe winters impacted upon the River Thames and the people of London; ● Explain why China built the Three Gorges Dam along the Chang Jiang (Yangtze River) and describe and evaluate some of its geographical impacts. 	<p>estuaries and explain why they are such important ecosystems for wildlife;</p> <ul style="list-style-type: none"> ● Describe the components of the hydrological or water cycle and explain the important role that rivers play; 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<p>Vocabulary:</p> <p>Archipelago Fjord Core Crust Mantle Magma Tourism Refugees Eruption</p>	<p>Vocabulary:</p> <p>Archipelago Fjord Core Crust Mantle Magma Tourism Refugees Eruption</p>	<p>Vocabulary:</p> <p>Mountain range Volcanoes Fold mountains Summit Tectonic plate Amber Strata Fossil Sedimentary Erosion</p>	<p>Vocabulary:</p> <p>Impermeable Glacier Sustainability Ordnance Survey Climate Economic Environmental Knots Diversification Grid reference</p>	<p>Vocabulary:</p> <p>Meander Oxbow lake Valley Mouth Source Erosion Waterfall Estuaries Confluence</p>	<p>Vocabulary:</p> <p>Hydrological Microcosm Creek Precipitation Ecosystem Diatom Transformation Flooding Spit</p>
Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Theme:</p> <p>How is climate change affecting the world? Why do Lars and Sofie disagree about how nice the weather is?</p> <p>Why are people all over the world noticing that</p>			<p>Theme:</p> <p>Who are Britain's National Parks for? Why are National Parks described as Britain's 'breathing spaces'?</p> <p>What else makes National Parks so important?</p>	<p>Theme:</p> <p>Why is fair trade fair? Why isn't trade always fair for some people such as Melvin? Why is fair trade fair? Assessment</p>

	<p>the weather they are used to is changing?</p> <p>What have the countries of the world agreed to do about global warming?</p> <p>Assessment</p>			<p>Why do National Parks welcome visitors?</p> <p>Why is protected land so important in Southwest England?</p>	
	<p>NC Reference:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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. Name and locate countries 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. 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). <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. <p>Geographical skills</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. 			<p>NC Reference:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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. Name and locate countries 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. 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). <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. 	<p>NC Reference:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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. <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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.

	<p>Skills:</p> <ul style="list-style-type: none"> ● Identify, describe and explain why communities in The Gambia are being affected by changes in weather patterns associated with climate change and evaluate the impact on people; ● Evaluate a range of evidence, reach a conclusion and make judgements as to the impact on people of changing weather patterns in Victoria in Southeast Australia; ● Understand why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make judgements about what should be included in them; ● Reflect upon and evaluate different viewpoints and reach a personal judgement about the implications of changing weather patterns on the people of Greenland; ● Identify, describe, compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places; ● Understand how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be; ● Understand how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions; ● Describe and explain how each of the main renewable sources of energy works, evaluate their advantages and disadvantages and make a judgement regarding which would be most suitable for the poorest countries in the world. 			<p>Skills:</p> <ul style="list-style-type: none"> ● Identify, locate, describe and explain the distribution of the 15 National Parks in the UK; ● Observe and record the common key natural features of the National Parks of the UK and explain why they are referred to as the country's 'breathing spaces'; ● Recognise those other special qualities of National Parks which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this; ● Recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special; ● Identify and record the key physical and human geographical features of Southwest England and compare and contrast the proportion of protected land here with other regions of the UK; ● Identify, describe through observation of the landscape of The Valley of Rocks in Exmoor National Park, and explain the attraction of this area for visitors such as artists; ● Identify, describe and, through observation, offer reasons for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park, evaluate the reflections of others and reach a judgement about its purpose; ● Recognise, describe and explain the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the UK; ● Understand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do; ● Compare and contrast the Everglades National Park with Dartmoor and Exmoor National Park and understand through 	<p>Skills:</p> <ul style="list-style-type: none"> ● Describe and explain why the Silk Road was the most important trading route in the history of the world; evaluate and reflect upon some of the changes that occurred as a result of the movement of people and commodities along it; ● Explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading; ● Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences; ● Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world; ● Explain what Fairtrade is compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from Fairtrade certification; ● Evaluate and judge the extent to which their school currently engages with Fairtrade, understand any constraints that exist; reflect and make recommendations for the future linked, perhaps, to ultimately achieving Fairtrade School status; ● Understand what the ethical production and purchasing of clothes entails, evaluate and reach a judgement regarding the practice of popular clothing companies.
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UKS2 Geography Progression



				<p>explanation the main similarities and differences between National Parks in the UK and those in the USA;</p> <p>Locate and describe the geographical features of an additional National Park in the USA and explain why it received designation.</p>	
	<p>Vocabulary: Drought Insurance Natural disaster Infrastructure Territory Embankment Rock armour Sustainable</p>			<p>Vocabulary: Conservation Heritage Site of special scientific interest Weathering Erosion National park Neolithic Tourist Area of outstanding natural beauty Freeze-thaw</p>	<p>Vocabulary: Manufacture Import Silk road Cargo Trade route International Containership Export Fairtrade Commodities</p>