

Pennine Way Primary School



Geography Curriculum and Skills Plan

National Curriculum Objectives and skills

Geography curriculum at Pennine Way

Our Geography Curriculum is one filled with exploration, discovery and friendships, where we develop an armoury of skills for every environment. Join us as we venture outwards from our heart in Harraby, through our neighbouring counties, to seek adventure in our wide and ever-changing world. Europe, America, Australia, earthquakes, volcanoes and rivers, where will your adventure take you?

Geography recovery curriculum focus

Critical content for our recovery curriculum in Geography has been evaluated and our priority is on based around lost content and critical content needed for progression and links between concepts to be made. Throughout the early years and Key Stages 1 and 2, geographical skills and fieldwork, remain at the heart of our Geography work and curriculum for our pupils. Children's local knowledge within Cumbria and focus counties as well as the physical geography of weather, climate and natural disasters will be key as future learning is reliant upon this. Through developing these skills in comparing their location and climate to others, children should be able to apply these to any location that they explore later in their education.

In Key Stage 1, the children's locational knowledge of our local area, and Carlisle within Cumbria and the rest of the United Kingdom are the initial key focus alongside our weather and seasonal change. All learning throughout the rest of their Geography curriculum learning leads back to where they live. As children progress into Year 2, the focus moves onto knowledge of the world's oceans and continents to ensure that by the time pupils leave Key Stage 1 that they have clear locational foundations and knowledge to build upon later.

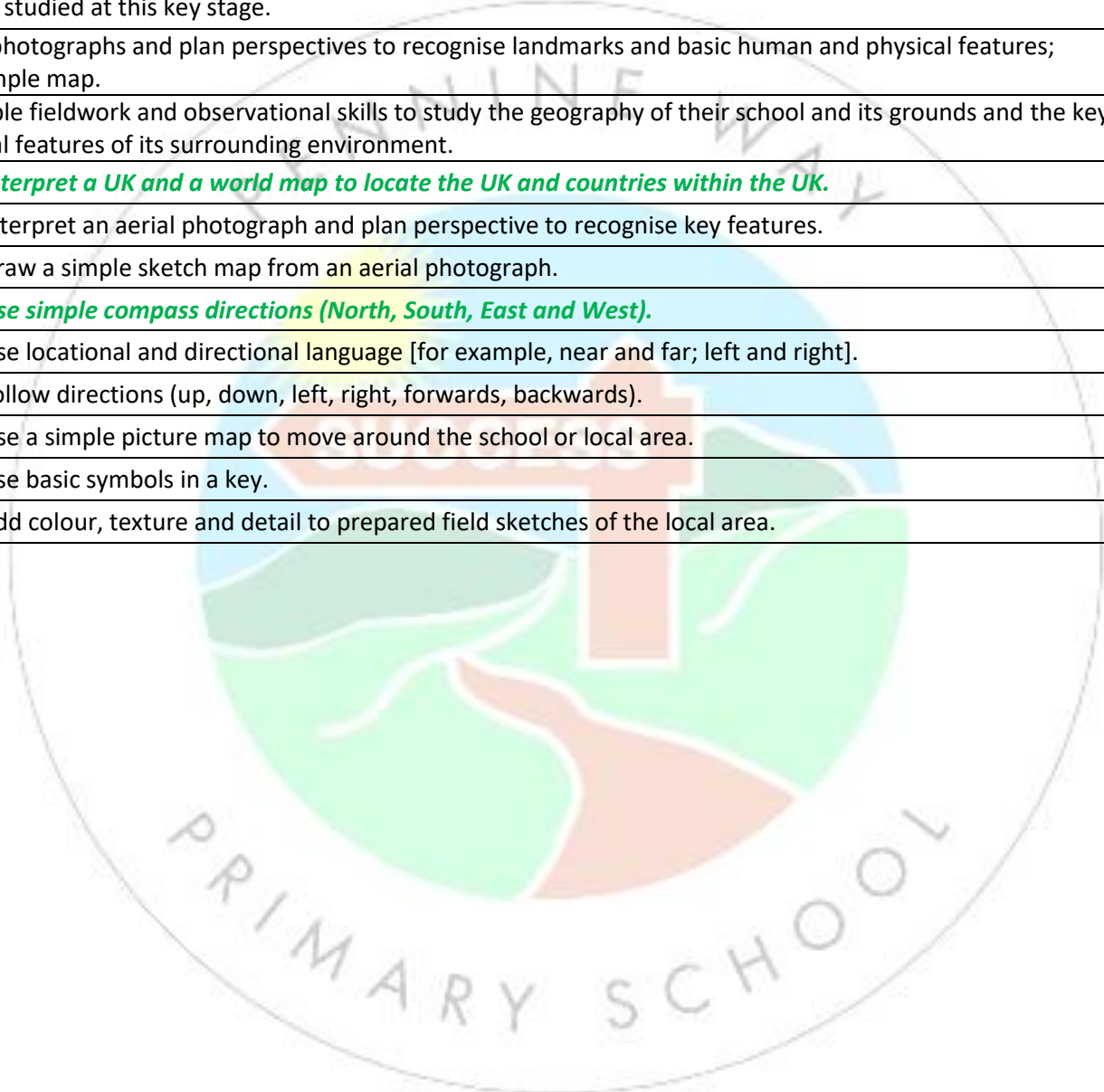
In lower Key Stage 2, the focus on Carlisle and our local area remains, broadening to include the rest of Cumbria and the Lake District and then Edinburgh and Lothian. In upper Key Stage 2, the focus on Carlisle and own local area will remain significant with comparisons being drawn from the counties of Greater Manchester and Yorkshire. These comparisons will develop a thorough understanding of location and locality and human and physical features.

In lower Key Stage 2, the physical processes of volcanoes and earthquakes and upper Key Stage 2 the water cycle, biomes and the relevance of the Amazon will be priority learning to ensure secure foundations for future knowledge. Trade links and understanding of human geography in upper Key Stage 2 also remain essential.

Specific skills identified as critical content and being essential building blocks for each child's progression in their geography curriculum have been **highlighted**.

Geography National Curriculum Expectations Year 1		Year 1					
		Aut	Spr	Sum			
Location knowledge	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.						
	G1.1	<i>Consolidate knowledge of our location within Harraby.</i>					
	G1.2	<i>Discover how our local area fits into the rest of England and the UK, to locate Harraby within Carlisle, Carlisle within England and England within the United Kingdom by interpreting a map of the UK.</i>					
	G1.3	<i>Discover key places within Harraby and our local area using own knowledge, observation and a map of Harraby and Carlisle, e.g. Botcherby, Durranhill, Edgehill Road, Keenan Park, School, Pennine Way, Garlands estate, London Road, Old Harraby.</i>					
	G1.4	<i>Interpret a map of the UK to locate and name the four countries of the United Kingdom.</i>					
	G1.5	<i>Interpret a map of the UK to locate and name the capital city of England, Scotland, Wales and Northern Ireland.</i>					
Place knowledge	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.						
	G1.6	<i>Discover key information about the human and physical features of the United Kingdom, Harraby and Alice Springs.</i>					
	G1.7	Reflect on the geographical similarities and differences between Pennine Way, Harraby and Alice Springs.					
Human and Physical Geography	Identify seasonal and daily weather patterns in the United Kingdom.						
	Use basic geographical vocabulary to refer to: key physical features , including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features , including: city, town, village, factory, farm, house, office, port, harbour and shop.						
	G1.8	<i>Discover the daily weather by keeping a daily weather chart and interpret how it changes seasonally.</i>					
	G1.9	<i>Ask simple geographical questions about Harraby and Alice Springs, e.g. where is it? What is it like?</i>					
	G1.10	Discover the answers to simple questions using basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, river, soil, and weather key human features, for example: city, village, farm, house and shop.					
	G1.11	<i>Discover the human and physical features of Harraby.</i>					
	G1.12	Interpret the human and physical geography of Harraby and Alice Springs to compare and contrast them.					
	G1.13	<i>Describe human and physical features using appropriate geographical vocabulary.</i>					
Geographical	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents						

skills and fieldwork	and oceans studied at this key stage.				
	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map.				
	To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.				
	G1.14	<i>Interpret a UK and a world map to locate the UK and countries within the UK.</i>			
	G1.15	Interpret an aerial photograph and plan perspective to recognise key features.			
	G1.16	Draw a simple sketch map from an aerial photograph.			
	G1.17	<i>Use simple compass directions (North, South, East and West).</i>			
	G1.18	Use locational and directional language [for example, near and far; left and right].			
	G1.19	Follow directions (up, down, left, right, forwards, backwards).			
	G1.20	Use a simple picture map to move around the school or local area.			
G1.21	Use basic symbols in a key.				
G1.22	Add colour, texture and detail to prepared field sketches of the local area.				



Geography National Curriculum Expectations Year 2		Year 2					
		Aut	Spr	Sum			
Location knowledge	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.						
	Name and locate the world's seven continents and five oceans.						
	G2.1	<i>Consolidate location knowledge of where we live on a UK map (Harraby within Carlisle and Carlisle within England and England within the United Kingdom).</i>					
	G2.2	<i>Discover major features on a map of the United Kingdom, e.g. London, Carlisle, Cumbria, River Thames and the seas.</i>					
	G2.3	<i>Interpret a map of the UK map to locate and name the four countries and capital cities of the United Kingdom and the location of Carlisle in relation to these.</i>					
	G2.4	<i>Interpret a world map and globe to name and locate the world's seven continents and the location of the United Kingdom in relation to these.</i>					
	G2.5	<i>Interpret a world map and globe to name and locate the world's five oceans.</i>					
Place knowledge	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.						
	G2.6	Consolidate place knowledge of Harraby, England, Northern Ireland, Scotland, Wales and Alice Springs.					
	G2.7	<i>Discover key information about the human and physical features of the United Kingdom, Silloth and Cancun.</i>					
	G2.8	Reflect on the geographical similarities and differences between Silloth and Cancun.					
Human and Physical Geography	Identify seasonal and daily weather patterns in the United Kingdom.						
	Use basic geographical vocabulary to refer to: key physical features , including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features , including: city, town, village, factory, farm, house, office, port, harbour and shop.						
	G2.9	Consolidate understanding of the daily weather by keeping a daily weather chart and interpret how it changes seasonally.					
	G2.10	<i>Discover the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i>					
	G2.11	Ask geographical questions about Silloth, Cancun, the continents and the oceans e.g. How is it the same? How is it different?					
	G2.12	<i>Discover the answers to different types of questions using basic geographical vocabulary to refer to key</i>					

		<i>physical features, including: beach, cliff, coast, sea, ocean, valley, vegetation and season. key human features, including: town, factory, port, harbour and office.</i>			
	G2.13	<i>Discover the human and physical features of England, Northern Ireland, Scotland and Wales.</i>			
	G2.14	Interpret the human and physical geography of Silloth and Cancun to compare and contrast them.			
	G2.15	<i>Describe human and physical features using appropriate geographical vocabulary.</i>			
Geographical skills and fieldwork		Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.			
		Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map.			
		To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.			
	G2.16	<i>Interpret a UK map, world map, globe and infant atlas to locate the UK, countries within the UK and capital cities.</i>			
	G2.17	<i>Interpret an infant atlas and on a globe to locate the world's seven continents and five oceans.</i>			
	G2.18	Describe the location of features using an aerial photograph and plan perspectives.			
	G2.19	Add detail and labels to a sketch map from aerial photograph.			
	G2.20	<i>Use and follow directions using simple compass directions (North, South, East and West) and directional language [for example, near and far; left and right].</i>			
	G2.21	Complete field sketches from geographical fieldwork.			
	G2.22	Create a simple key for a field sketch.			
	G2.23	Complete a simple tally chart based on geographical fieldwork.			
	G2.24	Complete and interpret a pictogram based on geographical fieldwork.			

Geography National Curriculum Expectations Year 3		Year 3					
		Aut	Spr	Sum			
Location knowledge	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities						
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.						
	Identify 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 (including day and night)						
	G3.1	<i>Interpret maps at a range of scales to consolidate location knowledge, including continents, countries and counties (where applicable), each part of the United Kingdom, Carlisle, Silloth, Alice Springs and Cancun.</i>					
	G3.2	Interpret world maps and atlases to discover the location of The United Kingdom in relation to France and The Andes mountain range, exploring continents and countries.					
	G3.3	<i>Interpret local OS maps to explore which countries and counties where applicable, Carlisle, Paris and The Andes are in as well as naming some major local cities</i> in relation to each.					
	G3.4	<i>Discover key topographical features and main land uses of geographical regions within Cumbria, e.g. 1 city, coast, Lake District, The North Pennines, borders Scotland compared to surrounding counties.</i>					
	G3.5	Discover how aspects of land-use patterns in Cumbria has changed over time.					
G3.6	Analyse evidence, draw conclusions and investigate places and themes at more than one scale to discover environmental regions and key human and physical characteristics of the UK, France and The Andes.						
G3.6	<i>Understand the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere on climate, weather, topography and land use in Cumbria, Paris and The Andes.</i>						
Place knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.						
	G3.7	<i>Discover key information about the human and physical features of Cumbria, Paris and The Andes.</i>					
	G3.8	Reflect on the geographical similarities and differences between The Lake District, Paris and The Andes.					
	G3.9	Interpret evidence and draw conclusions to compare and contrast the human and physical features of Cumbria, Paris and The Andes.					
Human and Physical Geography	Describe and understand key aspects of physical geography, including mountains.						
	Describe and understand key aspects of human geography, including types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.						
	G3.10	<i>Consolidate knowledge of basic geographical vocabulary to refer to key physical features, including: beach,</i>					

		<i>cliff, coast, sea, ocean, valley, vegetation and season. key human features, including: town, factory, port, harbour and office.</i>			
	G3.11	<i>Discover and interpret the physical geography of Cumbria and Paris, including mountains, climate, animals, plants, rivers, landscape and what this means for the region.</i>			
	G3.12	<i>Discover and interpret the human geography of Cumbria, Paris and The Andes including types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water and what this means for the region</i>			
	G3.13	Discover the physical geography of The Lake District to explain how mountains are formed.			
	G3.14	Interpret the human and physical geography of The Lake District and The Andes to compare and contrast them.			
	G3.15	Reflect on how the key human and physical features of The Lake District makes it such a popular tourist attraction.			
	G3.16	Reflect on own knowledge of human and physical geography of Paris to produce a non-chronological report about why people like to visit.			
	G3.17	Describe human and physical features using appropriate geographical vocabulary.			
Geographical skills and fieldwork		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.			
		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.			
		Use the eight points of a compass and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.			
		G3.18 <i>Practice using a range of maps and atlases, photos and internet as sources of information.</i>			
		G3.19 Draw a sketch map of a short route experienced.			
		G3.20 Annotate field sketches with descriptive labels.			
		G3.21 Begin to collect and record evidence and data, e.g. questionnaires during field work.			
		G3.22 Suggest simple questions to ask as part of an investigation.			
		G3.23 <i>Follow a route on a map with some accuracy (OS 1:25,000).</i>			
		G3.24 <i>Discover how to use four-figure grid reference to locate features on a map.</i>			
	G3.25 <i>Discover how to use eight points of a compass to describe the location.</i>				

Geography National Curriculum Expectations Year 4		Year 4		
		Aut	Spr	Sum
Location knowledge	Locate the world's countries, using maps to focus on Eastern Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.			
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.			
	Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).			
	G4.1 <i>Interpret maps at a range of scales to consolidate location knowledge, including continents, countries and counties (where applicable), each part of the United Kingdom, Carlisle, Silloth, Alice Springs, Cancun, The Andes and Paris are in.</i>			
	G4.2 Discover key topographical features and main land uses of geographical regions within Edinburgh and Lothian and compare to Cumbria.			
	G4.3 Discover how aspects of land-use patterns in Edinburgh have changed over time.			
	G4.4 <i>Interpret world maps and atlases to discover the location of Italy and Hawaii in relation to England the United Kingdom, exploring continents and countries.</i>			
	G4.5 Interpret local maps to locate Edinburgh and Rome, name some major local cities in relation to each and explore which country and county (where applicable) they are located in relation to Carlisle and England.			
	G4.6 <i>Analyse evidence, draw conclusions and investigate places and themes at more than one scale to discover environmental regions and key human and physical characteristics of Edinburgh, Rome and Hawaii.</i>			
G4.7 <i>Understand the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere on climate, weather, topography and land use in the United Kingdom, Italy and Hawaii.</i>				
Place knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.			
	G4.8 <i>Consolidate place knowledge of Cumbria.</i>			
	G4.9 <i>Discover key information about the human and physical features of Edinburgh and Lothian, Rome and Hawaii.</i>			
	G4.10 <i>Reflect on the geographical similarities and differences between Edinburgh and Lothian, Rome and Hawaii.</i>			
	G4.11 Interpret evidence and draw conclusions to compare and contrast the human and physical features of Edinburgh, Rome and Hawaii.			
	G4.12 Apply understanding of case studies from a range of scales to learning about other regions studied within the UK, regions within Europe and regions within North and South America already studied.			

Human and Physical Geography	Describe and understand key aspects of physical geography, including volcanoes and earthquakes.				
	Describe and understand key aspects of human geography, including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water.				
	G4.13	<i>Consolidate knowledge of the human and physical Geography of Cumbria.</i>			
	G4.14	<i>Discover the physical geography of Hawaii and interpret it to explain how volcanoes are formed.</i>			
	G4.15	<i>Discover the physical geography of Hawaii and interpret it to explain how earthquakes are caused.</i>			
	G4.16	<i>Discover and interpret human geography, of Edinburgh, Athens and Hawaii, including types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water and what this means for the region.</i>			
	G4.17	Interpret the human and physical geography of The Lake District and The Andes to compare and contrast them.			
	G4.18	Reflect on how the key human and physical features of Edinburgh makes it such a popular tourist attraction.			
	G4.19	Reflect on own knowledge of human and physical geography of Greece and Rome to produce a non-chronological report about why people like to visit.			
	G4.20	<i>Reflect on the impact that earthquakes and volcanoes have on the human geography of Hawaii.</i>			
G4.21	<i>Describe human and physical features using appropriate geographical vocabulary.</i>				
Geographical skills and fieldwork	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.				
	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.				
	Use the eight points of a compass and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.				
	G4.22	<i>Independently use a range of maps and atlases, photos and internet as sources of information.</i>			
	G4.23	<i>Follow a route on an OS map accurately (1:25,000).</i>			
	G4.24	Annotate sketches with descriptive and explanatory labels.			
	G4.25	Suggest questions to ask as part of an investigation.			
	G4.26	<i>Identify and use key symbols from an OS map.</i>			
	G4.27	Make a simple scale drawing.			
G4.28	<i>Practise using four-figure grid reference to locate features on a map.</i>				
G4.29	<i>Practise using eight points of a compass to describe the location of counties and locations the United Kingdom.</i>				

Geography National Curriculum Expectations Year 5		Year 5					
		Aut	Spr	Sum			
Location knowledge	Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.						
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.						
	Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Equator, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night).						
	G5.1	<i>Interpret maps at a range of scales to consolidate location knowledge, including continents, countries and counties (where applicable), each part of the United Kingdom, Carlisle, Silloth, Alice Springs, Cancun, Edinburgh, Paris, Rome, The Andes and Hawaii are in.</i>					
	G5.2	Discover key topographical features and main land uses of geographical regions within Greater Manchester compared to Cumbria.					
	G5.3	Discover how aspects of land-use patterns in Greater Manchester have changed over time.					
	G5.4	<i>Interpret world maps and atlases to discover the location of Greece and The Amazon River in relation to England the United Kingdom, exploring continents and countries.</i>					
	G5.5	<i>Interpret local OS maps to locate Manchester and Athens, name some major local cities in relation to each and explore which country and county (where applicable) they are located in relation to Carlisle and England.</i>					
G5.6	<i>Understand the significance of latitude, longitude, the Tropics of Cancer and Capricorn, Equator, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night) on climate, weather, topography and land use in Greater Manchester, Athens and key locations along The Amazon.</i>						
Place knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.						
	G5.7	Consolidate place knowledge of Cumbria.					
	G5.8	<i>Discover key information about the human and physical features of Greater Manchester, Athens and key locations along the River Amazon.</i>					
	G5.9	Reflect on the geographical similarities and differences between Greater Manchester, Athens and key locations along the River Amazon.					
	G5.10	Interpret evidence and draw conclusions to compare and contrast the human and physical features of Greater Manchester, Athens and key locations along the River Amazon.					
	G5.11	<i>Apply understanding of case studies from a range of scales to learning about other regions studied within the UK, regions within Europe and regions within North and South America already studied.</i>					

Human and Physical Geography	Describe and understand key aspects of physical geography, including rivers and the water cycle.				
	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.				
	G5.12	<i>Consolidate knowledge of the human and physical Geography of Cumbria.</i>			
	G5.13	<i>Discover and explore the trade links and the distribution of food between South America and the rest of the world- Fairtrade links.</i>			
	G5.14	Discover and interpret the physical geography of Greater Manchester, Athens and the River Amazon, including mountains, climate, animals, plants, rivers, landscape and what this means for the region.			
	G5.15	<i>Discover and interpret human geography, of Greater Manchester, Athens and key locations along the River Amazon including types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water and what this means for the region.</i>			
	G5.16	<i>Interpret understanding of physical geography to explain the process of the Water Cycle.</i>			
	G5.17	<i>Interpret understanding of physical geography to explain the process of how rivers are formed.</i>			
	G5.18	<i>Interpret understanding of physical geography to explain the process of decomposition and river erosion.</i>			
	G5.19	Interpret understanding of the key human and physical geography of Greater Manchester and Carlisle to compare and contrast them, including reasons for and against living in both.			
	G5.20	Reflect on the physical geography of the River Eden and that of the River Amazon to compare and contrast them.			
	G5.21	Reflect on how the key human and physical features of Greece and Athens make it a tourist attraction by creating a persuasive brochure.			
G5.22	Describe human and physical features using appropriate geographical vocabulary.				
Geographical skills and fieldwork	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.				
	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.				
	Use the eight points of a compass and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.				
	G5.23	To suggest a range of possible questions for investigating.			
	G5.24	<i>Begin to use atlases to find out about other features of places e.g. wettest parts of the world.</i>			
	G5.25	Compare maps with aerial photographs.			
	G5.26	<i>Select a map for a specific purpose, e.g. atlas for USA, OS maps for various areas of England.</i>			
	G5.27	Use medium scale land ranger OS maps (1:50,000).			
G5.28	Draw a sketch map using symbols and a key.				

	G5.29	Use a scale to measure distances.			
	G5.30	<i>Discover how to use six-figure grid reference to locate features on a map.</i>			
	G5.31	<i>To confidently use eight points of a compass to describe the location of counties and locations within England.</i>			



Geography National Curriculum Expectations Year 6		Year 6		
		Aut	Spr	Sum
Location knowledge	Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.			
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.			
	Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night).			
	G6.1 <i>Interpret maps at a range of scales to consolidate location knowledge, including continents, countries and counties (where applicable), each part of the United Kingdom, Carlisle, Silloth, Alice Springs, Cancun, Edinburgh, Manchester, Paris, Rome, Athens, The Andes, Hawaii and The River Amazon</i> are in.			
	G6.2 Discover key topographical features and main land uses of geographical regions within Yorkshire compared to Cumbria.			
	G6.3 Discover how aspects of land-use patterns (coastal, cities and rural) in Yorkshire have changed over time.			
	G6.4 Interpret world maps and atlases to discover the location of Russia and North America in relation to England the United Kingdom, exploring continents and countries.			
	G6.5 <i>Interpret local OS maps to locate York and Moscow, name some major local cities in relation to each and explore which country and county (where applicable) they are located in relation to Carlisle and England.</i>			
G6.6 Interpret maps at a range of scales to discover which continents, countries and counties where applicable, Greenland, California, Yosemite National Park and prairies are in as well as naming some major local cities in relation to each.				
G6.7 <i>Understand the significance of latitude, longitude, the Tropics of Cancer and Capricorn, Equator, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night) on climate, weather, topography and land use</i> in Greater Manchester, Athens and key locations along The Amazon.				
Place knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America.			
	G6.8 <i>Consolidate place knowledge of Cumbria.</i>			
	G6.9 <i>Discover key information about the human and physical features of Yorkshire</i> and Moscow.			
	G6.10 Reflect on the geographical similarities and differences between Yorkshire, Moscow and areas within North America.			

	G6.11	Interpret evidence and draw conclusions to compare and contrast the human and physical features of Yorkshire and Moscow.			
	G6.12	Apply understanding of case studies from a range of scales to learning about other regions studied within the UK, regions within Europe and regions within North and South America already studied.			
Human and Physical Geography		Describe and understand key aspects of physical geography, including climate zones and biomes and vegetation belts.			
		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.			
	G6.13	<i>Consolidate knowledge of the human and physical Geography of Cumbria.</i>			
	G6.14	Discover and interpret the physical geography of Yorkshire and Athens, including mountains, climate, animals, plants, rivers, landscape and what this means for the region.			
	G6.15	Discover and interpret human geography, of Athens, Paris, Rome compared to York.			
	G6.16	Discover and interpret understanding of human geography to explore the trade links and the distribution of natural resources between Russia and the rest of the world.			
	G6.17	<i>Discover and interpret the human geography, of Yorkshire, Moscow and key locations in North America (Greenland, California, Yosemite National Park and prairies) key locations along the River Amazon including types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water and what this means for the region.</i>			
	G6.18	<i>Use understanding of physical Geography to discover and explain the 5 different types of biomes.</i>			
	G6.19	<i>Interpret and describe different climate zones and the effects that these have on biomes.</i>			
	G6.20	<i>Interpret understanding of physical Geography to explain the process of coastal erosion and compare to river erosion.</i>			
	G6.21	Reflect on how the key human and physical features of locations within North America, make it a tourist attraction by creating a persuasive brochure.			
	G6.22	Compare and contrast the human and physical geography of York and Moscow.			
	G6.23	<i>Reflect on the physical geography of the Cumbrian and the Yorkshire coastline to compare and contrast them.</i>			
	G6.24	<i>Describe human and physical features using appropriate geographical vocabulary.</i>			
Geographical skills and fieldwork		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.			
		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.			
		Use the eight points of a compass and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.			

G6.25	To suggest higher level questions that they can start to independently investigate.			
G6.26	<i>Begin to use atlases to find out about other features of places e.g. Biomes.</i>			
G6.27	<i>Confidently use an atlas and OS maps (1:25,000 and 1:50,000).</i>			
G6.28	<i>Confidently use OS and Atlas symbols independently.</i>			
G6.29	Draw a plan view map accurately.			
G6.30	Measure, draw and use maps using a scale (for example of the school).			
G6.31	<i>To use six-figure grid reference to locate features on a map.</i>			
G6.32	<i>To confidently use eight points of a compass to describe the location of counties and locations within the UK.</i>			

