





### **Geography KS2 National Curriculum**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

#### Locational 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)

#### 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

#### Human and physical geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - 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

#### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- 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



### Geography Implementation

Geography is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. There is also flexibility to seize opportunities to celebrate and acknowledge significant events.

<b>Year 6 Geography Implementation – Key Concepts</b>
<b>The Key Concepts of History at Whinstone are:</b>
<ul style="list-style-type: none"> <li>• Locational Knowledge</li> <li>• Place Knowledge</li> <li>• Human and physical geography</li> <li>• Geographical skills and enquiry</li> </ul>

<b>In Year 6 the Key Concepts of Geography are taught through the following sequence of topics::</b>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Environment		North America		Geographical Skills	

<b>Topic Specific Vocabulary</b>
World, North America, , continent, environment, environmental regions, physical features, human features, climate, landforms, rivers, hills, mountains, coasts, country, city, capital city, ocean, settlers, land use, distribution of natural resources, energy, food, mineral, water, geographical similarities and differences.
Equator, Tropic of Cancer, Tropic of Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, Arctic and Antarctic Circle, Prime/Greenwich Meridian, time zones.
Climate zone, biome, vegetation belt, Tundra, desert, grasslands, tropical rainforests, plant life, adaptation, climate, eco system, environment, herbivore, carnivore, omnivore, predator, prey, global warming, settlers, land use, distribution of natural resources, energy, food, mineral, water.
Compass, north, east, south, west, north-east, north-west, south-east, south-west, grid reference, map, map symbol, key.



# Whinstone Primary School Year 6 Geography



These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child’s journey of Geography at Whinstone.

Locational knowledge	Place Knowledge	Human & Physical geography	Geographical skills & enquiry
<p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and <b>North America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, major cities and any surrounding oceans.</p> <p>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.</p> <p>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).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in North America.</p>	<p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Understand the term ‘climate zones’ and identify some differing ones. Investigate global warming and its implications on the environment/ world.</p> <p>Whilst investigating environmental impacts, research effects on biomes, vegetation belts, distribution of natural resources including energy, food, minerals and water.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, 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.</p>



## Whinstone Primary School Year 6 Geography



### Geography Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

<b>Key Concept</b>	<b>Meeting expectations</b>
<b>Locational Knowledge</b>	I can locate the world's countries, using maps to focus on <b>North America</b> .  I know some of their environmental regions, key physical and human characteristics, countries, major cities and any surrounding oceans.
<b>Locational Knowledge</b>	I can 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.
<b>Locational Knowledge</b>	I can 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).
<b>Place Knowledge</b>	I understand geographical similarities and differences between the United Kingdom and a region within North or South America.
<b>Human and Physical Geography</b>	I can understand the term 'climate zones' and identify some differing ones.
<b>Human and Physical Geography</b>	I can investigate global warming and its implications on the environment/ world.
<b>Human and Physical Geography</b>	Whilst investigating environmental impacts, I can research effects on biomes, vegetation belts, distribution of natural resources including energy, food, minerals and water.
<b>Geographical skills &amp; enquiry</b>	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
<b>Geographical skills &amp; enquiry</b>	I can use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.