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| **Happiness Responsibility Friendship Respect Courage** |
| **GEOGRAPHY - Year 5 and Year 6** |

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| **Upper key stage 2** | | **Year 5** | | | **Year 6**  + Rivers unit taken from Year 4 (Arthog) | | |
| **What is life like in the Alps?** | **Why do oceans matter?** | **Would you like to live in the desert?** | **Why does population change?** | **Where does our energy come from?** | **Can I carry out an independent fieldwork enquiry?** |
| Skills:  Locating more countries in Europe and North and South America using maps. | **Locational knowledge** | ✔ |  | ✔ | ✔ | ✔ |  |
| Locating major cities of the countries studied. | ✔ | ✔ | ✔ |  | ✔ | ✔ |
| Locating some key physical features in countries studied on a map. | ✔ | ✔ | ✔ |  | ✔ | ✔ |
| Locating key human features in countries studied. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Identifying significant environmental regions on a map. | ✔ | ✔ | ✔ |  |  |  |
| Using maps to show the distribution of the world’s climate zones, biomes and vegetation belts and identifying any patterns. | ✔ |  | ✔ |  |  |  |
| Locating counties in the UK. |  |  |  | ✔ |  |  |
| Locating many cities in the UK. |  |  |  |  | ✔ | ✔ |

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| **Upper key stage 2** | | **Year 5** | | | **Year 6** | | |
| **What is life like in the Alps?** | **Why do oceans matter?** | **Would you like to live in the desert?** | **Why does population change?** | **Where does our energy come from?** | **Can I carry out an independent fieldwork enquiry?** |
| Locating the twelve geographical regions of the UK. | **Locational knowledge** |  |  | ✔ | ✔ |  | ✔ |
| Identifying key physical and human characteristics of the geographical regions in the UK. |  | ✔ |  | ✔ | ✔ | ✔ |
| Understanding how land use has changed over time using examples. |  |  | ✔ |  | ✔ |  |
| Explaining why a locality has changed over time, giving examples of both physical and human features. | ✔ | ✔ | ✔ | ✔ | ✔ |  |
| Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. |  |  | ✔ |  | ✔ |  |
| Using longitude and latitude when referencing location in an atlas or on a globe. | ✔ |  | ✔ |  | ✔ |  |

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| **Upper key stage 2** | | **Year 5** | | | **Year 6** | | |
| **What is life like in the Alps?** | **Why do oceans matter?** | **Would you like to live in the desert?** | **Why does population change?** | **Where does our energy come from?** | **Can I carry out an independent fieldwork enquiry?** |
| Knowledge:  To know the name of many countries and major cities in Europe and North and South America. | **Locational knowledge** | ✔ |  | ✔ | ✔ | ✔ | ✔ |
| To know the location of key physical features in countries studied. | ✔ | ✔ | ✔ |  |  |  |
| To name and describe some of the world’s vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).\* |  |  | ✔ |  |  |  |
| To know the name of many counties in the UK. |  |  |  | ✔ |  |  |
| To know the name of many cities in the UK. |  |  |  | ✔ | ✔ | ✔ |
| To confidently name the twelve geographical regions of the UK. |  |  |  | ✔ |  | ✔ |
| To know that London and the South East regions have the largest population in the UK. |  |  |  | ✔ |  |  |
| To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world’s time zones. |  |  | ✔ |  | ✔ |  |

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| **Upper key stage 2** | | **Year 5** | | | **Year 6** | | |
| **What is life like in the Alps?** | **Why do oceans matter?** | **Would you like to live in the desert?** | **Why does population change?** | **Where does our energy come from?** | **Can I carry out an independent fieldwork enquiry?** |
| Skills:  Describing and explaining similarities between two environmental regions studied. | **Place knowledge** | ✔ |  | ✔ |  | ✔ |  |
| Describing and explaining differences between two environmental regions studied. | ✔ |  | ✔ |  | ✔ |  |
| Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. |  | ✔ | ✔ | ✔ |  |  |
| Understanding how climates impact on trade, land use and settlement. | ✔ | ✔ | ✔ | ✔ | ✔ |  |
| Explaining how humans have |  |  |  |  |  |  |
| used desert environments. |  |  |  | ✔ |  |  |  |
| Using maps to explore wider global trading routes. |  | ✔ |  |  | ✔ |  |
| Knowledge:  To know some similarities and differences between the UK and a European mountain region. | ✔ |  |  |  |  |  |
| To know why tourists visit mountain regions. | ✔ |  |  |  |  |  |

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| **Upper key stage 2** | | **Year 5** | | | **Year 6** | | |
| **What is life like in the Alps?** | **Why do oceans matter?** | **Would you like to live in the desert?** | **Why does population change?** | **Where does our energy come from?** | **Can I carry out an independent fieldwork enquiry?** |
| Skills:  Describing and understanding the key aspects of the six biomes. | **Human and**  **physical geography** | ✔ |  | ✔ |  |  |  |
| Describing and understanding the key aspects of the six climate zones. | ✔ | ✔ | ✔ |  |  |  |
| Understanding some of the impacts and causes of climate change. | ✔ | ✔ | ✔ | ✔ | ✔ |  |
| Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. | ✔ |  | ✔ |  |  |  |
| Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. |  | ✔ |  | ✔ | ✔ | ✔ |
| Describing and understanding economic activity, including trade links. |  | ✔ | ✔ | ✔ | ✔ |  |
| Suggesting reasons why the global population has grown significantly in the last 70 years. |  |  |  | ✔ | ✔ |  |
| Describing the ‘push’ and ‘pull’ factors that people may consider when migrating. |  |  | ✔ | ✔ |  |  |
| Understanding the distribution of natural resources both globally and within a specific region or country studied. |  |  | ✔ |  | ✔ |  |
| Recognising geographical issues affecting people in different places and environments. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Describing and explaining how humans can impact the environment both positively and negatively, using examples. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |

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| **Upper key stage 2** | | **Year 5** | | | **Year 6** | | |
| **What is life like in the Alps?** | **Why do oceans matter?** | **Would you like to live in the desert?** | **Why does population change?** | **Where does our energy come from?** | **Can I carry out an independent fieldwork enquiry?** |
| Knowledge:  To know vegetation belts are areas of the world that are home to similar plant species.\* | **Human and**  **physical geography** | ✔ |  | ✔ |  |  |  |
| To name and describe some of the world’s vegetation belts. | ✔ |  | ✔ |  |  |  |
| To know why the ocean is important. |  | ✔ |  |  |  |  |
| To know the global population has grown significantly since the 1950s. |  |  |  | ✔ |  |  |
| To know which factors are considered before people build settlements. |  |  | ✔ | ✔ |  |  |
| To know migration is the movement of people from one country to another. |  |  |  | ✔ |  |  |
| To know that natural resources can be used to make energy. |  |  | ✔ |  | ✔ |  |
| To know some positive impacts of humans on the environment. |  | ✔ |  |  | ✔ | ✔ |
| To know some negative impacts of humans on the environment. |  | ✔ | ✔ | ✔ | ✔ | ✔ |

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| **Upper key stage 2** | | **Year 5** | | | **Year 6** | | |
| **What is life like in the Alps?** | **Why do oceans matter?** | **Would you like to live in the desert?** | **Why does population change?** | **Where does our energy come from?** | **Can I carry out an independent fieldwork enquiry?** |
| Skills:  Confidently using and understanding maps at more than one scale. | **Geographical skills and fieldwork** | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Using atlases, maps, globes and digital mapping to locate countries studied. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). |  |  | ✔ |  | ✔ | ✔ |
| Using the scale bar on a map to calculate distances. | ✔ | ✔ |  |  |  |  |
| Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. |  |  |  | ✔ | ✔ | ✔ |
| Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. |  |  |  |  | ✔ | ✔ |
| Beginning to use thematic maps to recognise and describe human and physical features studied. |  | ✔ |  | ✔ |  |  |

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| **Upper key stage 2** | | **Year 5** | | | **Year 6** | | |
| **What is life like in the Alps?** | **Why do oceans matter?** | **Would you like to live in the desert?** | **Why does population change?** | **Where does our energy come from?** | **Can I carry out an independent fieldwork enquiry?** |
| Skills:  Using models and maps to talk about contours and slopes. | **Geographical skills and fieldwork** |  |  | ✔ |  | ✔ |  |
| Selecting a map for a specific purpose. |  | ✔ |  |  | ✔ | ✔ |
| Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. | ✔ |  |  | ✔ | ✔ | ✔ |
| Accurately using four and six-figure grid references to locate features on a map in regions studied. |  |  |  | ✔ | ✔ | ✔ |
| Confidently locating features using the 8 points of a compass. |  |  |  | ✔ |  | ✔ |
| Following a short pre-prepared route on an OS map. | ✔ |  |  | ✔ |  | ✔ |
| Identifying the eight compass points on an OS map. |  |  |  |  |  | ✔ |
| Planning a journey to another part of the world using six-figure grid references and the eight points of a compass. |  |  |  | ✔ |  |  |
| Developing their own enquiry questions. |  |  |  | ✔ |  | ✔ |
| Choosing the best approach to answering an enquiry question. | ✔ | ✔ |  |  |  | ✔ |
| Making sketch maps of areas studied including labels and keys where necessary. | ✔ | ✔ |  |  | ✔ | ✔ |
| Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. |  | ✔ |  | ✔ | ✔ | ✔ |

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| **Upper key stage 2** | | **Year 5** | | | **Year 6** | | |
| **What is life like in the Alps?** | **Why do oceans matter?** | **Would you like to live in the desert?** | **Why does population change?** | **Where does our energy come from?** | **Can I carry out an independent fieldwork enquiry?** |
| Skills:  Selecting appropriate methods for data collection. | **Geographical skills and fieldwork** | ✔ | ✔ |  |  | ✔ | ✔ |
| Designing  interviews/questionnaires to collect qualitative data. | ✔ |  |  |  | ✔ | ✔ |
| Beginning to use standard field  sampling techniques appropriately. |  | ✔ |  | ✔ |  | ✔ |
| Using GIS (Geographical  Information Systems) to plot data sets. |  | ✔ |  | ✔ |  | ✔ |
| Using a simplified Likert Scale to record their judgements of environmental quality. |  |  |  | ✔ |  | ✔ |
| Conducting |  |  |  |  |  |  |
| interviews/questionnaires to collect qualitative data. |  | ✔ |  |  | ✔ | ✔ | ✔ |
| Interpreting and using real-time/live data. |  |  | ✔ |  |  | ✔ |
| Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. | ✔ | ✔ |  | ✔ | ✔ | ✔ |

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| **Upper key stage 2** | |  | **Year 5** |  |  | **Year 6** |  |
| **What is life like in the Alps?** | **Why do oceans matter?** | **Would you like to live in the desert?** | **Why does population change?** | **Where does our energy come from?** | **Can I carry out an independent fieldwork enquiry?** |
| Skills:  Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. | **Geographical skills and fieldwork** | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Evaluating evidence collected and suggesting ways to improve this. |  | ✔ |  | ✔ |  | ✔ |
| Analysing quantitative data in pie charts, line graphs and graphs with two variables. |  | ✔ | ✔ | ✔ |  |  |
| Knowledge:  To know that contours on a map show height and slope. |  |  | ✔ |  | ✔ | ✔ |
| To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. |  |  | ✔ | ✔ | ✔ | ✔ |
| To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. |  | ✔ | ✔ | ✔ |  | ✔ |
| To know that a pie chart can represent a fraction or percentage of a whole set of data. |  | ✔ | ✔ | ✔ |  |  |
| To know a line graph can represent variables over time. |  |  | ✔ |  |  |  |
| To be aware of some issues in the local area. | ✔ | ✔ |  | ✔ |  | ✔ |
| To know what a range of data collection methods look like. | ✔ | ✔ |  | ✔ | ✔ | ✔ |
| To know how to use a range of data collection methods. | ✔ | ✔ |  | ✔ | ✔ | ✔ |