

## Locational Knowledge

- Locate and name a range of countries, capital cities, mountains, rivers, biomes/climate zones and places of significance and interest across the globe on a map.
- Observe patterns made by human and physical actions and changes in a range of contrasting locations.
- Name and locate North and South America and make comparisons about environmental regions.
- Study the significance of time zones and links to Prime/Greenwich Meridian.
- Locate and name a range of countries, capital cities, mountains, rivers, biomes/climate zones and places of significance and interest across the globe on a map.
- Observe patterns made by human and physical actions and changes in a range of contrasting locations.

## Place Knowledge

- Compare places to each other and explain why they are similar or different from other places in the same country and elsewhere in the world.
- Make observations about patterns within an area
- Identify similarities and differences between places and understand links between them.
- Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different

## End of Year Expectations



### Geography

### Year 6

#### Human and Physical Geography

- Collect and analyse statistics and other information in order to draw clear conclusions about locations
- Identify and describe how the physical features affect the human activity within a location
- Explain how countries and geographical regions are interconnected and interdependent
- 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
- Identify and describe the main human and physical characteristics of North and South America
- Identify and explain different views that people hold about topical issues linked to the environment and sustainability.
- Describe changes that happen in places over time.
- Recognise how people can improve the environment.
- Recognise how and why people may seek to manage environments sustainably.
- Have knowledge about carbon footprint.
- Identify climate zones and biomes, and link to vegetation belts.
- Describe varying weather conditions and understand how these influence the way in which areas are developed.
- Look at range of localities and explain how settlements differ and change.
- Offer explanations for physical features and how they got there.
- Understand and describe how physical features define a place's character

## Geographical Skills and Fieldwork

- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)
- Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps)
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Traffic survey

## Sustainability

- How is Fairtrade achieved? (SDG 8 – Decent Work & Economic Growth)
- How is peace and justice achieved around the world? (SDG 16 – Peace, Justice & Strong Institutions)
- How can we change the world? (SDG 13 – Climate Action / SDG 1 – No Poverty)