



# Geography Long Term Planning

'Achieve Excellence'



## **What does it mean to get better at Geography at William Stockton?**

To develop an interest and an understanding of the world around them: developing environmental, locational and place knowledge using fieldwork, globes, maps and plans, map work skills and developing their Geographical vocabulary. At William Stockton, to 'get better at Geography' will mean that children learn about their local area and its place in the wider world. They'll do this through progressively developing their geographical skills and knowledge along with their understanding of 'how a geographer works and thinks'.

### **Geographical Skills**

**Locate** - name, locate describe and places

**Compare** - compare and contrast people and places

**Present** - gather and present geographical information

**Identify** - identify human and physical features

**Mapping** - use maps, atlas and globes

**Locality, UK, Wider World, Physical, Human**

**Substantive knowledge - I know that**

**Disciplinary Knowledge - I know how to**

	Autumn	Spring	Summer
Nursery	<b>My Home and Garden</b> <b>Locality</b>	<b><u>Transport and Settings</u></b> <b>Locality</b>	<b><u>Mapping</u></b> <b>Locality</b>
Fieldwork	Locality link PCSO Visit School Autumn Walk	Spring Walk	Big Toddle - school grounds
End Points:	<p>Talk about their home and garden</p> <p>Name areas of the classroom e.g. toilet, snack area, carpet, outdoors</p> <p>Show interest in different occupations e.g. police, post delivery,</p> <p>Talk and discuss the weather in Autumn/winter and the clothes needed in each season</p>	<p>Name different types of transport/vehicles</p> <p>Using small world play explore different settings eg farm, train station, harbor, zoo</p> <p>Talk about story settings from familiar stories.</p> <p>Talk and discuss the weather in Spring and the clothes needed in each season</p>	<p>Talk about places they have visited locally and on holidays. Eg beach, zoo</p> <p>Talk and discuss the weather in Summer and the clothes needed in each season</p> <p>Talk about where children have been on holiday e.g. Poland, Romania,</p> <p>Understand positional language eg in, on, under, forwards, backwards, over, under</p>
Reception	<b>Houses and Homes</b> <b>Locality</b>	<b><u>Off on an adventure- Local Area</u></b> <b>Locality</b>	<b><u>Where our Feet Take Us -Contrasting</u></b> <b>Locality</b> <b>Wider World</b>
Fieldwork	<b><u>School Environment Walk</u></b> <b><u>Post a Letter</u></b>	<b><u>Ellesmere Port Local Walk - draw maps of local walk</u></b> <b><u>Take pictures of local area.</u></b> <b><u>Local library visit</u></b>	Fieldwork throughout the year linked to weather eg. Collecting and looking at snowflakes Wind speed - make wind socks Bubble chase - which way wind is blowing
End points:	<p>Name areas in the classroom and the wider school E.g. hall, playground, office, field, classroom, corridor,</p> <p>Know our school is called William Stockton Primary School</p> <p>My address is the place I live</p> <p>Talk about different jobs people have in the local community</p>	<p>Name features in our local town- e.g. traffic lights, shops, church, police station, school, library.</p> <p>William Stockton School is on Heathfield Road, Ellesmere Port.</p> <p>Draw information from a simple photos and simple maps ( inc aerial photos)</p> <p>Draw a simple map of their journey to school</p>	<p>There are different countries in the world</p> <p>Some countries are hotter than others.</p> <p>Explore globes and atlases.</p> <p>Use a large world map to identify different countries</p> <p>Some environments that are different to the one that we live eg farm, jungle, a hot environment , arctic, under the sea</p>

	<p>Show and understanding their are different types of home e.g. bungalow, detached, semi detached, flats</p> <p>Understand the role of a farmer at Harvest time</p>	<p>Describe a story settings using photographs</p> <p>Draw simple maps of their immediate environment/ imaginary story settings</p> <p>Follow simple directions to complete a route.</p> <p>Understand the role of a librarian at the local library</p>	
Disciplinary knowledge	<p><b>Locate</b> Identify areas within and outside the classroom. Explore globes and atlases. Use a large world map to identify different countries</p> <p><b>Compare</b> Draw simple pictures and label them with support of what they see and compare to other locations Identify similarities and differences between hot and cold countries. Show and understanding their are different types of home e.g. bungalow, detached, semi detached, flats</p> <p><b>Identify</b> Observe what is around them.</p> <p><b>Present</b> Talk about areas they have looked at</p> <p><b>Map</b> Explore maps. Follow simple directions to complete a route. Draw simple maps.</p>		
Y1	<p>What is it like here? <b>Locality</b></p>	<p>What is the UK made up of? <b>UK</b></p>	<p>How is life different in China? <b>Wider World</b></p>
Fieldwork	<p>School Environment Study - simple questionnaire to members of the school community</p> <p>Walk of the local area producing a sketch map of what they see on their walk</p>	<p>From different locations on the school ground, children use a compass and draw what can be seen in each direction.</p>	<p>Complete a weather observation chart and compare it to one in China.</p>
Substantive knowledge	<p>I live in Ellesmere Port</p> <p>Human features of Ellesmere Port are: it has houses, churches, a road, and shops and railway.</p> <p>Physical features of Ellesmere Port are trees; woods, and fields.</p> <p>There are 4 points of a compass- North, East, South and West.</p>	<p>The UK is made up of four countries- England, Scotland, Wales and Northern Ireland.</p> <p>The capital cities of the four countries of the UK are London, Cardiff, Edinburgh and Belfast.</p> <p>There are physical and human features in each capital city.</p> <p>Physical features: London - River Thames; Cardiff - Bristol Channel; Edinburgh - Calton Hill;</p>	<p>The UK is in the continent of Europe.</p> <p>China is in the continent of Asia.</p> <p>The two main oceans are the Atlantic Ocean and the Pacific Ocean.</p> <p>China is a larger country than the four countries that make up the UK.</p>

		<p>Belfast - River Lagan</p> <p>Human features: London - London Eye; Cardiff - Principality Stadium; Edinburgh - Edinburgh Castle; Belfast - Belfast City Hall</p>	<p>China has a lot more people living there.</p> <p>China has human and physical features.</p> <p>China has mountains and rivers like the UK.</p> <p>Humans have built the Great Wall of China. We do not have this in the UK.</p>
Disciplinary knowledge	<p style="text-align: center;"><b>Locate</b></p> <p style="text-align: center;">Recognise compass points (NSEW) Begin to be introduced into 2-figure grid references Name and locate the four countries of the UK on a simple map. Identify where we live on a map of the UK. Locate Europe and Asia on a world map.</p> <p style="text-align: center;"><b>Compare</b></p> <p style="text-align: center;">Recognise similarities and differences in their immediate environment with other environments Compare weather patterns from different countries.</p> <p style="text-align: center;"><b>Identify</b></p> <p style="text-align: center;">Make simple observations Talk about people and places beyond their local environment Use aerial photographs to find key landmarks. Identify 2-3 key man-made and natural features of an area</p> <p style="text-align: center;"><b>Present</b></p> <p style="text-align: center;">Gather simple data regarding weather</p> <p style="text-align: center;"><b>Map</b></p> <p style="text-align: center;">Use simple local and world maps Recognise some simple symbols on maps Draw basic maps of an area Use a simple key. Introduce OS maps</p>		
Y2	<p>What is it like to live by the coast? <b>UK</b></p>	<p>Would you prefer to live in a hot or cold place? <b>Wider World</b></p>	<p>What makes our world wonderful? <b>Wider World</b> <b>Physical</b></p>
Fieldwork	<p>Investigate: What features are there at the coast? Visit coastline identify human and physical features.</p>	<p>Identify which direction the playground is in and compare where will be hottest on school grounds linking it to compass points.</p>	<p>Investigate: why are natural habitats special? - provide children with a large OS map of the area (local woodland) and tally chart to record information.</p>

	<p>In groups with a teacher complete a questionnaire, why do you visit this coastline.</p> <p>Draw features N,S,E,W from a designated point. Draw onto a sketch map.</p>		<p>Burwardsley- pond dipping and geographical skills.</p>
<p><b>Substantive knowledge</b></p>	<p>Around the UK we have the Irish Sea, The English Channel, The North Sea and the Atlantic Ocean.</p> <p>The coast is a piece of land by the sea or ocean.</p> <p>A coast can have these physical features: sea, cliffs, rocks, beaches, islands, sand dunes, caves.</p> <p>A coast can have these human features: pier, harbour, port, arcades</p> <p>New Brighton coast is by the Irish Sea.</p> <p>People go to the coast to see physical and human features.</p> <p>Compare two different coastlines</p>	<p>There are 7 continents of the world: Europe, Asia, North America, South America, Africa, Australasia, Antarctica</p> <p>The equator is an imaginary line around the middle of the Earth</p> <p>The Equator is much closer to the sun than the North and South poles.</p> <p>Different parts of the world experience different weather conditions depending on where they are in the world.</p> <p>Hotter countries are nearest to the Equator. E.g Kenya</p> <p>The coldest countries are furthest away from the equator</p>	<p>Confidently name and talk about the capital cities of the UK and its surrounding seas.</p> <p>The sea is a body of water that is smaller than an ocean.</p> <p>Name three things that are amazing about Ellesmere Port</p> <p>Burwardsley has more physical features than Ellesmere Port</p> <p>Ellesmere Port has more human features than Burwardsley.</p>
<p><b>Disciplinary knowledge</b></p>	<p style="text-align: center;"><b>Locate</b></p> <p style="text-align: center;">Use simple compass directions (NSEW) Use locational and directional language. Use 2-figure grid references to identify where places are.</p> <p style="text-align: center;"><b>Compare</b></p> <p style="text-align: center;">Begin to make comparisons between features of different places.</p> <p style="text-align: center;"><b>Identify</b></p> <p style="text-align: center;">Recognise familiar places in their local area. Make simple observations. Use aerial photographs to 'view from above' and recognise basic human and physical features Use aerial photographs to identify areas. Identify 3-4 human and physical features of an environment.</p> <p style="text-align: center;"><b>Present</b></p> <p style="text-align: center;">Gather and present geographical data in a simple bar chart.</p> <p style="text-align: center;"><b>Map</b></p> <p style="text-align: center;">Use maps to gather information about their local area Use world maps and identify some countries, continents and seas. Recognise basic map symbols.</p>		

	<p>Use O.S maps and identify key landmarks Devise a simple map with a key</p>		
<p>Y3/4 Cycle 1</p> <p>Physical thread</p>	<p>Are all settlements the same?</p> <p>UK</p>	<p>Who lives in Antarctica?</p> <p>Wider World</p>	<p>Why do people live near volcanoes?</p> <p>Europe focus Wider World Physical Human</p>
<p>Fieldwork</p>	<p>Land use in the local area. Children to follow a route on a map. Identify land use. Use an OS map Identify symbols on the map and link that to what they are seeing in their local area.</p>	<p>Children plan a route around school for their partner by writing a set of instructions. Partner follows the instructions using a compass to follow the route.</p>	<p>Geology fieldwork Where do rocks around ... come from? Show features on a map by using symbols Create a key. Identify rocks from their properties.</p>
<p>Substantive knowledge</p>	<p>Land is used in different ways.</p> <p>An urban place is somewhere near a town or city and is more built up.</p> <p>A city is a large, dense settlement containing many people, buildings and services. In the UK, most cities have a cathedral.</p> <p>Villages are small settlements usually containing a few hundred people with a few services.</p> <p>Towns are larger than villages and usually have thousands of people. They have many houses and a wide variety of services.</p> <p>A rural place has fewer buildings and more farmland. Fewer people live in rural places.</p> <p>Population means the number of people who live in an area.</p> <p>Humans impact the environment positively and negatively.</p>	<p>Lines of latitude are imaginary horizontal lines around the Earth that tell us how far north or south a place is from the equator</p> <p>Lines of longitude are imaginary vertical lines around the Earth</p> <p>Lines of longitude run from the North to the South Pole</p> <p>The equator splits the Earth into the Northern and Southern hemisphere</p> <p>Antarctica is a polar region - it is very cold.</p> <p>Antarctica is made up of two main ice sheets. Land underneath the ice is mountainous, not flat.</p> <p>Antarctica is uninhabited, but many countries send researchers there</p> <p>There is a variety of wildlife in Antarctica, e.g. penguins, seals and different types of birds</p>	<p>There are four layers of the Earth: crust, mantle, outer core and inner core.</p> <p>The Earth's crust is broken into large pieces like a jigsaw called tectonic plates.</p> <p>Mountain ranges occur along plate boundaries and can be found in every continent.</p> <p>Mountains and volcanoes are formed when the Earth crumples upwards when two plates come together, lava hardens between plates as they move apart</p> <p>A volcano is where there is an opening in the Earth's crust where magma escapes</p> <p>Volcanoes are found around the globe on plate boundaries</p> <p>There are three categories of volcano: Active, dormant, extinct</p> <p>There are positives and negatives about living near volcanoes.</p> <p>Earthquakes are found near moving tectonic plates and mainly happen on plate boundaries</p> <p>Earthquakes can cause huge levels of</p>

			destruction.
Y3/4 Cycle 2	<p>What are rivers and how are they formed?</p> <p>Locality UK</p>	<p>Why are rainforests important to us?</p> <p>Wider World Physical</p>	<p>Where does our food come from?</p> <p>UK Wider World Physical Human</p>
Fieldwork	<p>Local river study - OS map with marked route. Take photos of human and physical features. Identify features around different courses of the river. Complete the likert scale about the river route.</p>	<p>Visit to the local woods - survey why people visit the woods. Drawing maps to scale. Sketch maps to scale. Following a route around the woods.</p>	<p>Where do our school dinners come from? Design an interview and interview kitchen staff. Visit a local farm and interview farm about seasonal produce.</p>
Substantive knowledge	<p>All water on Earth is recycled, there is no new water on Earth. It's called the water cycle.</p> <p>A river begins its journey at the source. This is usually high up on a mountain</p> <p>A tributary is a stream that feeds into a larger stream or river.</p> <p>The mouth of the river is where the river joins the sea.</p> <p>The names of some of the UK's major rivers are Thames, Dee, Weaver, Severn, Trent, Mersey.</p> <p>There are more than 4 points on a compass (NE, SE, NW, SW).</p>	<p>The Tropics of Cancer and Capricorn are lines of latitude near the equator.</p> <p>Lines of longitude and latitude are used to tell us how far north, south, east and west places are.</p> <p>Countries with the hottest climates are located near the equator.</p> <p>Biomes are parts of the world with a similar climate.</p> <p>The Amazon Rainforest is in South America.</p> <p>Rainforests are made up of 4 layer</p> <p>There are threats to the rainforest.</p> <p>Vegetation belts are areas which are home to similar plant species.</p>	<p>There are different climate zones in the world.</p> <p>The food we eat comes from all over the world.</p> <p>Different foods grow in different climates.</p> <p>Food is imported and exported between countries.</p> <p>The food industry impacts the environment</p> <p>Food miles are the number of miles the food has travelled.</p>
Disciplinary knowledge	<p style="text-align: center;"><b>Year 3</b></p> <p style="text-align: center;"><u>Locate</u></p> <p style="text-align: center;">Use the four points of a compass to build my knowledge of the United Kingdom and the wider world and be introduced to the eight points of the compass. Begin to use 4-digit grid references on a map Use a globe or atlas to locate countries and the lines of latitude and longitude.</p> <p style="text-align: center;"><u>Compare</u></p> <p style="text-align: center;">Make comparisons between places finding 3 similarities and 3 differences.</p>		

**Identify**

Use fieldwork to record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies

Make observations of the areas studied.

Use aerial photos to identify areas eg land use

Identify 4 human and physical geographical features of an area.

Identify the climate zones on a world map/ atlas.

Identify land use within different areas.

Observe, record, and name geographical features in their local environments.

**Present**

Gather data and present geographical data

Gather geographical data to present and analyse findings

**Mapping**

Draw sketch maps to show areas of interest

Use maps, atlases, globes and geographical information systems to find out about an area.

Use a key to annotate maps and geographical symbols.

Begin to use OS maps at multiple scales and become familiar with 4 symbols (hospital, school, church and forest).

Make and use a simple route on a simple map.

**Year 4**

**Locate**

Use the eight points of a compass to build my knowledge of the United Kingdom and the wider world

Use 4-figure grid references to describe where places are.

Use lines of latitude and longitude to support the location of different countries.

**Compare**

Make comparisons between places finding 3 similarities and 3 differences and describe the impact of this on humans.

**Identify**

Make observations of the areas studied.

Use aerial photos to identify areas and different uses of land and explain why the land use is different

Identify 5 -6 human and physical geographical features of an area and explain what makes them human and physical

Identify different climate zones on a world map in relation to their distance from the Equator.

Identify different biomes (rainforest, deciduous forest, desert, tundra and grassland) and their place on a world map or globe in relation to the equator and other global landmarks.

**Present**

Gather data, record and present geographical data and analyse what it means.

Gather geographical data to present and analyse being specific in their analysis and presenting their results.

Design and use a questionnaire to collect fieldwork.

Making annotated sketches, field drawings and freehand maps to record observations during fieldwork

Display quantitative data in charts and graphs..

**Mapping**

Recognise and use 7 basic OS symbols.



	<p>Draw sketch maps with detail to show areas of interest</p> <p>Use a range of maps, atlases, globes and geographical information systems to find out about an area.</p> <p>Use a key to annotate maps and geographical symbols precisely</p> <p>Independently use and make sense of maps with different scales</p>		
Y5/6 Cycle 1	<p><b>Mountains - North and South America</b></p> <p>Wider World Physical Human</p>	<p><b>Why do oceans matter?</b></p> <p>Wider World Physical Human</p>	<p><b>Would you like to live in the desert?</b></p> <p>Wider World Physical Human</p>
Fieldwork	<p>Complete fieldwork - 'What is there to do in our local area?'</p> <p>Identify land use and mark on a map. Take photos, Sketch and annotate the diagram Interview public.</p>	<p>Local beach - collect data on the amount of rubbish found; animals and plant life.</p>	

<p><b>Substantive knowledge</b></p>	<p>The Rockies are in the northern hemisphere in North America</p> <p>The Andes are in the southern hemisphere in South America.</p> <p>Both the Rockies and Andes are on the west side of North and South America.</p> <p>The Rockies spread through the countries of New Mexico, USA and Canada.</p> <p>The Andes run through the countries of: Venezuela, Columbia, Ecuador, Peru, Bolivia, Chile, and Argentina.</p> <p>The different colours on a topographic map show the height of the land.</p> <p>There are human features on the mountain ranges.</p> <p>Helsby hill is not a mountain because it is less than 610 metres tall.</p> <p>Draw a comparison between a city in the Rockies/Andes and Ellesmere Port</p>	<p>Around 97% of the Earth's water is in the oceans and seas.</p> <p>Oceans are useful: they provide us with energy (hydro power), absorbs carbon dioxide, provides food and jobs, coral reefs protect land from flooding and typhoons</p> <p>Australia uses its ocean for trading.</p> <p>Trading means buying and selling goods and services.</p> <p>The largest coral reef is the Great Barrier Reef in Eastern Australia.</p> <p>Coral reefs are important marine life as they provide a barrier from storms; and they provide ingredients for medicines, treating conditions such as asthma, arthritis and cancer.</p> <p>Plastic is ending up in the ocean - this is damaging the coral reef and marine life.</p> <p>We can help the oceans by avoiding buying single-use plastics; recycle any plastics where possible; only buy what you need, or buy second-hand; re-use or re-purpose items; teach others about the ocean.</p>	<p>A biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.</p> <p>A desert is an area of land that receives very little precipitation a year.</p> <p>Deserts can be hot or cold.</p> <p>Deserts are located on every continent.</p> <p>The main deserts in North America are the Great Basin, Mohave, Chihuahuan and Sonoran.</p> <p>Humans impact deserts in negative ways - climate change.</p> <p>Humans have adapted to live in deserts</p>
<p>Y5/6 Cycle 2</p>	<p><b>Why do populations change?</b></p> <p>Locality UK Human</p>	<p><b>Where does our energy come from?</b></p> <p>Locality UK Human Physical Wider World</p>	<p><b>How do we make our area more environmentally friendly?</b></p> <p>Locality Human Physical</p>
<p>Fieldwork</p>	<p>How population impacts the amount of traffic and litter in an area? Different classes go to different populated areas and compare results.</p> <ul style="list-style-type: none"> <li>- Children identify the area and use an OS map to plan a route.</li> <li>- Children to complete a tally chart regarding population on two different roads (quiet and busy) and compare</li> </ul>	<p>Which area of Ellesmere Port would be best to build a wind farm?</p> <ul style="list-style-type: none"> <li>- Identify areas from OS maps.</li> <li>- Sketch maps of the area to identify where would be the best and annotate the maps.</li> <li>- Design a questionnaire to ask local people where they feel would be the best place.</li> </ul>	<p>Children to design their own enquiry question within a given area.</p> <p>Children to plan and carry out how to gather the data that is needed.</p> <p>Children to then conduct their research</p> <p>Analyse their data and write a report to send</p>

	<ul style="list-style-type: none"> <li>- Children to interview 1 member of the public and complete a likert scale about litter.</li> <li>- Take a noise sample for 30 seconds - decibel reader.</li> </ul>	<ul style="list-style-type: none"> <li>- Carry out the questionnaire</li> <li>- Contour lines to be added to the maps to show high/low areas.</li> </ul>	<p>to the local MP.</p>
<p><b>Substantive knowledge</b></p>	<p>Population is the number of people living in a particular place</p> <p>In the 1500s the population was lower because food wasn't always available, there were poor living conditions, people died younger and the healthcare of babies and mums was poor so not as many survived.</p> <p>Improvements in these things including medicine has meant that the population has increased around the world.</p> <p>Areas can be sparsely populated and densely populated.</p> <p>Changes to a population occur because of birth rates and death rates as well as people moving in and out of an area.</p> <p>Push and pull factors influence migration such as climate, transport, employment, resources, quality of life and education.</p> <p>Climate change is having an impact on the population but we can all work together to do something about this.</p> <p>Write a report to explain the impact of the population on the environment.</p>	<p>Energy is often changed from electricity or gas into light and heat.</p> <p>Energy can be renewable and non-renewable.</p> <p>Countries sometimes have to trade energy because sometimes countries don't have enough.</p> <p>Renewable energy sources come from natural resources and doesn't run out such as wind, solar, hydropower and tidal.</p> <p>Non-renewable energy sources are oil, gas, coal and nuclear and will run out.</p> <p>Sustainability is using natural resources responsibly.</p> <p>Different energy comes from different countries. Countries trade energy.</p> <p>The United States mainly use fossil fuels for energy. They have to trade and import crude oil. They are beginning to introduce renewable sources of energy.</p> <p>The UK relies mostly on gas and oil. The renewable energy source it uses most is wind power. The UK have stopped using as much coal.</p>	<p>Environmentally friendly means not being harmful to the environment.</p> <p>Local environmentally friendly actions - charity shops, recycling, composting.</p> <p>Local councils have environmentally friendly schemes such as walk to work.</p> <p>An enquiry question is a question that we need to conduct research into finding out the answer.</p> <p>Geographers need to record their information and they use a variety of ways: likert scale, tally charts, pictures, diagrams, interviews, questionnaires, sound recordings, sketch maps and annotated diagrams.</p> <p>A geographer will find a sample area on a map and then assign their route.</p> <p>Geographers then conduct their research.</p> <p>Geographers then analyse their data to answer their enquiry question.</p> <p>Geographers then present and report their results.</p>

**Disciplinary  
knowledge**

**Year 5**

**Locate**

Use the eight points of a compass to build my knowledge of the United Kingdom and the wider world

Begin to recognise 6-figure grid references

Locate, describe and understand the key aspects of the six biomes.

Use knowledge of continents and countries to locate areas around the world noticing their distance from the prime meridian and equator.

**Compare**

Compare and contrast different places using: geographical data, maps, atlases, human and physical features, photographs

Begin to describe how countries are interconnected and interdependent.

Begin to understand the key aspects of human geography including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supply.

Collect data about activities in our local area and compare findings to another place

**Identify**

Ask questions about a place and use geographical skills to answer the questions.

Identify how physical features affect human activity within a location

**Present**

Collect and analyse statistics and other information to draw conclusions about locations

Gather and interpret data choosing the most appropriate method to present it.

Design and use interview questions that answer an enquiry question

Draw conclusions about an enquiry using findings from fieldwork to support your reasoning

**Mapping**

Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)

Analyse and give views on the effectiveness of different geographical representations eg. different maps and aerial photographs

Use world maps/ atlas locating more countries in Europe and North and South America using maps using the children's knowledge of the world

Identify significant environmental regions on a map.

Draw maps to scale (1cm = 1metre).

Making sketch maps of areas studied including labels and keys where necessary.

**Year 6**

**Locate**

Use the eight points of a compass to build my knowledge of the United Kingdom and the wider world

Use 6-figure grid references to describe locations

**Compare**

Compare and contrast different places using: geographical data, maps, atlases, human and physical features, photographs independently clearly using evidence that they have found.

Describe and explain similarities and differences between two environmental regions studied providing reasons for the differences.

Understand the key aspects of human geography including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supply and describe how this affects human activity.

**Identify**

Use a range of resources with confidence to give detailed descriptions and opinions

Make an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.

Select appropriate methods for data collection.

Design and conduct interviews/questionnaires to collect qualitative data.

### **Present**

Collect and analyse statistics and other information to draw conclusions about locations answering the enquiry question

Decide 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

Draw conclusions about an enquiry using findings from fieldwork to support your reasonings and proving their results with information gathered.

### **Mapping**

Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land) to support their thinking

Recognise the difference between Ordnance Survey and other maps and when it is most appropriate to use each.

Use maps to talk about contours and slopes.

Add contours to maps to explain the height of the land.

Confidently use and understand maps at more than one scale.

Select a map for a specific purpose.