

## Whole School Geography Intent Overview

### Yellow Phase Foundations for Geography (End of Year Expectations)


<b>Knowledge- Learners should know:</b>	<b>Skills- Learners should be able to:</b>
<p>That we live in a town called Bolton, which is in the country England</p> <p>Some similarities &amp; differences between different religious &amp; cultural communities in the UK, drawing on their experiences &amp; what has been read in class</p> <p>That different countries have different weather patterns, flags, landmarks, food &amp; wildlife</p> <p>Some similarities &amp; differences between life in this country &amp; life in other countries</p> <p>Some of the main map &amp; weather symbols</p>	<p>Talk about their local community &amp; places we might visit in Bolton</p> <p>Describe their immediate environment using knowledge from discussions, stories, non-fiction texts &amp; maps</p> <p>Locate Bolton &amp; England on a UK map</p> <p>Locate the UK on a globe or world map</p>

## Green Phase Geography Overview

Year 1

Autumn 1	Autumn 2	Summer 1
<p><b>The UK &amp; its Weather</b></p> <p>Name &amp; locate the countries that make up the UK &amp; recognise the National flags of England, Scotland, Wales &amp; Northern Ireland</p> <p>Explore a city, town &amp; village in England</p> <p>Introduce the symbols used on maps</p> <p>Investigate the enquiry question: Why does the UK weather change throughout the year?</p> <p>Understand how seasons in the UK are linked with the months of the year &amp; what the weather is like in each</p> <p>Compare the four seasons, identifying the differences between them</p> <p>Introduce the main weather symbols</p> <p>Complete a knowledge organiser about the UK &amp; its weather</p>	<p><b>The Arctic</b></p> <p>Locate the UK, equator &amp; the poles on a world map &amp; a globe</p> <p>Use world maps &amp; globes to explain where &amp; what the Arctic circle is</p> <p>Explore the seasons &amp; weather patterns in the Arctic using weather symbols</p> <p>Investigate the physical features found in the Arctic: mountains, hills, icebergs, lakes &amp; rivers</p> <p>Name &amp; investigate the Arctic Country Norway, including their flag, features &amp; a major city</p> <p>Investigate the enquiry question: How is Norway different to the UK?</p> <p>Use grid maps to place famous icons onto each place, using map symbols</p> <p>Complete a knowledge organiser about the Arctic</p>	<p><b>My World &amp; Me</b></p> <p>Locate India on a map &amp; compare the land features &amp; climate of India to the UK</p> <p>Investigate the enquiry question: What is it like to live in India?</p> <p>Identify the similarities &amp; differences between the capital city of India &amp; the capital city of the UK comparing the food, jobs &amp; schools</p> <p>Use aerial photos to find physical &amp; human features in each city, such as rivers &amp; bridges</p> <p>Explore different types of maps &amp; make a map of their journey to school, using map symbols</p> <p>Complete knowledge organiser about My World &amp; Me</p>
<p><b>British Value:</b></p> <p>Develop a sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p><b>UNCRC Article:</b></p> <p><b>Article 29:</b> Education must develop every child's respect for the environment</p>	<p><b>British Value:</b></p> <p>Develop a sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p><b>UNCRC Article:</b></p> <p><b>Article 13:</b> Every child must be free to say what they think &amp; to seek &amp; receive all kinds of information</p>	<p><b>British Value:</b></p> <p>Develop their willingness to reflect on their experiences &amp; that of others</p> <p><b>UNCRC Article:</b></p> <p><b>Article 13:</b> Every child must be free to say what they think &amp; to seek &amp; receive all kinds of information</p>

**Year 1 ~ End of Year Expectations**


Knowledge ~ Learners should know:	Skills ~ Learners should be able to:
<p><b>Locational Knowledge:</b> The names &amp; location of the four countries that make up the UK Where the equator, North Pole &amp; South Pole are on the globe</p> <p><b>Place Knowledge:</b> That Bolton is a town The hottest &amp; coldest seasons in the UK Describe the main differences between England &amp; Norway &amp; India Some features of hot &amp; cold places in the world</p>	<p><b>Understand Human &amp; Physical geography:</b> Identify cities, towns &amp; villages Identify the main weather symbols &amp; that symbols are used on maps</p> <p><b>Develop geographical skills &amp; fieldwork:</b> Observe &amp; describe daily weather patterns Use directional language (left, right, below &amp; next to) to describe locations on a map Ask simple geographical questions</p>
<p><b>Concepts:</b></p> 	

Throughout and at the end of every planned unit of work all learners will have been assessed against the relevant year group expectations (knowledge and skills) utilising bespoke Kahoot low-stakes quizzes assessments, the outcomes of discussions (discussion books), workbooks and appropriate assessment tasks.

**Year 2**

Autumn 2	Spring 2	Summer 1
<p><b>North America &amp; Map makers</b></p> <p>Name &amp; locate the seven continents &amp; five oceans of the world</p> <p>Explore the weather &amp; climate of a cold area of the world (North America)</p> <p>Investigate the physical &amp; human features of North America</p> <p>Use directional language &amp; how to move around a map using the points of a compass</p> <p>Learn how aerial photographs help cartographers to make maps &amp; revisit map symbols</p> <p>Conduct fieldwork to explore the area surrounding school &amp; use information gathered to create a map &amp; construct a key</p> <p>Investigate the enquiry question: What keeps us safe in the local area?</p> <p>Design their own town complete with human &amp; physical features</p> <p>Complete a knowledge organiser about the seven continents &amp; five oceans</p>	<p><b>Let's go on Safari</b></p> <p>Identify the location of the seven continents &amp; five oceans of the world &amp; locate the UK &amp; Kenya on a world map</p> <p>Explore the weather, climate &amp; seasons in Kenya &amp; compare to the weather &amp; seasons in the UK, using weather symbols</p> <p>Understand the four points of a compass &amp; use these to navigate around a map to find animals in the safari park</p> <p>Name &amp; describe land features in Kenya including savannahs, valleys, mountains &amp; beaches</p> <p>Identify the differences between cities such as Nairobi &amp; small Kenyan villages &amp; compare the lifestyles of those living there</p> <p>Investigate the enquiry question: How does the weather affect our daily lives?</p> <p>Compare a day in the life of a Kenyan child to life of a child in Bolton: school day, clothing, food &amp; activities &amp; explain how they are similar or different</p> <p>Complete knowledge organiser about Kenya</p>	<p><b>Where I live</b></p> <p>Name &amp; locate the continents, oceans &amp; the UK on a world map</p> <p>Name &amp; locate the countries that make up the UK &amp; recognise the National flags of England, Scotland, Wales &amp; Northern Ireland</p> <p>Identify the capital city of each UK country</p> <p>Name &amp; locate the four main seas surrounding the UK</p> <p>Investigate the human &amp; physical geography of each of the four countries in the UK from national flowers &amp; animals to mountains, landscapes &amp; settlements</p> <p>Understand the differences between villages, towns &amp; cities in the UK</p> <p>Investigate the enquiry question: What are the benefits of living in a town?</p> <p>Locate Bolton on a UK map &amp; learn their own address</p> <p>Complete a knowledge organiser about where I live</p>
<p><b>British Value:</b></p> <p>Develop a sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p><b>UNCRC Article:</b></p> <p><b>Article 13:</b> Every child must be free to say what they think &amp; to seek &amp; receive all kinds of information</p>	<p><b>British Value:</b></p> <p>Show an Interest in exploring, improving understanding of &amp; showing respect for different faiths &amp; cultural diversity</p> <p><b>UNCRC Article:</b></p> <p><b>Article 24:</b> Every child has the right to the best possible health including clean water, nutritious food &amp; a clean environment</p>	<p><b>British Value:</b></p> <p>Develop a sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p><b>UNCRC Article:</b></p> <p><b>Article 29:</b> Education must develop every child's respect for their own &amp; other cultures &amp; the environment</p>

## Year 2 ~ End of Year Expectations

Knowledge - Learners should know:	Skills - Learners should be able to:
<p><b>Locational Knowledge:</b></p> <p>The names of the four countries that make up the UK &amp; the three main seas that surround the UK</p> <p>The name &amp; location of the four capital cities of England, Scotland, Wales &amp; Northern Ireland</p> <p>The name &amp; location of the seven continents &amp; 5 oceans</p> <p>The location of north, east, south &amp; west on a compass</p> <p>Their own address, including their postcode</p> <p><b>Place Knowledge:</b></p> <p>Describe the main differences between England &amp; North America &amp; Kenya</p>	<p><b>Understand Human &amp; Physical Geography:</b></p> <p>Identify the following physical features: mountain, lake, island, valley, river, cliff, forest &amp; beach</p> <p>Describe some of the advantages &amp; disadvantages of living near a city or village</p> <p><b>Develop Geographical Skills &amp; Fieldwork:</b></p> <p>Ask &amp; answer simple geographical questions when investigating different place &amp; environments</p> <p>Use a range of sources such as maps, globes, atlases &amp; aerial photographs to identify features &amp; follow routes</p> <p>Use simple compass directions &amp; directional language (left, right, below &amp; next to, forwards, backwards, straight on) to describe locations &amp; routes on maps</p>
<p><b>Concepts:</b></p> 	


Throughout and at the end of every planned unit of work all learners will have been assessed against the relevant year group expectations (knowledge and skills) utilising bespoke Kahoot low-stakes quizzes assessments, the outcomes of discussions (discussion books), workbooks and appropriate assessment tasks.

## Red Phase Geography Overview

Year 3

Autumn 2	Spring 2	Summer 1
<p><b>Antarctica</b></p> <p>Identify Antarctica &amp; understand the position &amp; significance of the equator</p> <p>Compare the climate in Antarctica &amp; the UK</p> <p>Understand the effects of climate change in Antarctica</p>	<p><b>Our European Neighbours</b></p> <p>Locate Europe &amp; identify its features (countries, oceans, population etc.)</p> <p>Identify &amp; locate countries &amp; some major capital cities in Europe</p> <p>Explore the human &amp; physical features of European countries &amp; use the eight points of a compass to navigate around a map to find these</p>	<p><b>The United Kingdom</b></p> <p>Know &amp; locate the names of capital, major &amp; local cities in the United Kingdom</p> <p>Understand what a county is &amp; name &amp; locate major &amp; local counties in the United Kingdom</p> <p>Investigate the enquiry question: What are the key iconic physical &amp; human features of the UK?</p>
<p><b>Volcanoes</b></p> <p>Understand what a volcano is &amp; where they are in the world</p> <p>Investigate the enquiry question: How does a volcano form?</p> <p>Explore what happens when a volcano erupts</p> <p>Identify the features of a volcano</p> <p>Explore life in volcanic areas &amp; compare a volcanic &amp; non-volcanic area</p> <p>Research &amp; share knowledge about famous volcanoes</p> <p>Complete a knowledge organiser about Volcanoes</p>	<p>Investigate the enquiry question: Are all European countries similar?</p> <p>Understand geographical similarities &amp; differences between the UK &amp; a European country</p> <p>Complete a knowledge organiser about Europe</p>	<p>Use maps to explore the human &amp; physical features of the United Kingdom, using some ordnance survey map symbols &amp; grid references</p> <p>Find out about the hills &amp; mountain ranges in the UK</p> <p>Conduct observational fieldwork to explore Pendle Hill, including using directional language &amp; how to move around a map using the eight points of a compass</p> <p>Explore the oceans &amp; coastlines surrounding the UK &amp; explain why these are varied</p> <p>Identify &amp; explore the major rivers of the UK</p>
<p><b>British Values:</b></p> <p>Develop a sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p>Develop their willingness to reflect on their experiences &amp; that of others</p> <p><b>UNCRC Articles:</b></p> <p><b>Article 13:</b> Every child must be free to say what they think &amp; to seek &amp; receive all kinds of information</p> <p><b>Article 29:</b> Education must develop every child's respect for the environment</p>	<p><b>British Values:</b></p> <p>Develop their willingness to reflect on their experiences &amp; that of others</p> <p>Develop a sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p><b>UNCRC Articles:</b></p> <p><b>Article 13:</b> Every child must be free to say what they think &amp; to seek &amp; receive all kinds of information</p> <p><b>Article 29:</b> Education must develop every child's respect for their own &amp; other cultures &amp; countries</p>	<p><b>British Values:</b></p> <p>Develop their willingness to reflect on their experiences &amp; that of others</p> <p>Develop a sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p><b>UNCRC Articles:</b></p> <p><b>Article 13:</b> Every child must be free to say what they think &amp; to seek &amp; receive all kinds of information</p> <p><b>Article 29:</b> Education must develop every child's respect for their own &amp; other cultures &amp; countries</p>

## Year 3 ~ End of Year Expectations


Knowledge ~ Learners should know:	Skills ~ Learners should be able to:
<p><b>Locational Knowledge:</b></p> <p>The names &amp; location of at least some major &amp; local counties &amp; cities in the UK</p> <p>The names of &amp; location of at least eight European cities</p> <p>Where the main mountain regions are in the UK</p> <p>The name &amp; location of major UK rivers</p> <p>The eight points of a compass</p> <p><b>Place Knowledge:</b></p> <p>Describe differences between living in the UK &amp; a Mediterranean country</p>	<p><b>Understand Human &amp; Physical Geography:</b></p> <p>Label the different parts of a volcano</p> <p>Identify human &amp; physical features of the UK &amp; European countries</p> <p><b>Develop Geographical Skills &amp; Fieldwork:</b></p> <p>Use maps to locate European countries</p> <p>Identify some Ordnance Survey map symbols</p> <p>Locate places on maps using four- figure grid references</p> <p>Ask &amp; answer searching geographical questions when investigating different places &amp; environments</p> <p>Observe &amp; record information geographical features in their local environment</p> <p>Use a range of sources including digital maps, atlases, globes, &amp; satellite images to research &amp; present geographical information</p> <p>Express their opinions of environmental issues</p>
<p><b>Concepts:</b></p> 	

Throughout and at the end of every planned unit of work all learners will have been assessed against the relevant year group expectations (knowledge and skills) utilising bespoke Kahoot low-stakes quizzes assessments, the outcomes of discussions (discussion books), workbooks and appropriate assessment tasks.

**Year 4**

Autumn 2	Spring 2	Summer 1
<p><b>The Arctic</b></p>	<p><b>Countries of the World</b></p>	<p><b>The Rainforest</b></p>
<p>Use maps, atlases, globes &amp; digital computer mapping to locate countries within the Arctic Circle</p> <p>Identify the human &amp; physical features of the Arctic region</p> <p>Understand how &amp; why climate change is affecting the Arctic &amp; what can be done to reduce this</p>	<p>Use world maps &amp; four-figure grid references, atlases &amp; globes to identify the world continents, oceans &amp; countries</p> <p>Explore the key geographical features of each continent, including longest rivers &amp; highest mountains</p> <p>Compare the climate zones in different parts of the world</p>	<p>Understand where rainforests are found in relation to the equator &amp; Tropics of Cancer &amp; Capricorn</p> <p>Explore the layers of vegetation in a rainforest</p> <p>Investigate the climate of the rainforest, including the rainforest biome &amp; the importance of rainforests as part of the water cycle</p>
<p><b>Water World</b></p>	<p>Investigate the enquiry question: Why do climate &amp; landscapes vary across the world?</p>	<p>Investigate the enquiry question: What makes the rainforest biome unique?</p>
<p>Explore &amp; research the bodies of water on planet earth</p> <p>Understand &amp; explain the water cycle</p> <p>Explore why humans need water &amp; how it is used</p> <p>Compare the difference in water availability &amp; usage in the UK &amp; Kenya</p> <p>Investigate the enquiry question: Could water power save the planet?</p> <p>Conduct fieldwork to investigate &amp; explore a local body of water (River Croal)</p> <p>Complete a knowledge organiser about water</p>	<p>Locate major capital cities in the world</p> <p>Use a variety of sources to identify human &amp; physical features in Australia</p> <p>Find similarities &amp; differences between UK &amp; Australia</p> <p>Complete a knowledge organiser about Countries of the World &amp; Australia</p>	<p>Find out about the people &amp; settlements of the rainforest</p> <p>Explore why the rainforest is under threat &amp; how to protect it</p> <p>Understand the geographical similarities &amp; differences between The Amazon Rainforest (South America) &amp; Sherwood Forest (UK)</p> <p>Complete a knowledge organiser about Rainforests</p>
<p><b>British Values:</b></p> <p>Develop a sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p><b>UNCRC Articles:</b></p> <p><b>Article 24:</b> Every child has the right to the best possible health including clean water. Richer countries must help poorer countries achieve this</p> <p><b>Article 29:</b> Education must develop every child's respect for their own &amp; other cultures &amp; the environment</p>	<p><b>British Values:</b></p> <p>Develop a sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p><b>UNCRC Articles:</b></p> <p><b>Article 13:</b> Every child must be able to receive all kinds of information</p> <p><b>Article 29:</b> Education must develop every child's respect for the environment</p>	<p><b>British Values:</b></p> <p>Develop a sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p>Develop their willingness to reflect on their experiences &amp; that of others</p> <p><b>UNCRC Articles:</b></p> <p><b>Article 13:</b> Every child must be able to receive all kinds of information</p> <p><b>Article 24:</b> Every child has the right to the best possible health including clean water. Richer countries must help poorer countries achieve this</p>

**Year 4 ~ End of Year Expectations**

Knowledge ~ Learners should know:	Skills ~ Learners should be able to:
<p><b>Locational Knowledge:</b>            Four countries from the southern &amp; four from the northern hemisphere            The name &amp; location of at least eight major capital cities across the world            Where the equator, Tropic of Cancer &amp; Tropic of Capricorn are on a world map            The name &amp; location of the world’s longest rivers &amp; world’s highest mountains</p> <p><b>Place Knowledge:</b>            Describe the key differences between living in the UK &amp; a Mediterranean country</p>	<p><b>Understand Human &amp; Physical Geography:</b>            Label the main features of a river            Explain the features of a water cycle            Label the layers of the rainforest &amp; features of the rainforest biome            Describe some impacts of deforestation            Identify human &amp; physical features of the UK &amp; Australia</p> <p><b>Develop Geographical Skills &amp; Fieldwork:</b>            Use maps, globes &amp; atlases to locate the equator, Tropic of Cancer, Tropic of Capricorn &amp; Greenwich Meridian            Locate &amp; describe places on maps using four- figure grid references            Observe &amp; record information geographical features in their local environment            Use a range of sources including digital maps, atlases, globes, &amp; satellite images to research &amp; present geographical information            Ask &amp; answer searching geographical questions when investigating different places &amp; environments            Express their opinions on environmental issues</p>
<p><b>Concepts:</b></p> 	


Throughout and at the end of every planned unit of work all learners will have been assessed against the relevant year group expectations (knowledge and skills) utilising bespoke Kahoot low-stakes quizzes assessments, the outcomes of discussions (discussion books), workbooks and appropriate assessment tasks.

## Blue Phase Geography Overview

Year 5

Autumn 1	Autumn 2	Summer 1
<b>The Grand Canyon</b>	<b>North America</b>	<b>Village Settlers</b>
<p>Locate the Grand Canyon</p> <p>Identify the coordinates in terms of longitude &amp; latitude of the Grand Canyon using four figure grid references &amp; identify key physical characteristics, states &amp; cities in North America</p> <p>Describe how the Grand Canyon was formed</p> <p>Investigate different biomes in the Grand Canyon</p> <p>Consider how the Grand Canyon is used by humans &amp; how this has changed it</p> <p>Investigate the enquiry question: Why is the Grand Canyon a World Heritage Site?</p> <p>Complete a knowledge organiser about the Grand Canyon</p>	<p>Identify the countries of North America</p> <p>Investigate &amp; compare the different climate zones in North America</p> <p>Explore the geographical features of North America, including the Rocky Mountains, the Panama Canal, the Grand Canyon etc.</p> <p>Compare the different time zones in North America to other time zones around the world</p> <p>Research the human &amp; physical features of a North American country</p> <p>Compare a region in the UK with a region in North America</p> <p>Investigate the enquiry question: How is North America different to Europe?</p> <p>Complete a knowledge organiser about North America</p>	<p>Find out about the needs of early settlers &amp; origins of place names, including counties</p> <p>Identify settlements &amp; reasons for their original siting</p> <p>Identify a range of ordnance survey mapping symbols &amp; know their meanings</p> <p>Conduct fieldwork to design a map of a local village (Edgworth), using ordnance survey symbols &amp; use the eight points of a compass to give directions</p> <p>Understand &amp; describe how settlements are connected &amp; plan a journey using a road map</p> <p>Investigate the enquiry question: What makes the perfect British village?</p> <p>Design a village settlement influenced by physical features &amp; use four-figure grid references to describe the location of these</p> <p>Complete a knowledge organiser about Village Settlements</p>
<p><b>British Values:</b></p> <p>Develop a sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p><b>UNCRC Articles:</b></p> <p><b>Article 13:</b> Every child must be able to receive all kinds of information</p> <p><b>Article 29:</b> Education must develop every child's respect for the environment</p>	<p><b>British Values:</b></p> <p>Develop a sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p><b>UNCRC Articles:</b></p> <p><b>Article 13:</b> Every child must be able to receive all kinds of information</p> <p><b>Article 29:</b> Education must develop every child's respect for the environment</p>	<p><b>British Values:</b></p> <p>Develop an understanding &amp; appreciation of the wide range of cultural influences that have shaped their own heritage &amp; that of others</p> <p>Develop their willingness to reflect on their experiences &amp; that of others</p> <p><b>UNCRC Articles:</b></p> <p><b>Article 24:</b> Every child has the right to the best possible health including clean water &amp; environment.</p> <p><b>Article 29:</b> Education must develop every child's respect for their own &amp; other cultures &amp; the environment</p>

**Year 5 ~End of Year Expectations**


Knowledge ~ Learners should know:	Skills ~ Learners should be able to:
<p><b>Locational Knowledge:</b></p> <p>Where the equator, Tropic of Cancer, Tropic of Capricorn &amp; Greenwich Meridian are on a world map</p> <p>The name &amp; location of a number of North American countries</p> <p><b>Place Knowledge:</b></p> <p>The key differences between living in the UK &amp; a country in North America</p> <p>The key differences between villages, towns &amp; cities</p>	<p><b>Understand Human &amp; Physical Geography:</b></p> <p>Identify &amp; compare human &amp; physical features &amp; patterns in the UK &amp; North America</p> <p>Identify the specific features of a desert biome</p> <p>Describe how human activity impacts the Grand Canyon</p> <p>Explain why most settlements are located by a river</p> <p><b>Develop Geographical Skills &amp; Fieldwork:</b></p> <p>Use latitude &amp; longitude on atlases, maps &amp; globes</p> <p>Use graphs to record features such as rainfall &amp; temperature across the world</p> <p>Plan a journey within the UK using a road map</p> <p>Identify most Ordnance Survey map symbols</p> <p>Locate places on maps using six- figure grid references</p> <p>Observe &amp; record information about human &amp; physical features using a range of methods (sketch maps, plans, graphs &amp; digital technologies)</p> <p>Use a range of sources including digital maps, atlases, globes, &amp; satellite images to research &amp; present geographical information, selecting the most appropriate for the task</p> <p>Ask &amp; respond to causal geographical questions when investigating different places &amp; environments</p> <p>Express their opinions on environmental issues &amp; recognise why others may feel differently</p>
<p><b>Concepts:</b></p> 	

Throughout and at the end of every planned unit of work all learners will have been assessed against the relevant year group expectations (knowledge and skills) utilising bespoke Kahoot low-stakes quizzes assessments, the outcomes of discussions (discussion books), workbooks and appropriate assessment tasks.

**Year 6**

Autumn 1	Autumn 2	Summer 1
<p><b>Our Local Area</b></p> <p>Investigate the enquiry question: How do geographers find out about places?</p> <p>Explore the economic activity in Bolton &amp; the importance of Bolton as an industrial town</p> <p>Identify the different uses of land &amp; the building of settlements as part of a local study</p> <p>Identify rivers passing through local counties on an ordnance survey map</p> <p>Explore a local 'upland' area (Rivington Pike) using compass &amp; directional knowledge</p> <p>Complete a knowledge organiser about the local area</p>	<p><b>Antarctica &amp; Extreme Earth</b></p> <p>Discuss physical &amp; human (including environmental impact) features of Antarctica</p> <p>Explore the effects of global warming, tourism &amp; the mining ban in Antarctica</p> <p>Explore the Earth's climate zones &amp; areas of extreme weather</p> <p>Research the distribution of water across the world</p> <p>Understand &amp; explain the different types of extreme weather &amp; why they occur</p> <p>Research &amp; explain how earthquakes are caused &amp; measured</p> <p>Understand how volcanoes are formed</p> <p>Investigate the enquiry question: Why does the UK experience few natural disasters?</p> <p>Complete a knowledge organiser about extreme weather</p> <p>Investigate the enquiry question: Why does the UK not have many natural disasters?</p>	<p><b>South America</b></p> <p>Locate the countries of South America &amp; identify key physical features &amp; cities, using six-figure grid references</p> <p>Investigate the enquiry question: Why does the climate change across South America?</p> <p>Research the different mountain ranges in South America</p> <p>Investigate human &amp; geographical features of South America, e.g. population, life expectancy, etc.</p> <p>Explore trade &amp; industry in South America including the exportation of food to the UK</p> <p>Conduct an in depth study of a South American country</p> <p>Compare an area of South America with an area of the UK, including time zones &amp; climate zones</p> <p>Complete a knowledge organiser about South America</p>
<p><b>British Values:</b></p> <p>Develop a sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p>Develop an understanding &amp; appreciation of the wide range of cultural influences that have shaped their own heritage &amp; that of others</p> <p><b>UNCRC Articles:</b></p> <p><b>Article 13:</b> Every child must be free to say what they think &amp; to seek &amp; receive all kinds of information</p> <p><b>Article 29:</b> Education must develop every child's respect for the environment</p>	<p><b>British Values:</b></p> <p>Develop a sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p>Show an interest in investigating &amp; offering reasoned views about moral &amp; ethical issues &amp; being able to understand &amp; appreciate the viewpoints of others on these issues</p> <p><b>UNCRC Articles:</b></p> <p><b>Article 13:</b> Every child must be able to receive all kinds of information</p> <p><b>Article 29:</b> Education must develop every child's respect for the environment</p>	<p><b>British Values:</b></p> <p>Develop a sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p>Develop their willingness to reflect on their experiences &amp; that of others</p> <p><b>UNCRC Articles:</b></p> <p><b>Article 24:</b> Every child has the right to the best possible health including clean water &amp; nutritious food. Richer countries must help poorer countries achieve this</p> <p><b>Article 29:</b> Education must develop every child's respect for their own &amp; other cultures &amp; the environment</p>

## Year 6 ~ End of Year Expectations

Knowledge - Learners should know:	Skills - Learners should be able to:
<p><b>Locational Knowledge:</b></p> <p>The names &amp; location of at least eight counties &amp; six cities in the UK</p> <p>Where the equator, Tropic of Cancer, Tropic of Capricorn &amp; Greenwich Meridian are on a world map</p> <p>The main climate zones &amp; their features (polar, temperate, tropical)</p> <p>Names &amp; location of some of the world's deserts</p> <p><b>Place Knowledge:</b></p> <p>The key differences between living in the UK &amp; a country in South America</p> <p>The main human &amp; physical differences between developed &amp; third world countries</p>	<p><b>Understand Human &amp; Physical Geography:</b></p> <p>Why industrial areas are important</p> <p>Explain the causes of earthquakes</p> <p>Describe how human activity impacts Antarctica</p> <p>Recognise patterns in human &amp; physical features</p> <p><b>Develop Geographical Skills &amp; Fieldwork:</b></p> <p>Work out differences between time zones</p> <p>Use Google Earth to locate a country or place of interest &amp; follow the journey of rivers</p> <p>Use six-figure grid references to locate &amp; describe features on a map</p> <p>Use graphs to record features such as rainfall &amp; temperature across the world</p> <p>Observe &amp; record information human &amp; physical features using a range of methods (sketch maps, plans, graphs &amp; digital technologies)</p> <p>Use a range of sources including digital maps (GIS), atlases, globes, &amp; satellite images to research &amp; present geographical information, selecting the most appropriate for the task</p> <p>Ask &amp; respond to causal geographical questions when investigating different places &amp; environments</p> <p>Make predictions &amp; test simple hypotheses about people, places &amp; geographical issues</p> <p>Express their own &amp; critically evaluate others' opinions on environmental issues</p>
<p><b>Concepts:</b></p> 	

Throughout and at the end of every planned unit of work all learners will have been assessed against the relevant year group expectations (knowledge and skills) utilising bespoke Kahoot low-stakes quizzes assessments, the outcomes of discussions (discussion books), workbooks and appropriate assessment tasks.