

Year 3: Geography Year Overview

Title	Core Skills	Challenge	Target Tracker
<p>Volcanoes and Earthquakes</p> <p>On Going Skills:</p> <ul style="list-style-type: none"> ▪ Do they use correct geographical words to describe a place and the events that happen there? • Can they begin to use 4 figure grid references? <p>Can they accurately plot NSEW on a map?</p>	<ul style="list-style-type: none"> • Can they identify key features of a locality by using a map? • Can they describe how earthquakes are created? • Can they confidently describe physical features in a locality? • Can they describe how volcanoes have an impact on people's lives? • Can they locate and name some of the world's most famous volcanoes? 	<p>Can they explain why a locality has certain physical features?</p>	<p>Ask and answer geographical questions about the landscape.</p> <p>Develop an awareness of how places relate each other.</p> <p>Understand and use a widening range of geographical terms</p> <p>To use and interpret maps, globes, atlases and digital / compute mapping to locate countries and key features.</p> <p>Know the physical and human features of the locality</p>
<p>Weather - The Mediterranean</p> <p>On Going Skills:</p> <ul style="list-style-type: none"> • Do they use correct geographical words to describe a place and the events that happen there? • Can they begin to use 4 figure grid references? <p>Can they accurately plot NSEW on a map?</p>	<ul style="list-style-type: none"> • Can they use some basic OS map symbols? • Can they use maps and atlases appropriately by using contents and indexes? • Can they locate the Mediterranean and explain why it is a popular holiday destination? • Can they explain why a locality has certain human features? • Can they name some well-known European countries and capital cities? • Are they aware of different weather in different parts of the world, especially Europe? • Can they explain how the lives of people living in the Mediterranean would be different from their own? 	<p>Can they name the two largest seas around Europe?</p> <p>Can they explain how people's lives vary due to weather?</p>	<p>Explain about weather conditions / patterns around the UK and parts of Europe.</p> <p>Develop an awareness of how places relate each other.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.</p> <p>Understand why there are similarities and differences between places</p>
<p>Our Local Neighbourhood</p> <p>On Going Skills:</p> <ul style="list-style-type: none"> ▪ Do they use correct geographical words to describe a place and the events that happen there? • Can they begin to use 4 figure grid references? <p>Can they recognise the 8 points of the compass</p>	<ul style="list-style-type: none"> • Can they analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations? • Can they gain confidence in speaking to an unfamiliar person to obtain information in a questionnaire? • Can they make a map of a short route experienced, with features in correct order? • Can they make a simple scale drawing? • Can they use map sites on internet? 	<p>Can they work out how long it would take to get to a given destination taking account of the mode of transport?</p>	<p>Use fieldwork instruments e.g. camera, rain gauge.</p> <p>Use four figure grid references.</p> <p>Use the 8 points of a compass</p> <p>Make plans and maps using symbols and keys.</p>

Year 4: Geography Year Overview

Title	Core Skills	Challenge	Target Tracker
<p>London</p> <p>On Going Skills:</p> <ul style="list-style-type: none"> • Can they find the same place on a globe and in an atlas? • Can they label the same features on an aerial photograph as on a map? <p>Can they plan a journey to a place in England?</p>	<ul style="list-style-type: none"> • Can they describe the main features of a well-known city? • Can they use appropriate symbols to represent different physical features on a map? • Can they explain why people are attracted to live in cities? • Can they explain how a locality has changed over time with reference to human features? • Can they suggest different ways that a locality could be changed and improved? • Can they name the areas of origin of the main ethnic groups in the UK & in their school? 	<p>Can they name the counties that make up the home counties of London?</p>	<p>Understand why there are similarities and differences between places.</p> <p>Draw accurate maps with more complex keys and / or demonstrate patterns.</p> <p>Explore features on OS maps using 6 figure grid references.</p> <p>Measure straight line distances using the appropriate scale.</p>
<p>UK</p> <p>On Going Skills:</p> <ul style="list-style-type: none"> • Can they find the same place on a globe and in an atlas? • Can they label the same features on an aerial photograph as on a map? <p>Can they plan a journey to a place in England?</p>	<ul style="list-style-type: none"> • Can they describe the main features of a well-known city and a village? • Can they describe the main physical differences between cities and villages? • Can they use appropriate symbols to represent different physical features on a map? • Can they explain why people may choose to live in a village rather than a city? • Do they know the difference between the British Isles, Great Britain and UK? • Can they locate and name some of the main islands that surround the UK? 	<p>Can they name some of the main towns and cities in Yorkshire and Lancashire?</p>	<p>To know features about places around them and beyond the UK.</p> <p>Describe human features of UK regions, cities and /or counties.</p> <p>Understand the effect of landscape features on the development of a locality.</p> <p>Know about the wider context of places - region, country</p>
<p>The River Thames</p> <p>On Going Skills:</p> <ul style="list-style-type: none"> • Can they find the same place on a globe and in an atlas? • Can they label the same features on an aerial photograph as on a map? <p>Can they plan a journey to a place in England?</p>	<ul style="list-style-type: none"> • Can they describe the main features of a well-known city? • Can they use appropriate symbols to represent different physical features on a map? • Can they accurately measure and collect information • Can they describe settlements, land use, economic activity, including natural resources, especially energy and water supplies? 	<p>Can they explain how people are trying to manage their environment?</p>	<p>Describe how people have been affected by changes in the environment.</p> <p>Recognise that people have differing quality of life living in different locations and environments.</p> <p>Explain about key natural resources e.g. water in the locality.</p>

Year 5: Geography Year Overview

Title	Core Skills	Challenge	Target Tracker
<p>Brazil – The Amazon</p> <p>On Going Skills:</p> <ul style="list-style-type: none"> • Can they find possible answers to their own geographical questions? • Can they plan a journey to a place in another part of the world, taking account of distance and time? 	<ul style="list-style-type: none"> • Can they locate and name the main countries in South America on a world map and atlas? • Can they map land use? • Can they explain how a location fits into its wider geographical location; with reference to physical features? • Can they collect information about a place and use it in a report? 	<p>Can they report on ways in which humans have both improved and damaged the environment?</p>	<p>Understand about world weather patterns around the World and relate these climate zones.</p> <p>Understand how humans affect the environment.</p> <p>Know about changes the World environment</p> <p>Understand why people seek manage and sustain their environment.</p>
<p>Rivers, Mountains and Coasts</p> <p>On Going Skills:</p> <ul style="list-style-type: none"> • Can they find possible answers to their own geographical questions? • Can they plan a journey to a place in another part of the world, taking account of distance and time? 	<ul style="list-style-type: none"> • Can they name and locate many of the world's major rivers on maps? • Can they explain why many cities of the world are situated by rivers? • Can they explain how the water cycle works? • Can they explain why water is such a valuable commodity? • Can they explain why people are attracted to live by rivers? 	<p>Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?</p>	<p>Know how rivers erode, transport and deposit materials.</p> <p>Know about the physical features of coasts and begin understand erosion and deposition.</p> <p>Understand how humans affect the environment.</p> <p>Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas, largest cities in each continent.</p>
<p>North America</p> <p>On Going Skills:</p> <ul style="list-style-type: none"> • Can they find possible answers to their own geographical questions? • Can they plan a journey to a place in another part of the world, taking account of distance and time? 	<ul style="list-style-type: none"> • Can they locate the USA and Canada on a world map and atlas? • Can they explain how a location fits into its wider geographical location; with reference to human and physical features? • Can they explain what a place might be like in the future, taking account of issues impacting on human features? 	<p>Can they work out an accurate itinerary detailing a journey to another part of the world?</p>	<p>Identify the World's countries within North America - human and physical characteristics, key topographical features and land use patterns.</p> <p>Recognise the different shapes of countries</p> <p>Know and describe where a variety of places are in relation physical and human features.</p> <p>Compare the physical or human features of a region of the UK and a region in North America, identifying similarities and differences.</p>

Year 6: Geography Year Overview

Title	Core Skills	Challenge	Target Tracker
<p>Who are our neighbours?</p>	<ul style="list-style-type: none"> • Can they analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it? • Can they investigate places with more emphasis on the larger scale; contrasting and distant places? • Can they design own census, pilot and evaluate it? • Can they use 8 compass points confidently and accurately? • Can they describe how some places are similar and others are different in relation to their human features? 	<p>Can they analyse population data on two settlements and report on findings and questions raised?</p> <p>Can they name the main lines of latitude and meridian of longitude?</p>	<p>Identify and describe the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Describe and understand key aspects of 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> <p>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 his/her knowledge of the United Kingdom and the wider world.</p>
<p>The Water Cycle</p>	<ul style="list-style-type: none"> • Can they use 6 figure grid refs; use latitude and longitude on atlas maps? • Can they use/recognise OS map symbols? • Can they use atlas symbols? • Can they use maps and plans at a range of scales? • Can they make careful measurements and use the data? • Can they recognise key symbols used on ordnance survey maps? 	<p>Can they explain how human activity has caused an environment to change?</p> <p>Can they name and locate the main canals that link different continents?</p>	<p>Identify and describe 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> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Compare the physical and human features of a region of the UK and a region within South America, identifying similarities and differences.</p> <p>Know and describe where a variety of places are in relation physical and human features.</p>