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| **Year 1** | | |
| Knowledge and Skill | Progression-By the end of Year 1 we will | Example Questioning |
| **Locational Knowledge** | * Understand the concept of the world. * Understand the UK is an island and is surrounded by the sea. * Name and locate the 4 countries of the UK. * Name some of the surrounding seas of the UK. * Talk about the main features of one of the four countries that make up the UK. | *What is meant by the world or earth? Can you find some continents across the world?*  *Why is the UK an island? What seas are surrounding us? How do you know on the map/globe that this is sea?*  *What 4 countries make up the UK?*  *Can you name some physical features of England? Can you identify a city on your map? What is a coast?* |
| **Place Knowledge** | * Identify a rural and urban location, relative to where our school is. * Recognise some similarities and differences of geographical features in my own immediate environment? * Compare their own local area (Nantwich/urban) with a contrasting rural location nearby. * Identify a city, town, village, coastal, and rural area from sources (pictures-aerial shots, fieldwork etc) * Identify some human and physical features of their local area, Nantwich. * With support compare their local area with a contrasting local area in a non European Country identifying some similarities and differences. | *Do we live in an urban or rural area? Why do you think that? What if we talk a local walk away from school is it all urban or are there any physical features?*  *What is the same what is different between our school and Nantwich and the village of \_\_\_\_\_\_?*  *Can you point to the coast on this map? Can you point to a farm and rural area? Why do you think they are there?*  *How is this place the same and different to where we live?* |
| **Physical and Human**  **Geography** | * Know how the land is used around the local area. * Compare the human and physical features of two British localities (Nantwich and a Coastal Area) including how the use of land differs in each locality. * With support, use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied. * Find some physical and human features such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of the wider local area. * Know about weather in their locality, what happens in different seasons and how weather changes on a daily basis. | *What is a physical feature when we are learning about geography?*  *What is a human feature?*  *What are the physical and human features near where I live?*  *Can you find these human and physical features when we carry out fieldwork or look at a map?*  *What types of weather are there? Is our weather always the same?*  *What are the four seasons? What is the weather mostly like at that time? Is it always like that?* |

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| **Year 1** | |  |
| Knowledge and Skill | Progression-By the end of Year 1 we will | Example Ideas and Questioning |
| **Map Work Skills** | |  |
| **Direction/Location** | Follow directions (Up, down, left/right, forwards/backwards) and be introduce to the four compass points (NSEW) | *What are the four points of a compass?*  *Can you follow these directions to get ….out of the map maze?*  *Why have they used a symbol on this map what do you think it represents?*  *Can you use this objects to create a map then draw round it? Can you tell me about your map?*  *How would you describe the size of*  *Nantwich compared to \_\_\_\_\_\_\_?*  *Can you name some places near where we live or beyond?*  *Tell me about your holiday where did you go what was it like there?* |
| **Drawing maps** | Draw a simple picture map of known or imaginary places |
| **Representation** | Be exposed to symbols used on maps |
| **Using maps** | Use a simple picture map to identify places around a school Recognise that maps are about a place. |
| **Scale/Distance** | Use relative vocabulary of scale (e.g. bigger/smaller,) |
| **Perspective** | Draw around objects to make a plan. |
| **Map knowledge** | Learn names of some places within/around the UK (linked to topics) using maps |
| **Style of map** | Use picture maps and globes  Use large scale world maps of continents  Use large scale teacher drawn maps  Be exposed to age appropriate atlases |
| **Fieldwork Skills** | |  |
| **Gathering Information** | Listen to an adult asking another child or adult about familiar environments or activities and with support identify what parts give us an insight into the geography of that area  Name and describe what they can see around the school grounds and further afield (trip dependent)  Take a journey to a contrasting local area via bus, train or walking etc and describe what can be found there Investigate the local area and why people visit certain shops/places  Investigate a environmental issue linked to the local area and carry out | *Explore the school grounds and further afield to collect data- chow many cars in car park– how many trees in the school grounds etc*  *Go on a walk to a local park and photograph and draw physical and human features along the way*  *Found out how people travel to school and create a tally chart or pictogram* |
| **Sketching/drawing information** | Draw features they observe in their familiar environment.  Sketch and draw certain aspects of physical and human geography in areas contrasting their own locality |
| **Collecting Audio/Visual information** | Take a photo as a record of what they have seen when exploring different environments  Take a recording of what they have seen and heard when exploring different environments |
| **Measuring** | Use age appropriate mathematical knowledge to count objects when carrying out fieldwork |
| **Representing Information** | With support create a tally chart and pictogram of found information |

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| **Year 2** | | |
| Knowledge and Skill | Progression-By the end of Year 2 we will | Example Questioning |
| **Locational Knowledge** | * Name and locate the capital cities of the 4 countries of the UK. * Name and locate the 5 oceans and the 7 continents. * Name, locate and identify the main characteristics (physical and human) of one the four countries and capital cities of the UK. * Know the UK is surrounded by sea and name the seas surrounding it. | *What are the four countries and capital cities of the UK. What are some of the physical and human features of these places? Can you locate these features on maps?*  *What seas surround the UK? What are the 5 oceans and 7 continents?* |
| **Place Knowledge** | * Recognise some similarities and differences of geographical features in two local areas. * Identify some of the key features of a location and whether it is a city, town, village, coastal, urban or rural area. * Identify human and physical features of their local town, Nantwich, and make comparisons with other places studied. * Compare their local area with a contrasting local area in a non European Country identifying similarities and differences of their physical and human geography. | *How is Nantwich and \_\_\_\_\_ .similar and different? Why is it like that?*  *What are the physical and human features of this area? How do you know?*  *How are these places similar and different? Why might someone live there ?*  *What do you think it would be like to live there?* |
| **Physical and Human**  **Geography** | * Identify how the land is used around the local area and compare and contrast how the use of land differs in each locality studied. * Use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied. * Identify the physical and human features such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features on maps of the wider local area. * Know about weather in the UK, what happens in different seasons and how weather changes on a daily basis and collect data linked to weather changes for contrasting areas. * Know that there are hot and cold areas of the world and this is linked to the equator and north and south poles. * Identify some ‘hot’ and ‘cold’ countries/places and know what it is like there (weather, temperature, plants and animals etc). | *What has the land been used for? Why is there both human and physical features in places?*  *Can you find…..on a map?*  *What is the weather like in the UK and how is our local weather different to …..in the UK? Why does that place have colder temperatures? Why is it warmer there?*  *What are the seasons like in the UK? What are the seasons like in places close to the Equator? What is the climate in these hot and cold countries?*  *Is it always hot in the desert? Why?*  *What animals and plants can live in these places? Why?* |

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| **Year 2** | |  |
| Knowledge and Skill | Progression-By the end of Year 2 we will | Example Ideas and Questioning |
| **Map Work Skills** | |  |
| **Direction/Location** | Follow directions (using directional language from year 1 and including the four compass points (NSEW) | *Can you use the 4 compass points to follow a simple route? Can you get ….out of the map maze using compass points and directional language?*  *What are keys? What key could we use on our map?*  *Can we create a plan view of the school or the imaginary playground?*  *Can you find the UK on a map and a globe?* |
| **Drawing maps** | Draw or create a map of a real or imaginary place adding detail and information similar to maps they have seen |
| **Representation** | Be shown what a key is on map and why it is important. Use class agreed symbols to make a simple key. |
| **Using maps** | Follow a simple route on a map.  Use a plan view to identify known places |
| **Scale/Distance** | Begin to spatially match places on different maps(e.g. recognise UK on a small scale and larger scale map) |
| **Perspective** | Look down on objects to make a plan view map. |
| **Map knowledge** | Locate and name on UK map major features e.g. London, Cardiff recognise countries linked to topic on maps Identify the 7 continents and 5 oceans on maps |
| **Style of map** | Use teacher drawn base maps.  Use an infant atlas with increasing confidence  Start to explore different maps of the same area |
| **Fieldwork Skills** | |  |
| **Gathering Information** | Ask an adult pre-prepared questions  Gather information using a range of methods (counting, tally, pictures etc) and say with support why they might use a certain method over another Take a journey to a contrasting local area via bus, train or walking etc and gather information on what the area has  Investigate the local area and talk to people to find out why they have visited these areas  Investigate a environmental issue linked to the local area and carry out a survey into it with local people Use compass points to help gather information | *Explore the school grounds and further afield to collect data- chow many cars in car park– how many trees in the school grounds etc*  *Go on a walk to a local park and photograph and draw physical and human features along the way*  *Visit Nantwich centre and identify how many shops are there - which ones are their favourite or why they visited there*  *Found out how people travel to school and create a tally chart or pictogram* |
| **Sketching/drawing information** | Draw what they observe when collecting information Add colour, texture and detail to prepared field sketches.  Add labels to correct features. |
| **Collecting Audio/Visual information** | Take a photo as a record of what they have seen when exploring different environments and compare different photos Take a recording of what they have seen and heard when exploring different environments and compare videos |
| **Measuring** | Use age appropriate mathematical knowledge to count known objects when carrying out fieldwork using different methods (tally, counting in 2s) |
| **Representing Information** | Create a tally and pictogram from information gathered. Say what they have found as a result of fieldwork |

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| **Year 3 and 4** | | |
| Knowledge and Skill | Progression-By the end of Year 3 and 4 we will | Example Questioning |
| **Locational Knowledge** | * Name and locate cities and counties of the UK. * Name the geographical regions of the UK * Use maps to locate countries in Europe. * Identify environmental regions, key physical and human characteristics, countries and major cities of places studied within the UK and Europe. * Identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere. | *Can you name some counties of the UK? What geographical region is this county/ city in? Where is Europe on these maps? What other continet5s are there?*  *Can you identify some physical features of these cities? How is that place similar different to Nantwich?*  *Where is the equator and Northern and*  *Southern Hemisphere on these maps?* |
| **Place Knowledge** | * Compare the similarities and differences of physical and human geographical features in a town, city, village and hamlet. * Understand the human and physical geography of larger area within the United Kingdom. * Identify human and physical features of their local town, Nantwich or surrounding area, and make comparisons with other places. * Understand how land is used in different places and why people choose to settle in different places. * Identify the geographical similarities and differences between Nantwich and \_\_\_\_\_\_\_\_\_\_\_. | *What makes a city, town, village or hamlet?*  *What is the geography both human and physical of the UK? Why do we have protected land? How has land been used? Why do people settle there?*  *What is similar and different between the \_\_\_\_\_\_ and \_\_\_\_\_\_\_?*  *What is similar and different between \_\_\_\_\_\_ and \_\_\_\_\_?* |
| **Physical and Human**  **Geography** | Physical Geography and Human Geography   * describe and understand different types of settlement and how land is used. * Describe and understand where energy comes from including renewable and non renewable sources. * Describe and understand how places trade with other places across the world. * Describe and understand how natural resources are distributed across the world including food and water. | *What is the water cycle?*  *How are rivers formed? What are the features of a river?*  *What is meant by settlement and land use? Why might someone choose to live there? How has land use changed in our local area?*  *What does trade mean and what trade and jobs are important to our local area?*  *What types of energy are there? What does renewable and non-renewable mean?*  *How is food and water distributed across the world ? What does fair trade mean? What is it like in certain countries that have very little water?* |

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| **Year 3** | |  |
| Knowledge and Skill | Progression-By the end of Year 3 we will | Example Ideas and Questioning |
| **Map Work Skills** | |  |
| **Direction/Location** | Use 4 compass points to follow/give directions:  Use letter/no. co-ordinates to locate features on a map with support | *What are the four compass points and can we use them to navigate?*  *Can you plan a simple route using compass points and follow it?*  *Where are these places on these different maps?*  *What does a boundary mean? Can you identify the boundaries of places/ countries?*  *Can you create a sketch of a wider local area (village ) and use keys and symbols to map places in it?*  *How do we use OS maps?*  *Can you use letters and coordinates when identifying places on this map?* |
| **Drawing maps** | Try to make a map of a short route experienced, with features in correct order; |
| **Representation** | Know why a key and symbol is needed and be able to identify a range of simple common place symbols Start to think of symbols and keys they can use in their map work. |
| **Using maps** | Locate places on larger scale maps e.g. map of Europe, world maps |
| **Scale/Distance** | Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) |
| **Perspective** | Begin to draw a sketch map from a high viewpoint. |
| **Map knowledge** | Begin to identify key features on different types of maps including OS maps |
| **Style of map** | Use a range of maps.  Begin to use map sites on internet.  Begin to use junior atlases.  Begin to identify features on aerial/oblique photographs. |
| **Fieldwork Skills** | |  |
| **Gathering Information** | Gain confidence in speaking to an unfamiliar person when collecting data. Record some of what they found out. Use a simple database to present findings. | *Carry out fieldwork linked to rivers, city , village etc identifying places human and physical in that area?*  *Take photos and draw detailed sketches with labels to show what that tells us?*  *Collect data about the local area and an issue linked to it and represent data according to mathematical knowledge (collect tally then represent as a bar chart )* |
| **Sketching/drawing information** | Draw a sketch of a simple feature from observation or photo.  Add colour, texture and detail to own field sketches. Add title and descriptive labels with help |
| **Collecting Audio/Visual information** | Point out useful views to photograph for their investigation.  Add titles and labels to photos giving date and location.  Point out useful views/sounds to record for their investigation.  Watch/listen carefully to recordings and write what they find out. |
| **Measuring** | Use everyday standard and non-standard units occasionally. Begin to organise recordings. |
| **Representing Information** | Use mathematical knowledge to represent data using appropriate methods (bar chart, tally chart and line graphs) |

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| **Year 3 and 4** | | |
| Knowledge and Skill | Progression-By the end of Year 3 and 4 we will | Example Questioning |
| **Locational Knowledge** | * Name and locate cities and counties of the UK. * Use maps to locate countries in Europe. * Identify environmental regions, key physical and human characteristics, countries and major cities of places studied within the UK and Europe. * Identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere. | *Can you name some counties of the UK? What geographical region is this county/ city in? Where is Europe on these maps? What other continents are there?*  *Can you identify some physical features of these cities? How is that place similar different to Nantwich?*  *Where is the equator and Northern and Southern Hemisphere on these maps? Do they impact an area?* |
| **Place Knowledge** | * Compare the similarities and differences of physical and human geographical features in a town, city, village and hamlet. * Understand the human and physical geography of larger area within the United Kingdom. * Identify human and physical features of their local town, Nantwich or surrounding area, and make comparisons with other places. * Understand how land is used in different places and why people choose to settle in different places. * Identify the geographical similarities and differences between Nantwich and \_\_\_\_\_\_\_\_\_\_\_\_\_. | *What makes a city, town, village or hamlet?*  *What is the geography both human and physical of the UK? Why do we have protected land? How has land been used? Why do people settle there?*  *What is similar and different between \_\_\_\_\_ and \_\_\_\_\_\_?*  *What is similar and different between \_\_\_\_\_\_ and \_\_\_\_\_\_?* |
| **Physical and Human**  **Geography** | Physical Geography and Human Geography   * Describe and understand different types of settlement and how land is used. * Describe and understand where energy comes from including renewable and non renewable sources. * Describe and understand how places trade with other places across the world. * Describe and understand how natural resources are distributed across the world including food and water. | *What is the water cycle?*  *How are rivers formed? What are the features of a river?*  *What is meant by settlement and land use? Why might someone choose to live there? How has land use changed in our local area?*  *What does trade mean and what trade and jobs are important to our local area?*  *What types of energy are there? What does renewable and non-renewable mean?*  *How is food and water distributed across the world ? What does fair trade mean? What is it like in certain countries that have very little water?* |

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| **Year 4** | |  |
| Knowledge and Skill | Progression-By the end of Year 4 we will | Example Ideas and Questioning |
| **Map Work Skills** | |  |
| **Direction/Location** | Use 4 compass points well when following or giving directions  Begin to use know the 8 compass points;  Use letter/no. co-ordinates to locate features on a map confidently. Be introduced to 4 figure OS grid references | *How wil lthe 8 compass points help us when using an OS map?*  *Can you find the letter and no corrid-* |
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| **Drawing maps** | Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. | *nates on a map?*  *What is scale in maps and can we draw to scale?*  *Can we find features studied on this OS map?* |
| **Representation** | Know why a key is needed and begin to be more confident in the use of keys and symbols in their work Begin to recognise more symbols on tourist maps and on some OS map. |
| **Using maps** | Locate places on large scale maps and maps of different sizes, (e.g. Find UK or Spain on globe and other maps) |
| **Scale/Distance** | Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) |
| **Perspective** | Draw a sketch map from a high viewpoint. |
| **Map knowledge** | Begin to identify significant features on a map, places and environments (coastal areas, hills, rivers) |
| **Style of map** | Use large scale OS maps and other maps Use junior atlases.  Use map sites on internet.  Identify features on aerial/oblique photographs. |
| **Fieldwork Skills** | |  |
| **Gathering Information** | Suggest questions to ask as part of an investigation.  Use appropriate geographical vocabulary.  Record the main points shortly after.  Use a database to present findings. | *Carry out fieldwork linked to rivers, city , village etc identifying places human and physical in that area?*  *Take photos and draw detailed sketches with labels to show what that tells us?*  *Collect data about the local area and an issue linked to it and represent data according to mathematical knowledge (collect tally then represent as a bar chart )* |
| **Sketching/drawing information** | Pick out the key lines and features of a view in the field using a viewfinder to help.  Annotate sketch with descriptive and explanatory labels.  Add title, location and direction to sketch. |
| **Collecting Audio/Visual information** | Suggest how photos provide useful evidence for their investigations.  Use a camera independently.  Locate a photo on a map. Annotate the photo.  Suggest what sounds/images to record for their investigation.  Commentate on the recording, describing and explaining what they see. |
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| **Measuring** | Use different instruments to measure.  Count / record different types of information simultaneously with a tally.  . |  |
| **Representing Information** | Use mathematical knowledge to represent data using appropriate methods (bar chart, tally chart and line graphs) Organise results electronically on a spreadsheet |

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| **Year 5** | | |
| Knowledge and Skill | Progression-By the end of Year 5 and 6 we will | Example Questioning |
| **Locational Knowledge** | * Name and locate major cities and countries in Europe and North and South America linked to units of work. * Use a variety of maps to locate and identify geographical regions and physical and human characteristics of countries and places studied. * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle in relation to places studied. * Identify the Prime/Greenwich Meridian and time zones and understand how the location of a place has a different time than ours. | *Where is North/South America? What country is this city in ? What continent are they located? What area? Can you identify the geographical regions in for example California? Brazil?*  *What time zone are we on? What time zone is North America? Why are there multiple time zones across North and South America?* |
| **Place Knowledge** | * Be able to recognise how places fit within a wider geographical context and are interdependent. * Be able to identify, describe and explain in detail how and why places are similar to / different from other places in the same country or elsewhere in the world. * Understand and explain the use of land and why people settle in volatile places. | *What is the geographical context of San Francisco– city in California, on the west coast of North America. How is geography impacted by the area of this place?*  *Why do people live in areas that suffer from earthquakes?*  *What are the physical and human feature of this area– how does this impact on life for those who live there? How is Brazil moving away from being a Less Economically Developed country?* |
| **Physical and Human**  **Geography** | Physical Geography   * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. * Describe and understand mountains, volcanoes and earthquakes and their impact on physical and human geography of an area. * Describe and understand how and why rivers are formed. * Describe and understand the different features of a river   Human Geography   * Describe and understand key aspects of human geography, including, economic activity including trade links. * Describe and understand the impact natural resources– minerals, water, food has on the economic activity of an area | *What is a climate zone?*  *What is biome?*  *What is a vegetation belt? How are these things similar and different?*  *What are mountains? How is a volcano a mountain? Why do people live near areas that suffer from earthquakes?*  *How is economic activity impacted by the local area? What natural resources impact the local economy? What do we import and export across the world?* |

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| **Year 5** | |  |
| Knowledge and Skill | Progression-By the end of Year 5 we will | Example Ideas and Questioning |
| **Map Work Skills** | |  |
| **Direction/Location** | Use 8 compass points; use 4 figure co-ordinates to locate features on a range of OS map. | *Where is this place located what four figure grid reference does it have?*  *What are the right compass points?* |
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| **Drawing maps** | Begin to draw a variety of thematic maps based on a range of data | *Can you use the compass points to compare places across the world and their location?*  *What can these thematic maps tell us about a place? Can we create a thematic map for an area on climate etc weather?*  *Can you measure the distance between …..and ……? What is scale and can you tell me that distance?* |
| **Representation** | Draw a sketch map using symbols and a key; Use/recognise a range of OS map symbols.  Include keys and symbols in own work |
| **Using maps** | Compare maps with aerial photographs.  Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) |
| **Scale/Distance** | Measure straight line distance on a plan.  Find/recognise places on maps of different scales. |
| **Perspective** | Draw a plan view map with some accuracy. |
| **Map knowledge** | Identify significant places and environments on a range of maps |
| **Style of map** | Use index and contents page within atlases.  Use medium scale land ranger OS maps. |
| **Fieldwork Skills** | |  |
| **Gathering Information** | Prepare questions for an interview.  Use appropriate language  Ask questions that are responsive to the interviewee’s views  Make brief notes during an interview to help them make a clear record of the main points.  Use a database to interrogate and amend information collected. | *Children will carry out fieldwork into improving the local area linked to trade. They will interview the public and officials then design a new area of*  *Hull* |
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| **Sketching/drawing information** | Evaluate their sketch against criteria and improve it. Use sketches as evidence in an investigation. |  |
| **Collecting Audio/Visual information** | Make a judgement about the best angle or viewpoint.  Evaluate usefulness of their photos.  Use photos for their investigations. |
| **Measuring** | Select and use a range of measuring instruments in investigations that include a range of measurements both metric and non-metric Design own census, pilot, with help, and evaluate it. |
| **Representing Information** | Use mathematical knowledge to represent data using appropriate methods. Organise results electronically on a spreadsheet and use electronic data handling to show and compare results |

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| **Year 5 and 6** | | |
| Knowledge and Skill | Progression-By the end of Year 5 and 6 we will | Example Questioning |
| **Locational Knowledge** | * Name and locate major cities and countries in Europe and North and South America linked to units of work * Use a variety of maps to locate and identify geographical regions and physical and human characteristics of countries and places studied. * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle in relation to places studied. * Identify the Prime/Greenwich Meridian and time zones and understand how the location of a place has a different time than ours. | *Where is North/South America? What country is this city in ? What continent are they located? What area? Can you identify the geographical regions in California? Brazil?*  *What time zone are we on? What time zone is North America? Why are there multiple time zones across North and South America?* |
| **Place Knowledge** | * Be able to recognise how places fit within a wider geographical context and are interdependent. * Be able to identify, describe and explain in detail how and why places are similar to / different from other places in the same country or elsewhere in the world * Understand and explain the use of land and why people settle in volatile places | *What is the geographical context of San Francisco– city in California, on the west coast of North America. How is geography impacted by the area of this place?*  *Why do people live in areas that suffer from earthquakes?*  *What are the physical and human feature s of this area– how does this impact on life for those who live there? How is Brazil moving away from being a Less Economically Developed country?* |
| **Physical and Human**  **Geography** | Physical Geography   * Describe and understand key aspects of physical geography, including, climate zones, biomes and vegetation belts. * Describe and understand mountains, volcanoes and earthquakes and their impact on physical and human geography of an area   Human Geography   * Describe and understand key aspects of human geography, including, economic activity including trade links. * Describe and understand the impact natural resources– minerals, water, food has on the economic activity of an area. | *What is a climate zone?*  *What is biome?*  *What is a vegetation belt? How are these things similar and different?*  *What are mountains? How is a volcano a mountain? Why do people live near areas that suffer from earthquakes?*  *How is economic activity impacted by the local area? What natural resources impact the local economy? What do we import and export across the world?* |

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| **Year 6** | |  |
| Knowledge and Skill | Progression-By the end of Year 6 we will | Example Ideas and Questioning |
| **Map Work Skills** | |  |
| **Direction/Location** | Use 8 compass points confidently and accurately  Use 4 figure co-ordinates confidently to locate features on a map.  Use 6 figure grid refs, with support if needed  Use coordinates to locate latitude and longitude on atlas maps. | *Where is this place located what four figure grid reference does it have?*  *What are the right compass points? Can you use the compass points to compare places across the world and their location?*  *What can these thematic maps tell us about a place? Can we create a thematic map for an area on climate etc weather?*  *Can you measure the distance between …..and ……? What is scale and can you tell me that distance?* |
| **Drawing maps** | Draw a variety of thematic maps based on their own data and data collected from sources elsewhere. Begin to draw plans of increasing complexity. |
| **Representation** | Use/recognise a range of OS map symbols; Use atlas symbols.  Confidently include keys and symbols in work and discuss choices |
| **Using maps** | Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map.  Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) |
| **Scale/Distance** | Use a scale to measure distances.  Draw/use maps and plans at a range of scales. |
| **Perspective** | Draw a plan view map accurately. |
| **Map knowledge** | Confidently identify significant places and environments on a range of maps including thematic maps |
| **Style of map** | Use OS maps.  Confidently use an atlas.  Recognise world map as a flattened globe. |
| **Fieldwork Skills** | |  |
| **Gathering Information** | Select interviewing as an appropriate method for collecting evidence.  Decide on an appropriate interviewee.  Prepare and carry out interview, sometimes in a formal situation.  Evaluate the quality of the evidence.  Use a database to interrogate and amend information collected. | *Children will carry out fieldwork into improving the local area linked to trade. They will interview the public and officials then design a new area of*  *Hull* |
|  |  |
| **Sketching/drawing information** | Select field sketching from a range of techniques for an investigation.  Evaluate quality of the evidence it gives.  Annotate sketches to describe and explain geographical processes and patterns. |  |
| **Collecting Audio/Visual information** | Select photography from a range of techniques as the most appropriate for the evidence they need.  Evaluate the quality of the evidence they collect this way.  Begin to use editing techniques to make a presentation recording.  Select recording from a range of techniques as the most appropriate for the evidence they need.  Evaluate the quality of the evidence they collect this way. |
| **Measuring** | Select and use a range of measuring instruments in investigations including a range of measurements both metric and non- metric. Design own census, pilot and evaluate it using as data base and excel to present findings |
| **Representing Information** | Use mathematical knowledge to represent data using appropriate methods. Organise results electronically on a spreadsheet and use electronic data handling to show and compare results |