All Saints Academy

Geography 

Sequence of Learning Document

Reception – Human and Physical Geography

Reception	**Recognise some environments that are different from the one in which they live.** • Teach children about a range of contrasting environments within both their local and national region. • Model the vocabulary needed to name specific features of the world – both natural and made by people. • Share non-fiction texts that offer an insight into contrasting environments. • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. **Understand the effect of changing seasons on the natural world around them.** • Guide children's understanding by drawing children's attention to the weather and seasonal features • Provide opportunities for children to note and record the weather • Select texts to share with the children about the changing seasons • Throughout the year, take the children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change (hibernating animals – hedgehogs, bats, and dormice)

Reception – Place Knowledge

Reception	**Talk about members of their immediate family and community (links to PSHCE)** • During dedicated talk time, listen to what children say about their family • Share information about your own family, giving children time to ask questions or make comments • Encourage children to share pictures of their family and listen to what they say about the pictures • Using examples from real-life and from books, show children how there are many different families **Name and describe people who are familiar to them** • Talk about people that the children may have come across within their community – delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors, and teachers • Listen to what the children say about their own experiences with people who are familiar to them

Reception – Locational Knowledge

Reception	**Recognise some similarities and differences between life in this country and life in other countries.** • Teach children about places in the world that contrast with locations they know well • Use relevant, specific vocabulary to describe contrasting locations • Use images, video clips, shared texts, and other resources to bring the wider world into the classroom. Listen to what the children say about what they see. • Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live and so on.

Reception – Maps and Mapping Skills

Reception	**Using and Interpreting Maps** Derive information from a simple map. Use a plan view to find / mark features. Follow a simple map using landmarks. **Position and Orientation** Point to North and South Poles on a globe. Use a compass to identify the direction of North in the playground. Use more complex directional language. **Drawing** Draw and create simple maps from memory about features in a familiar environment. **Symbols** Begin to use simple symbols on maps to show features and journeys. Recognise some map symbols. **Perspective and Scale** Start to gain some knowledge of their own country, their location, and its features. Know that you need to zoom out to see a larger area. **Digital Maps** Manipulate and annotate large scale maps, adding simple text, markers, and photographs.

Reception – Early Learning Goals

EYFS	In EYFS, children work towards reaching the Early Learning Goals by the end of Reception: **Past and Present** • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now (in a geographical context), drawing on their experience and what has been read in class. **People and Community** • **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.** • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • **Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate, maps.** **The Natural World** • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them including seasons and changing states of matter.

Bold Early Learning Goals are those which link directly to Geography. All others listed, also have cross-curricular links with other subjects.

Key Concepts within this unit:

- Place & Location
- Physical & Human Features

Year 1 – Autumn 2
This is where we live - Darfield

	I know…	So I can…
Year 1 when	**Autumn 2** That Darfield is a village in the town of Barnsley. That Barnsley is a town and close cities include Sheffield, Wakefield and Leeds That Darfield has human geography features (things built by humans), farms, houses, places of work, schools, shops, roads, parks That Darfield has physical geography features (things that have natural always been there) River Dearne That aerial photographs are taken from above (birds eye view) and can show landmarks above That maps can show landmarks That maps contain keys and symbols which help us read the map The human and physical geography features close to All Saints School (use of Google Earth)	key human features, including: city, town, village, factory, farm, house, office Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 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.

Year 1 – This is where we live (Darfield)

Learning Point 1	**Know the locality of Darfield and the surrounding area** I know that Darfield is a village in the town of Barnsley I know that Barnsley is a town and close cities include Sheffield, Wakefield and Leeds I know that cities, towns and villages make up our county of South Yorkshire I know that South Yorkshire is in England which is part of the UK
	So I can describe the locality of Darfield
Learning Point 2	**Recognise physical and human geography features** I know what makes a human feature (built by or developed by humans) and a physical feature (already there) Possible local area walk applying this knowledge and listing features I can identify human features in my locality: farms, houses, places of work, shops, schools, parks I can identify physical features in my locality: River Dearne
	So I can recognise features in my locality
Learning Point 3	**Know how to recognise features using aerial photographs** I know what an aerial photograph is (use Google Earth) I can identify features (from previous locality walk) from aerial photographs
	So I can recognise features of my locality using aerial photographs
Learning Point 4	**Know how to use a map** • Create simple teacher made map based on locality, features spotted from photographs and locality walks to share with children I know what a map key and symbol is I know maps show landmarks I know how to read a map
	So I can use a map

Year 1 – This is where we live (Darfield)

Learning Point 5	**Know how to create a simple map** Apply all knowledge built up in this unit so far I know how to make a simple map I know how to use simple keys and symbols I know how to show landmarks
	So I can devise a simple map

Key Concepts within this unit:

- Place & Location
- Physical & Human Processes

Year 1 – Summer 2
The Seaside

	I know…	So I can…
Year 1 when	**Summer 2** …There are four seasons across a year. …The names of the four seasons are: spring, summer, autumn and winter …The weather changes with the seasons …Specific vocabulary to describe the weather during each season (rainy, sunny, cloudy, hail, sleet, snow, icy, frost, mist, foggy, thunder, lightning, stormy). …The weather in the UK changes daily …Specific vocabulary to describe daily weather patterns in the UK …what weather forecasts show …the dangers of the weather and how it can affect us That the seaside is an area where the land meets the coast (sea) and has distinct features that some places don't have. E.g. link to difference of features of Darfield That Bridlington is a seaside town located North East of Barnsley That Bridlington is not in South Yorkshire (link back to previous unit) but in the county of East Riding of Yorkshire That Bridlington has key physical features that Barnsley and Darfield doesn't have e.g. beach, cliffs, coasts, harbour, promenade, tourist shops, life guard station That Bridlington has key physical features similar to Darfield e.g. schools, shops, roads, parks etc. That compass directions can be used to describe positions of features (use Google Earth e.g. North Beach, South Beach	key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather identify seasonal and daily weather patterns in the United Kingdom key human features, including: town, port, harbour and shop use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Year 1 – The Seaside

Learning Point 1	**Name and describe the four seasons of the year** I know that there are four seasons across a year: Spring, Summer, Autumn, Winter I know that the weather changes within the seasons I know how to describe the weather during the different seasons
	So I can name and describe the four seasons of the year
Learning Point 2	**Know how the weather is read** I know that the weather in the UK can change daily and sometimes multiple times within a day I know what a weather forecast is and what it can show I know the dangers associated with the weather
	So I can describe how weather is read and changes
Learning Point 3	**Describe what the seaside is with an example** I know that the seaside is an area where the land meets the coast (sea) I know that the seaside has features different to other towns and cities I know that Bridlington is a seaside town located North East of Barnsley I know that Bridlington is not in South Yorkshire (link back to previous unit) but in the county of East Riding of Yorkshire
	So I can give an example of a seaside town/city
Learning Point 4	**Describe the key physical features of a seaside town/city** I know that Bridlington has physical features that Barnsley/Darfield does not have e.g. beach, cliffs, coastline, harbour, promenade, tourist shops, life guard station I know that Bridlington has key physical features similar to Barnsley/Darfield e.g. schools, shops, roads, parks
	So I can describe the key physical features of a seaside town

Year 1 – The Seaside

Learning Point 5	**Know and use the four compass directions** I can label the four compass directions I can use the four compass directions to describe physical features and landmarks e.g. the beach is to the East of the promenade
	So I can use compass directions to describe features

Key Concepts within this unit:

- Scale
- Culture & Diversity

Year 2 – Autumn 1
This is where we live -UK

	I know…	So I can…
Year 2 when	**Autumn 1** …That UK stands for United Kingdom …The UK is made up of four countries …The names of the four countries are: England, Northern Ireland, Scotland, Wales …The location of the four countries of the UK on a map of the UK …That every country has a capital city …The names of the capital cities of the four countries of the UK are: London, Belfast, Edinburgh, Cardiff …The location of London, Belfast, Edinburgh and Cardiff on a UK map …That I live in England, which is part of the UK …the names of the seas that surround the UK: North Sea, Irish Sea, English Channel, Celtic Sea …the location of the surrounding seas of the UK on a map, atlas and globe. …that the characteristics of a country represent the country's culture. …some characteristics can be the flag, national flower, key landmarks and patron saint. …what the four flags of the four countries of the UK look like. …the names of the four national flowers of the four countries of the UK (England – Rose, Wales – Daffodil, Scotland – Thistle, Northern Ireland – Shamrock) …the names of some of the key landmarks of the four countries of the UK: England – Angel of the North, Humber Bridge, Stone Henge, Blackpool Tower, London Eye, Westminster Abbey, White Cliffs of Dover Wales – Snowdon, Conwy Castle Scotland – Edinburgh Castle, Hadrian's Wall, Loch Ness Northern Ireland – Giant's Causeway, Titanic Museum	• Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. • Use world maps, atlases and globes to identify the UK and its countries. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, including: town, city, farm, factory, river, forest, hill, mountain, soil, valley, vegetation, office, shop

Year 2 – This is where we live (UK)

Learning Point 1	**I know what a map is and what it is used for.** I know that a map shows us where places are and key features of those places. I know there are different types of maps, including paper maps and online maps (including SatNav and Google Earth). I know that people use maps to get from one place to another.
	So I can talk about what a map is and why people use them.
Learning Point 2	**I know the names and locations of the countries of the UK.** I know that UK stands for 'United Kingdom'. I know the UK is made up of four countries. I know the names of the four countries are: England, Northern Ireland, Scotland, Wales. I know that I live in England, which is part of the UK, which is part of the continent of Europe. I know the location of the four countries of the UK on a map of the UK, an atlas and on a globe. I know there is a link between what a place looks like on a globe, a map and on a digital map (Google Earth).
	So I can name and locate the four countries and capital cities of the UK on a map of the UK.
Learning Point 3	**I know the names and locations of the capital cities of the UK.** I know that every country has a capital city. I know names of the capital cities of the four countries of the UK are: London, Belfast, Edinburgh, Cardiff I know the location of London, Belfast, Edinburgh and Cardiff on a UK map, an atlas and on a globe.
	So I can name and locate the capital cities of the UK on a map of the UK.
Learning Point 4	**I know the names and locations of the seas surrounding the UK.** I know some bodies of water are called seas. I know the names of the seas that surround the UK: North Sea, Irish Sea, English Channel, Celtic Sea I know the location of the surrounding seas of the UK on a map, atlas and globe.
	So I can name and locate the surrounding seas of the UK on a map, atlas and globe.

Year 2 – This is where we live (UK)

Learning Point 5	**I know the flags of the four countries of the UK.** I know that the characteristics of a country represent the country's culture. I know some characteristics can be the flag, national flower, key landmarks and patron saints. I know what the four flags of the four countries of the UK look like. I know which flag belongs to each country: Y Ddraig Goch, meaning 'Welsh Dragon' (Wales); St. Andrew's Cross (Scotland); St. Patrick's Cross (Northern Ireland); St. George's Cross (England). I know that the UK also has its own flag, called the Union Jack.
	So I can identify the national flag for each country of the UK.
Learning Point 6	**I know the names of the national flowers of the four countries of the UK.** I know the names of the four national flowers of the four countries of the UK (England – Tudor Rose; Wales – Daffodil; Scotland – Thistle; Northern Ireland – Shamrock) I know what each flower looks like. I know which flower represents each country.
	So I can identify and name the four national flowers of the four countries of the UK.
Learning Point 7	**I know some key landmarks of the four countries of the UK.** I know the names of some of the key landmarks of the four countries of the UK: England – Angel of the North, Humber Bridge, Stone Henge, Blackpool Tower, London Eye, Westminster Abbey, White Cliffs of Dover Wales – Snowdon, Conwy Castle Scotland – Edinburgh Castle, Hadrian's Wall, Loch Ness Northern Ireland – Giant's Causeway, Titanic Museum I know what the landmarks look like and which country of the UK they can be found in.
	So I can identify, name and locate some of the key landmarks of the UK on a map of the UK.

Y2 – This is where we live (UK)

Learning Point 8	**I know the patron saints of the four countries of the UK.** I know that a patron saint is someone who has devoted their whole life to something greater than themselves. I know that a patron saint is someone who worked hard to make the world a better place. I know that each of the four countries of the UK has a patron saint. I know the name of the patron saint for each country of the UK: England – St. George; Wales – St. David; Northern Ireland – St. Patrick; Scotland – St. Andrew. I know that the patron saint was either born, lived, or was active in that country.
	So I can name the patron saint for each country of the UK.

Key Concepts within this unit:

- Scale
- Culture & Diversity

Year 2 – Spring 1
Around the World in 80 Days

	I know…	So I can…
Year 2 when	**Spring 1** The world is covered by land and water That continents are masses of land and oceans are masses of water That the world is made up of seven continents and can name: Europe (UK's continent), Africa, Asia, Australia, North America, South America, Antarctica The location of the seven continents (reinforce compass directions Y1) using world maps, atlases and globes. The world consists of five oceans: Atlantic, Pacific, Indian, Artic and Southern The location of the five oceans (reinforce compass directions Y1) using world maps, atlases and globes. That physical geography is something naturally there – no human's changed or made it That human geography is something caused by the actions of people That London is City within the UK, human geography includes landmarks like: Tower Bridge, Buckingham Palace, London Eye. Physical geography includes the flatness of the land and the River Thames That Sydney is a City within Australia (link to continents), human geography includes Darling harbour, Sydney harbour bridge, Sydney Opera House. Physical geography includes Bondai beach, Darling river, Blue mountains That parts of Sydney and London are different depending on the human and physical features. That there are some similarities and differences between Sydney and London and can use these to compare life in each of these cities. That the equator is a circle wrapped around the middle of the Earth. Above it is the Northern Hemisphere and North Pole, below it is the Southern Hemisphere and Southern Pole That Kenya is a country in the continent of Africa. It is positioned on the equator and is exposed to near-constant sunlight year round making it hot. That the Arctic is in the North Pole and Antarctic is in the South Pole. These are cold places as they get very little sunlight. Three months of daytimes which never get	name and locate the world's seven continents and five oceans 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 Location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage

Year 2 –when – Around the World in 80 Days

Learning Point 1	**I know the names of the 7 continents of the world.** I know that the world is made up of seven areas of land which are called continents. I know the names of the seven continents are: Europe, Africa, North America, South America, Asia, Antarctica, and Australia. I know the location of the world's seven continents on a map of the world, in an atlas and on a globe.
	So I can name and locate the world's 7 continents on a world map.
Learning Point 2	**I know the names and locations of the 5 oceans of the world.** I know the world is covered by land and water. I know some of the bodies of water are called oceans. I know the names of the 5 oceans of the world: Atlantic, Pacific, Indian, Arctic and Southern. I know the location of the 5 oceans of the world on a world map, atlas and globe.
	So I can name and locate the five oceans of the world on a map, atlas and globe.
Learning Point 3	**I know some human and physical features of London.** I know that in the world there are things that are made by people and these are called human features. I know that human features are present in London (statues, roads, swimming pools, solar panels, park, skyscrapers, houses, London Bridge (and other bridges), Trafalgar Square, Gherkin, trains, Westfield shopping centre, London Eye, Shard, London Underground. Video Link: London from above in 2018 – YouTube I know that in the world there are things that occur naturally and these are called physical features. I know that physical features are present in London (river) I know that the main physical feature of London is the River Thames. I know that a physical feature of London is that its land is flat.
	So I can identify, name and sort key human and physical features of London

Year 2 – Around the World in 80 Days

Learning Point 4	**I know the location of Sydney.** I know that Sydney is a major city in the country of Australia. I know the location of Australia and Sydney on a map, atlas and globe. I know there is a link between what a place looks like on a globe, a map and on a digital map (Google Earth).
	So I can name and locate Australia and Sydney on a map, atlas and globe.
Learning Point 5	**I know some human features of Sydney.** I know that human features are present in Sydney (Darling harbour, Sydney harbour bridge, Sydney Opera House, skyscrapers, sports stadiums, fairground, roads, golf course, vineyards, water park). View from Above- Sydney – YouTube
	So I can identify and name some human features of Sydney.
Learning Point 6	**I know some physical features of Sydney.** I know that physical features are present in Sydney (coast, Bondai beach, Darling river, cliffs, Blue mountains). I know that parts of Sydney are different depending on the human and physical features.
	So I can explore a digital map of Sydney and identify key physical features.
Learning Point 7	**Would you rather live in Sydney or London? Why?** I know some similarities and differences between Sydney and London, in terms of human and physical features.
	So I can explain the pros and cons of living in London and Sydney and decide where I would most like to live.

Year 2 – Around the World in 80 Days

Learning Point 8	**I know what the equator, hemispheres and poles of the world are** That the equator is a circle wrapped around the middle of the Earth. Above it is the Northern Hemisphere and North Pole, below it is the Southern Hemisphere and Southern Pole
	So I can identify the equator, hemispheres and poles of the world
Learning Point 9	**I know the location of hot and cold areas of the world** That Kenya is a country in the continent of Africa. It is positioned on the equator and is exposed to near-constant sunlight year round making it hot. That the Arctic is in the North Pole and Antarctic is in the South Pole. These are cold places as they get very little sunlight. Three months of daytimes which never get sunlight. South Pole colder than North Pole – surrounded by water.
	So I can identify examples of hot and cold areas of the world

Key Concepts within this unit:

- Interdependence

Year 3 - when Settlements

	I know…	So I can…
Year 3 When	…the names an locations of some counties of the UK …what a settlement is …important features of a settlement site …things that settlers need from a settlement site …that settlements have been built at different times in history …different ways in which land is used …how digital maps show land use …how to use a key to identify transport links on maps …how to use an atlas to find a route between 2 places …how to draw a map of a settlement and create a key	Name and locate counties and cities of the United Kingdom, identifying land use patterns and understand how some of these aspects have changed over time. Use maps, atlases and globes and digital / computer mapping to locate geographical regions of the UK and describe the features studied Describe and understand key aspects of: **Human geography**: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Year 3 Settlements

Learning Point 1

I know the names and locations of some counties of the UK.
I know that England is made up of areas of land called counties.
I know that a county is a smaller area of the UK containing lots of towns and villages.
I know the names of some of the counties in England, including South Yorkshire, where I live, and Greater London, where the River Thames is located.
I know the location of some of the counties of the UK, including South Yorkshire where I live, on a map, including a digital map (Google maps).
I know there is a link between what a place looks like on a map and on a digital map (Google Earth).

So I can name and locate some counties of the UK, including the county in which I live.

Learning Point 2

I know why settlements develop in certain locations.
I know a settlement is a place where people live, e.g. a village, town or city.
I know that settlements began a long time ago, during the Stone Age (*this was taught in Y3*).
I know that during this time settlers needed food, water and shelter.
I know reasons why settlers have chosen a particular settlement site – because they have the natural resources (food, water and shelter) that they needed to survive.

So I can give reasons why people chose to settle in particular locations.

Learning Point 3

I know why settlements develop in certain locations.
I know things settlers need from a settlement site: shelter, food, water, fuel, defence, materials, farm land, transport links, power supply, healthcare.
I know these settlers needs have not all been available all the time.
I know the features of a good settlement site are: close to a water supply; sheltered from the weather, close to a supply of wood, on flat land for farming, protected against invaders, transport links.

So I can explain positives and negatives of different settlement sites.

Year 3 Settlements

Learning Point 4

I know that settlements have been built by invaders at different times in history.
I know that settlements have been built at different times in history.
I know that some settlements were built by invaders.
I know that place names give us clues as to who built the settlement (Romans – taught in Y4, Anglo-Saxons or Vikings – taught in Y5).
I know patterns of historical settlements using maps (e.g. places named York around the world were probably named by the same invaders, e.g. Vikings).

So I can label different settlements on a map of the UK.

Year 3 Settlements

Learning Point 5	**I know different types of land use.** I know different types of land use, including: agriculture, housing, industrial, business, leisure, retail. I know how to recognise land use on a digital map: · names of buildings and shops signify retail use · a school usually suggests a residential area · houses are easy to spot as they are in rows · industrial buildings are larger than houses and often grey or white in colour I know similarities and differences between land use in different places (Glasgow, Scunthorpe and Llangollen) focusing on agriculture, housing, industrial, business, leisure, retail.
	So I can identify different types of land use (agriculture, housing, industrial, business, leisure, retail) on a map.
Learning Point 6	**I know how settlements are linked.** I know how to use a key to identify transport links on maps (roads, rail and water). I know how to use an atlas to find a route between 2 places. I know directions of travel can be describes using the 8 compass points.
	So I can use maps to identify road and water transport links between settlements.
Learning Point 7	**I know** I know things settlers need from a settlement site: shelter, food, water, fuel, defence, materials, farm land, transport links, power supply, healthcare. I know how to show different areas of land use in settlements, by using a coloured key and symbols for road, house, shop, river and park. I know how to create a map of an ideal settlement, using the knowledge I have gained about what a good settlement needs.
	So I can create a map of a settlement including a key.

Key Concepts within this unit:

- Place & Location
- Scale

Year 3 - when
Rivers, Coasts, Mountains & Water Cycle

	I know…	So I can…
Year 3 when	…that a river flows downwards from high ground to the sea and that it has the power to erode and shape the landscape over time. …how a river changes on its journey from source to sea. …the key features of the water cycle. …what happens as a river reaches the coast, including estuaries and deltas …the names of the major rivers and mountains of the four countries of the UK	Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, topographical features and land use patterns and understand how some of these aspects have changed over time. Describe and understand key aspects of: **Physical geography**: rivers, mountains, water cycle

Year 3 Mountains, Rivers & The Water Cycle

Learning Point 1

I know that a river flows downwards from high ground to the sea and that it has the power to erode and shape the landscape over time.

I know a river is formed by the water movement from high ground to lower ground.
I know small rivers can also be called: streams, creeks and brooks.
I know a river usually flows out to sea (mouth).
I know the source is a place where a river begins.
I know the source is often, but not always, in the mountains.
I know that as rivers flow through the land, they change shape and size.
I know that rivers change shape due to erosion.
I know erosion is the process by which soil and rock is removed from one area of the earth through natural causes, such as wind, water and ice, and transported elsewhere.

So I can explain how a river flows from high ground to the sea, using the geographical language I have learned.

Year 3 Mountains, Rivers & The Water Cycle

Learning Point 2

I know how a river changes on its journey from source to mouth.
I know a river can be divided into different stages.
I know these stages are called: upper course, middle course and lower course.

I know the upper course is where the source of the river is located.
I know that these areas are usually mountainous and where there are steep slopes.
I know that the river bed is rocky and narrow.
I know there are high levels of precipitation in the mountains, so the water flows quickly over the land.
I know that the river flows at its fastest in the upper course.
I know that v-shaped valleys, waterfalls and tributaries can be found in the upper course.
I know that a v-shaped valley is where there are steep slopes and a narrow river bed.
I know that a waterfall is a cascade of water falling from a height.
I know a waterfall is formed when a river or stream flows over a steep rock face or cliff.
I know a tributary is a stream or smaller river that flows into another, larger river.

I know the middle course is where the land becomes flatter.
I know the river becomes broader and deeper and begins to loop and curve (meander).
I know in the middle course, as the river moves, it continues to erode, so the shape of the river is constantly changing over time.
I know that as well as eroding, the river also transports and deposits soil and other material further along the channel.
I know that transportation is the process where eroded material is carried downstream.
I know the process of deposition is where eroded material is deposited.
I know that deposition occurs when the water flows slowly on the inside of a meander.
I know a meander is a curve that occurs as the river moves through increasingly flat land. It looks snake-like in its shape.
I know the curve in the meander changes over time, due to erosion and deposition of sediment.
I know that sediment is the solid material that is picked up on the outside of the meander and carried downstream, to be deposited.
I know that due to erosion and deposition, loops can join together to form oxbow lakes.
I know an oxbow lake is where the river takes a straighter course and cuts off the meander.

Year 3 Mountains, Rivers & The Water Cycle

Learning Point 2 continued…

Learning point 3 continued…
I know the lower course is where the land is now very flat.
I know that the valley has changed from v-shaped to u-shaped due to the slowing of the movement of the river.
I know the river in the lower course, is at its widest point.
I know that as the river flows into the sea, it may have an estuary or delta.
I know the mouth of the river is where the tide meets the river's channel. This is called an estuary.
I know a delta is a D-shaped mass of channels formed when the river deposits its material faster than the sea can remove it.

So I can describe the three stages of a river and their features.

Learning Point 3

I know the key features of the water cycle (story linked).
I know that the sun warms the sea.
I know the sea water evaporates and turns into water vapour.
I know the water vapour rises into the air.
I know that the water vapour condenses into water droplets and forms clouds.
I know that the clouds rise and then the water falls as rain.
I know the rain flows into streams.
I know the streams flow into rivers.
I know the rivers flow into the sea.
This lesson follows on from the water cycle, which has been taught in more detail in Y4 science (States of Matter).

So I can explain the process of the water cycle.

Learning Point 4

I know the names of the major mountains and rivers of the four countries of the UK.
I know the names of some of the major rivers of the UK: Thames, Dee, Nevis / Lochy, Esk / Derwent
I know the locations of some of the major rivers of the UK on a map and an atlas.
I know the names of some of the major mountains of the UK: Snowdon (Wales), Ben Nevis (Scotland), Scafell Pike (England), Slieve Donard (Northern Ireland)
I know the locations of some of the major mountains of the UK on a map and an atlas.

So I can identify, name and locate some of the major mountains and rivers of the UK, on a map and atlas.

Key Concepts within this unit:

- Scale
- Cultural Diversity

Year 4 – Spring 1
USA Road Trip

	I know…	So I can…
Year 4 when	**Spring 1** …that the USA is a country in North America. …the location of the USA on a world map. …that the USA is split into 50 states. …the names and locations of some of the states. …that the USA has different landscapes and can identify and describe a variety of these (mountains, coasts, prairies, forests and deserts). …some similarities and differences between the landscapes. …there are links between the climate and the landscape. …the names and locations of some of the major cities of the USA (Washington DC, New York, Austin, San Francisco, Honolulu) …some key human and physical features of the major cities of the USA. …some similarities and differences between the features of the major cities of the USA. …that a national park is a protected area of land. …that national parks help preserve wildlife. …some key features of Yellowstone National Park, in the USA (mountains, valleys, lakes, rivers). …some key features of the Lake District National Park in North West England (mountains, farm land, lakes). …the Lake District is home to the highest mountain in England, Scafell Pike (978m tall) and the deepest lake, Wastwater (74m deep).	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. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Lake District National Park), a region in a European country, and a region within North America (Yellowstone National Park) Use maps, atlases, globes and digital / computer mapping to locate countries of North America and describe features studied.

Year 4 USA Road Trip

Learning Point 1	**I know the names and locations of some of the states of the USA.** I know that the USA is a country in North America (link to continents Year 2) I know the location of the USA on a world map. I know that the USA is split into 50 states. I know the names and locations of some of the states, including Washington, New York, Texas, California and Hawaii.
	So I can name and locate some of the 50 states of the USA.
Learning Point 2	**I know the names and locations of some of the major cities of the USA.** I know the names and locations of some of the major cities of the USA (Washington DC, New York, Austin, San Francisco, Honolulu) I know some key human and physical features of the major cities of the USA. I know some similarities and differences between the features of the major cities of the USA.
	So I can name and locate major cities of the USA and describe and compare their key features, including landmarks.
Learning Point 3	**I know that the USA is made up of different landscapes, which have different climates.** I know that the USA has different landscapes and can identify and describe a variety of these (mountains, coasts, prairies, forests and deserts). I know some similarities and differences between these landscapes. I know there are links between the climate and the landscape.
	So I can name a variety of landscapes across the USA and describe their key features and climates.
Learning Point 4	**I know some key features of Yellowstone National Park.** I know that a national park is a protected area of land. I know that national parks help preserve wildlife. I know some key features of Yellowstone National Park, in the USA (mountains, valleys, lakes, rivers).
	So I can describe the main features of Yellowstone National Park.

Year 4 USA Road Trip

Learning Point 5	
	I know some key features of the Lake District National Park I know some key features of the Lake District National Park in North West England (mountains, farm land, lakes). I know the Lake District is home to the highest mountain in England, Scafell Pike (978m tall) and the deepest lake, Wastwater (74m deep).
	So I can describe the main features of the Lake District National Park and compare these to Yellowstone National Park.

Key Concepts within this unit:

- Place & Location
- Environmental Impact

Year 5 – Autumn 1
Natural Disasters

	I know...	So I can...
Year 5 When	**Autumn 1** ...the names of the layers that make up the Earth ...where most volcanoes are found (The Ring of Fire) ...how volcanoes are formed (Tectonic Plates) ...the names of the key parts of a volcano ...how volcanoes affect people's lives ...where most earthquakes happen (Tectonic Plate boundaries) ...how earthquakes are formed (Tectonic Plates) ...how earthquakes affect people's lives ...how to keep safe during an earthquake ...where most tsunamis happen (Tectonic Plate boundaries) ...how tsunamis are formed (earthquakes under the ocean) ...how tsunamis affect people's lives ...how to keep safe during an tsunami	Describe and understand key aspects of: Physical geography: volcanoes, earthquakes 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)

Year 5 – When – Natural Disasters: Volcanoes & Earthquakes

Learning Point 1

I know what the Earth looks like underground.

I know the layers that make up the Earth are called: Crust, Mantle, Outer Core, Inner Core
I know the Crust is a thin outer layer of cold, hard rock that covers the Earth. It is 10km-90km thick.
I know the Mantle is extremely hot rock that often flows like treacle. It is 3000km thick.
I know the Outer Core is mainly made up of Iron with some Nickel. It is over 4000 degrees Celsius. It is mostly liquid with some rocky parts. The Outer Core moves around the Inner Core, creating the Earth's magnetism.
I know the Inner Core is made up of Iron and Nickle. It is the hottest layer of the Earth at over 5000 degree Celsius. It melts the metals in the Outer Core to form Magma.

So I can create and label a cross section of the Earth.

Learning Point 2

I know how volcanoes are formed.

I know that Eyjafjallajokull (E15) is a volcano in Iceland, which is in Europe.
https://www.youtube.com/watch?v=NIQqiQpyEds&t=51s

I know that the Earth's Crust isn't one, solid layer. It is broken up into huge areas called Tectonic Plates, which float on top of the Mantle.
I know that tectonic plates can move in different ways, and demonstrate this.
I know that volcanoes can be formed when Tectonic Plates move apart.
I know that pressure builds up inside the Earth, which affects the Earth's Crust, so that Magma can sometimes erupt through it.
I know the lava and ash that has erupted through the Crust, builds up to form the classic volcano cone shape over time.
I know the names for some parts of a volcano are: Magma Chamber, Conduit / Main Vent, Crater, Eruption Cloud.

So I can explain how a volcano is formed and name key parts

Year 5 – when – Natural Disasters: Volcanoes & Earthquakes

Learning Point 3

I know how volcanoes can affect people's lives.

I know that most volcanoes are located around the Pacific Ocean and that this area is called The Ring of Fire.
https://upload.wikimedia.org/wikipedia/commons/5/52/Pacific_Ring_of_Fire.svg
I know that The Ring of Fire crosses the equator and goes across both Northern and Southern Hemispheres
I know that the terms 'extinct', 'dormant' and 'active' can be used to describe volcanoes.
I know that active means a volcano that has erupted within the last 10,000 years.
I know that dormant means a volcano that hasn't erupted in the last 10,000 years, but that may erupt again.
I know that extinct means a volcano that hasn't erupted in the last 10,000 years and isn't likely to erupt again.
I know some risks of living near a volcano are:

- Ash can destroy farm crops.
- Buildings can be destroyed by lava flow.
- People can be swept away by pyroclastic flows or lahars (mud flows).
- Ash can cause health problems for people and animals.
- Frequent earthquakes can damage property.

I know some benefits of living near a volcano are:

- Farming near a volcano can be very good because the volcanic soil can produce very good crops.
- Volcanic regions can produce geothermal energy which is clean and renewable.
- Volcanoes are tourist attractions, bringing money and jobs to the area.
- Scientists can predict when a volcano will erupt.
- Dormant volcanoes may not erupt for hundreds of years.
- The isolated slopes of volcanoes are good habitats for plants and animals.
- Minerals and rock made from volcanic lava are mined and used for building materials, bringing jobs to the area.

So I can sort for and against statements for living near a volcano.

Year 5 – when – Natural Disasters: Volcanoes & Earthquakes

Learning Point 4

I know key aspects of physical geography in the context of earthquakes.

I know that earthquakes can cause a lot of damage because they make the Earth shake.
I know some way in which earthquakes can cause damage to buildings, people, roads and nature.
I know that earthquakes happen along the Tectonic Plate boundaries.
I know that earthquakes happen when Tectonic Plates collide, rub against each other or move away from each other.
I know that to keep safe in an earthquake, you should: drop, cover and hold; stay calm and stay put.
I know there are 2 main ways to measure the power of an earthquake: using seismographs or the Mercalli scale.
I know that a seismograph is a machine that measure the power of an earthquake at its epicentre on a scale called the Richter Scale.
I know that the Mercalli Scale can also be used to measure the size of an earthquake, and is based on people's observations.

So I can explain how earthquakes happen and how to keep safe during an earthquake.

Learning Point 5

I know what causes tsunamis and how they affect people.

I know that a tsunami is a giant wave caused by an earthquake under the ocean.
I know that tsunamis happen along the Tectonic Plate boundaries, under the ocean.
I know that tsunamis happen when Tectonic Plates collide, rub against each other or move away from each other, under the ocean.
I know the underwater earthquake causes a large amount of water to be displaced very quickly.
I know a series of waves travel through the deep waters.
I know that as the waves travel through shallower water, near the land, they get bigger.
I know that before the tall wave hits the land, the water level at the shore will drop.
I know that a tsunami can cause damage to buildings, people, roads and nature.
I know that to keep safe in a tsunami, you should:

- Move inland, towards high ground, straight away
- Stay out of danger until an "ALL CLEAR" is issued by the emergency services
- Do not stay in buildings located in low-lying coastal areas
- Move to upper floors of high, multistorey buildings if there is no time to get to higher ground
- Stay away from the beach
- Stay tuned to the local TV or radio station for updates about the Tsunami.

So I can explain how tsunamis happen and how to keep safe during a tsunami.

Key Concepts within this unit:

- Place & Location
- Environmental Impact

Year 5 – Summer 1
Rainforests & South America

	I know…	So I can…
Year 5 When	**Summer 1** …that South America is a continent made up of 12 countries …the location of South America on a world map …the names and locations of some of the countries in South America …some of the names of some capital cities of South American countries. …the location of rainforests around the world and their key features …tropical rainforests can be found around world and lie along the Equator …the location of tropical rainforests on a world map, including the location of the Amazon Rainforest …the key physical characteristics of the tropical rainforest biome …the tropical rainforest can be split up into layers. …that each layer is different because of the amount of light and water it gets …that the tropical rainforest has four layers called: the emergent layer, the canopy layer, the understorey layer and the forest floor …the key features of the four layers of the tropical rainforest …what deforestation means. …why deforestation is happening. …some positive effects of deforestation. …some negative effects of deforestation. …some things I can do to help limit the impact of deforestation. …similarities and differences between the Amazon Rainforest and Sherwood Forest	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. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Sherwood Forest), and a region within South America (Amazon Rainforest). Use maps, atlases, globes and digital / computer mapping to locate countries of South America and describe features studied. Human and Physical Geography Describe and understand key aspects of: Physical geography: climate zones, biomes, vegetation belts Human geography: types of settlement, land use, economic activity and trade links, distribution of natural resources, including energy, food, minerals and water.

Year 5 South America (Amazon Rainforest)

Learning Point 1

I know that South America is a continent, made up of 12 countries, which each have a capital city.
I know that South America is a continent made up of 12 countries.
I know the South America is mainly in the Southern, Western Hemisphere.
I know the location of South America on a world map.
I know the names and locations of some of the countries in South America (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Peru, Venezuela).
I know the names and locations of some capital cities of South American countries (Buenos Aires, La Paz-Sucre, Brasilia, Santiago, Bogota, Quito, Lima, Caracas)

So I can identify, name and locate South America and some of its countries and capital cities on a world map, atlas and globe.

Learning Point 2

I know location of rainforests around the world and their key features.
I know that tropical rainforests can be found around world and lie along the Equator.
I know the location of tropical rainforests on a world map, including the location of the Amazon Rainforest.
I know that tropical rainforests have key physical characteristics, including:

- climate – very wet with over 200cm of rain each year, very warm with an average temperature of 28 degrees C, hot and humid, consistent climate all year round, there are no seasons;
- soil – thin layer of fertile soil at the surface where dead leaves decompose, soil is red because it is rich in iron, because of heavy rainfall the nutrients are quickly washed out of the soil;
- vegetation (plants / flora) – warm and wet climate provides the perfect condition for plant life to grow, a wide variety of plants supports many animals, birds and insects, plants have adapted to the tropical conditions of the rainforest – e.g. trees and plants have shallow reaching roots to absorb nutrients from the thin and fertile layer of soil;
- animals (fauna) – many animals have adapted to the unique conditions of the tropical rainforest. Sloth uses camouflage and moves very slowly to make it difficult for predators to spot. The Spider Monkey has long, strong limbs to help it climb through the rainforest trees. The flying frog has fully webbed feet and hands, which allows it to glide from plant to plant. The Toucan has a long, large bill to allow it to reach and cut fruit from branches that are too weak to support its weight. Characteristics of tropical rainforests - Tropical rainforests - AQA - GCSE Geography Revision - AQA - BBC Bitesize / South America - Biomes - North America, South America and Australia - Geography and Biomes - LibGuides at Trinity College

So I can describe the physical characteristics of a tropical rainforest biome.

Year 5 South America (Amazon Rainforest)

Learning Point 3

I know the features of the layers of the tropical rainforest.

I know the tropical rainforest can be split up into layers.

I know that each layer is different because of the amount of light and water it gets.

I know that the tropical rainforest has four layers called: the emergent layer, the canopy layer, the understorey layer and the forest floor.

I know the key features of the emergent layer are:

- Plants - trees up to 60m tall, small waxy leaves to help the trees to retain water, broadleaved evergreen hardwood trees.
- Climate – sunny because it's the highest layer, which only the tallest trees can reach
- Animals - animal life includes butterflies, bats, gliders and other birds.

I know the key features of the canopy layer are:

- Plants - trees in this layer form a roof over the plants below, trees grown to about 30-45m tall,
- Climate - canopy blocks wind, rainfall and sunlight, creating a dark and humid environment below.
- Animals – many animals live here as there is plenty of food. You would find toucans orangutans, lizards, sloths and howler monkeys living here

I know the key features of the understorey layer are:

- Plants – trees rarely grow taller than 4m and they have large leaves. Leafy bushes, small and young trees and vines can be found here.
- Climate – very dark, warm and humid
- Animals – many insects live in this layer. You would also find jaguars, boa constrictors and coloured tree frogs here.

I know the key features of the forest floor are:

- Plants – rainforest trees have roots that spread out over a wide area to help trees find the nutrients they need. Leaves and other debris decomposes very quickly.
- Climate – very dark, damp and hot here. Almost no sunlight reaches this area and few plants grow.
- Animals – animals such as termites, slugs, scorpions and worms thrive on the forest floor as they help to decompose the leave matter. Animals such as wild pigs, armadillos, anteaters, leopards and tigers live here.

So I can name the layers of the rainforest and describe the key features of each layer.

Year South America (Amazon Rainforest)

Learning Point 4

I know the positive and negative effects that humans are having on the rainforest.

I know that deforestation is the act of clearing a wide area of trees.

I know that deforestation is happening in the Amazon Rainforest to:

- Create fields for farming cattle and growing crops
- Produce timber to make furniture
- Produce wood pulp to make paper
- Create space for housing

I know that some positive effects of deforestation are:

- Wood from the removed trees can be used to make paper and other products
- Selling land raises money for local people
- Palm oil grown on deforested land is used in many food and toiletry products
- Products such as chocolate and coffee can be grown more cheaply on areas of deforested land
- Land cleared can be used to farm cattle for meat production
- Jobs are created in logging transport and manufacturing products

I know some negative effects of deforestation are:

- Water that would have been taken up by tree roots can cause flooding
- Less Co2 is captured by the forest, worsening the effects of global warming
- Rain falling on the bare soil causes soil erosion
- Tribes lose their cultural identity
- Plants that may have been useful as medicines could be lost
- Animals and plants may become extinct through loss of habitat
- People's homes may be destroyed
- Animal habitats are destroyed

So I can identify ways in which deforestation can be positive and negative.

Year 5 South America (Amazon Rainforest)

Learning Point 5

I know some things that I can do to help limit the impact of deforestation.

I know some things I can do to help limit the impact of deforestation include:

- Turning off the tap when brushing your teeth to save water
- Always using both sides of paper when writing and drawing
- Use ebooks or a library rather than buying new books
- Buy paper products made from recycled paper
- Use pencils until they are stubs
- Encourage your family and friends to buy furniture and wood that is FSC certified
- Eat locally produced and grown meat, fruit and vegetables with less food miles.
- Buy fair trade fruits, vegetables, chocolate and coffee
- Turn off lights and other electrical items when not in use to save electricity

So I can name some of the ways in which I can help limit the impact of deforestation.

Learning Point 6

I know key features of the Amazon Rainforest.

I know there are four main types of forests around the world (temperate deciduous forest, temperate coniferous forest, boreal forest, tropical rainforest).

I know the Amazon Rainforest has a radius of 5.5 million square kilometres (25 times bigger than Britain) and stretches across 9 countries.

I know the Amazon Rainforest is home to about 2.5 million insect species, tens of thousands of plants species and over 2,000 species of birds and mammals.

I know around 2 million tourists visit the Amazon Rainforest each year.

I know the Amazon River passes through the Amazon Rainforest.

So I can describe key features of the Amazon Rainforest.

Year 5 South America (Amazon Rainforest)

Learning Point 7

I know key features of Sherwood Forest.

I know that Sherwood Forest is 4.23 square km of forest in Nottinghamshire, UK.
I know the River Idle passes through Sherwood Forest.
I know Sherwood Forest attracts over 500,000 visitors every year.
I know Sherwood Forest is home to the Major Oak – an oak tree between 800 and 1000 years old, thought to be Robin Hood's hide out.

So I can compare the Amazon Rainforest and Sherwood Forest.

Key Concepts within this unit:

- Interdependence
- Cultural Diversity

Year 6 – Autumn 1
Europe & Wider World

	I know…	So I can…
Year 6 when	**Autumn 1** …that Europe is a continent. …that Europe is made up of 44 countries. …the names of some of the countries in Europe (including the countries of the UK plus Spain, Russia, Germany, Finland, Sweden, Norway). …that Russia is located next to Europe and part of it is in Europe. …the names of the capital cities of some of the countries of Europe (including the countries of the UK plus Madrid, Moscow and Berlin) …that Europe is made up of different environmental regions …the names of the environmental regions in Europe are: tundra, boreal / taiga, temperate, deciduous forest, savannah / tropical grassland …that each environmental region has its own physical and human characteristics. …the physical characteristics of the tundra biome. …the physical characteristics of the boreal / taiga biome. …the physical characteristics of the temperate / deciduous biome. …human and physical features of Edinburgh. …human and physical features of Moscow. the location of the Equator on a map and globe …the location of the Northern Hemisphere on a map and globe …the location of the Southern Hemisphere on a map and globe …where to find the North and South Poles on a globe or map …where to locate the lines of latitude on a map …where to locate the lines of longitude on a map …where the Arctic Circle is on a globe or map …where the Antarctic Circle is on a globe or map …the location of the Tropics of Cancer and Capricorn …the differences between the UK and the Tropics …the location of the Prime Meridian …that around the world, there are different time zones	Locate the world's countries using maps to focus on Europe, including the location of Russia, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Edinburgh), a region in a European country (Moscow) Use maps, atlases, globes and digital mapping to locate countries of Europe and describe features studied. 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).

Year 6 Europe & The Wider World

Learning Point 1

I know that Europe is a continent, made up of countries which each have a capital city.
I know that Europe is a continent.
I know that Europe is made up of 44 countries.
I know the names of some of the countries in Europe (must include the countries of the UK plus Spain, Russia, Germany, Finland, Sweden and Norway).
I know that Russia is a country located next to Europe.
I know the names of the capital cities of some of the countries of Europe (must include those of the UK plus Madrid, Moscow, Berlin).

So I can identify and locate Europe and some of its countries and capital cities on a world map, atlas and globe.

Learning Point 2

I know the main environmental regions in Europe and their physical characteristics.
I know that an environmental region is a space on planet earth where living things live and have adapted to live, because of the availability of water, minerals, light, heat and the climate there.
I know the names of the environmental regions in Europe are: tundra, boreal / taiga, temperate/ deciduous forest, savannah / tropical grassland.
I know that each environmental region has its own physical characteristics.
I know the physical characteristics of the tundra (Nothern Russia is an example of this region) are: climate – cold, windy, little rainfall, snow covers the ground for much of the year; soil – permafrost layer of frozen soil under the Earth's surface; vegetation (plants) – trees do not grow, but when the snow melts, small plants flower; animals – polar bears, arctic foxes, grey wolves, caribou and when the surface of the permafrost melts in summer, shallow lakes appear which attract insects, birds and other wildlife
I know the physical characteristics of the boreal / taiga (Finland, Sweden and Norway are examples of this region) are: climate – long, cold, snowy winters and short cool summers, sub-Arctic; soil – permafrost layer of frozen soil under the Earth's surface, in other areas, a layer of bedrock lies just beneath the soil. Both of these prevent water from draining from the top layers of soil. This creates shallow bogs; vegetation (plants / flora) – coniferous trees, spruce, pine, fir trees (evergreen); animals (fauna) – birds usually migrate south during winter months, small animals mostly rodents live close to the floor, many birds of prey such as owls and eagles, hunt these animals, moose is able to live in the cold taiga, bears, lynx and the Siberian tiger.
I know the physical characteristics of the temperate / deciduous forest (UK is an example of this region) are: climate – not extreme temperatures, 'temperate' means moderate; soil – temperate soils are high in minerals and nutrients, and decomposers work to break down decaying matter within the soil, which allows lots of plant life to grow; vegetation (plants / flora) – grasses, deciduous and evergreen trees, e.g. Oak, Sycamore, Birch, Chestnut, moss, fern, wild flowers on forest floor; animals (fauna) – great diversity of animal life, including deer, foxes, badgers, hedgehogs, spiders, slugs, frogs, birds including sparrows, owls, blackbirds, robins, magpies. Animals in this biome must be able to adapt to seasonal change. Some animals migrate or hibernate.

So I can name the environmental regions of Europe and their physical characteristics.

Year 6 Europe & The Wider World

Learning Point 3	**I know human and physical features of Edinburgh.** I know that Edinburgh is the capital city of Scotland, which is in the UK, which is in Europe. I know that landmarks and human and physical features of Edinburgh can be found on aerial photographs and digital maps. I know the position of key landmarks and human and physical features can be described using compass directions from the 8 point-compass.
	So I can identify, name and locate human and physical features of Edinburgh using aerial photographs and digital maps.
Learning Point 4	**I know human and physical features of Moscow.** I know that Moscow is the capital city of Russia, which is in Europe. I know that landmarks and human and physical features of Moscow can be found on aerial photographs and digital maps. I know the position of key landmarks and human and physical features can be described using compass directions from the 8 point-compass.
	So I can identify, name and locate human and physical features of Moscow and compare these to Edinburgh.

Year 6 Europe & The Wider World

Learning Point 5

I know the position and significance of the Equator and the Northern and Southern Hemispheres.
I know that the Equator divides the Earth into two halves called Hemispheres.
I know the location of the Equator on a map and a globe.
I know a hemisphere is the name given to half a sphere, cut in half through its widest point.
I know a hemisphere is most commonly used when describing different areas of the Earth.
I know the part of the Earth north of the Equator is called the Northern Hemisphere.
I know the part of the Earth south of the Equator is called the Southern Hemisphere.
I know around 80% of the world's population lives in the Northern Hemisphere.
I know around 90% of the world's land is in the Northern Hemisphere.
I know that the Northern Hemisphere includes all of North America, Europe and most of Asia and Africa.
I know that the Southern Hemisphere has more water and less land mass than the Northern Hemisphere.

So I can research countries of the Northern Hemisphere and discuss my findings (comparing population and rainfall).

Learning Point 6

I know the position and significance of lines of latitude and longitude, including the Tropics of Cancer and Capricorn.
I know we use lines of latitude to find out how far north or south a place is.
I know these lines run parallel to the Equator.
I know the Equator is at the centre of the lines of latitude and is labelled 0° latitude.
I know that these invisible lines are all the same distance apart.
I know one line to the next is 1°.

I know we use lines of longitude to find out how far east or west a place is.
I know that lines of longitude run from the top of the Earth to the bottom, and divide up the Earth, a bit like the segments of an orange.
I know that lines of longitude are not an equal distance from each other
I know to find the location of a place in the world, you need to look at where the line of latitude and longitude cross and read the number of degrees
See: Understanding latitude and longitude - BBC Bitesize

So I can use latitude and longitude co-ordinates to find locations on a map.

Year 6 Europe & The Wider World

Learning Point 7

I know the position and significance of the Arctic and Antarctic Circles.
I know the location of the North and South Poles on a globe or map.
I know the North Pole is located in the Arctic Circle.
I know the Arctic Circle is a line of latitude labelled 66°N.
I know the location of the Arctic Circle on a globe or map.
I know the South Pole is located in the Antarctic Circle.
I know the Antarctic Circle is a line of latitude labelled 66°S.
I know the location of the Antarctic Circle on a globe or map.
I know the countries in the Arctic Circle are: Norway, Sweden, Finland, Russia, USA (Alaska), Canada, Greenland, Iceland

I know Antarctica is a continent but it contains no countries
I know Antarctica is not owned by any one country – the global community have agreed that it should be an area of peace and science.
I know the Antarctic environment is protected – mining and military activities are banned.
I know around 3,500 people stay here every year as part of the scientific and environmental research teams. No-one lives there permanently.

I know the amount of daylight in the Polar regions varies throughout the year.
I know similarities and differences of daylight hours of UK and Polar regions.

So I can compare daylight hours of the Polar regions to London in the UK.

Year 6 Europe & The Wider World

Learning Point 8

I know similarities and differences between the climate in the UK and the Tropics

I know that the Tropics of Cancer and Capricorn are lines of latitude.
I know the Tropic of Cancer is approximately 23.4°N (North) of the Equator and the Tropic of Capricorn is approximately 23.4°S (South) of the Equator.
I know the position of the Tropics of Cancer and Capricorn on a map, atlas and globe.
I know both that the Tropics of Cancer and Capricorn are places within the hemisphere where it is possible for the sun to be directly overhead.
I know, between the Tropics of Cancer and Capricorn, the weather is hot all year round
I know that rainfall can be very varied in tropical locations – some have very little rain, some have a rainy season and some have fairly consistent rainfall throughout the year
I know between the tropics there are different habitats: tropical rainforests, tropical coniferous forests, tropical dry forests, tropical grasslands.
I know some key features of these habitats (see lesson presentation)
I know that in the Tropics there are no cold seasons; it is always hot; it feels very humid; some areas have lots of rain all year round; some areas are very dry all year round; it is hot when it rains; it never snows; the sun shines everyday
I know some similarities between the Tropics and the UK are: sometimes we have a lot of rain in the UK, we can have big rain storms, it can be hot in summer but not as hot as the Tropics.
I know the UK climate is very different to a tropical climate.

So I can create a tropical weather report.

Learning Point 9

I know the position and significance of the Prime / Greenwich Meridian.

Understanding time zones - BBC Bitesize
I know that we split the globe into time zones using imaginary lines called Meridians.
I know that Meridians run from the North Pole to the South Pole.
I know there are 24 Meridians around the globe, because the Earth takes 24 hours to rotate on its axis.
I know that the sun crosses each Meridian, half way between sunrise and sunset.
I know that one of the Meridians, runs through the UK and this is called the Prime Meridian.
I know that the Prime Meridian runs through a place in London called Greenwich.
I know there are 360 lines of longitude, and the Prime / Greenwich Meridian is the starting point at 0°
I know the other lines show how many degrees east or west of the Prime / Greenwich Meridian a place is.
I know the Prime Meridian splits the globe into Eastern and Western Hemispheres.

So I can identify countries along the Prime Meridian.

Year 6 – when – Europe & The Wider World

Learning Point 10

I know the position and significance of time zones.

I know that the time in countries to the east of the Prime Meridian are always in front of that in the UK.
I know that the time in countries to the west of the Prime Meridian are always behind that of the UK.
I know the Earth spins on its axis (an imaginary line), and over the course of 24 hours, different parts of the planet are facing towards and away from the sun.
I know when we are facing away from the sun, it is night time
I know when we are facing towards the sun it is daytime
I know that the time is different depending on where you are in the world
I know if it is daytime in the UK, it will be night time in Australia
I know midday is the time when the sun is highest in the sky
I know the sun is highest in the sky at different times and at different places in the world
I know that for every place in the world to have a midday when the sun is highest, we have to divide the world into time zones
I know the Earth is a sphere divided into 360 degrees
I know the Earth turns 360 degrees in 24-hours, therefore the Earth turns 15 degrees each hour
I know the Earth has 24 different time zones, one for each hour in the day
I know that time zones are not always in straight lines because they may need to curve around country borders.
https://www.worldtimebuddy.com/

So I can compare different times zones around the world

Key Concepts within this unit:

- Place & Location
- Scale

Year 6 – Spring 1
Map Work and Usage

	I know…	So I can…
Year 6 When	**Spring 1** …that an index is used to find a place name in an atlas. …that an index is used to find the correct page in an atlas. …that maps have symbols on them to identify the location of physical features. …some map symbols on an Ordnance Survey map (rivers, coastlines, borders and lake) …that a key is used to identify physical features. …that all the grid lines are numbered to help find specific areas on the map. …that Eastings are numbers that run from left to right. …that Northings run from south to north. …that the horizontal and vertical lines create lots of squares, known as a grid. …that on an Ordnance Survey map, each square represents the same size area: 1 square km ($1km^2$). …to give co-ordinates by going across first and then up. …that a location can be found from four and six-figure co-ordinates. …that co-ordinates for a location are given using four and six-figure co-ordinates. …that using the 2 digits of the easting and the 2 digits of the northing creates a four-figure grid reference. …some differences between photographs of the same location. …some similarities between photographs of the same location. …some differences between maps of the same location. …some similarities between maps of the same location. …the eight compass points (north, northeast, east, southeast, south, southwest, west, northwest)	• 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 maps, atlases and globes and digital / computer mapping to locate counties and cities of the UK and describe features studied. • 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 Describe and understand key aspects of: • Physical geography: rivers, mountains • Human geography: land use • Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Y6 Map Work and Usage

Learning Point 1

I know that an atlas is used to locate different places and physical features.
I know where some countries in Europe and North and South America are on a map.
I know where some cities in the UK are on a map and some of their physical features.
I know to use simple co-ordinates to find a location on a map.
I know a key is used to identify physical features on a map.
I know to use an index to find a place name in an atlas.
I know to use an index to find the correct page in an atlas.

So I can use an atlas to locate different places and their physical features.

Learning Point 2

I know some symbols used on an Ordnance Survey map.
I know that the Ordnance Survey (OS) is the mapping agency for Great Britain that creates up-to-date paper and digital maps for individuals and businesses to use.
I know that Ordnance Survey maps show physical and human features as symbols to make the maps easier to read.
I know the symbols for; nature reserve, castle, national boundary line, theme/pleasure park, visitor's centre, camp site, railway station, place of worship, main road, level crossing, cycle, trail, motorway, wind turbine, multiple track railway line and picnic site.

So I can identify some symbols used on an Ordnance Survey map.

Learning Point 3

I know that directions are given using an eight point compass.
I know the four main points of a compass are north, east, south and west.
I know the eight points of a compass are north, northeast, east, southeast, south, southwest, west, northwest.
I know that a compass is used to show which direction you are travelling.

So I can follow and give directions using the eight point compass.

Y6 Map Work and Usage

Learning Point 4

I know that four and six-figure co-ordinates.are used to locate places on a map.
I know that a location can be found from four and six-figure co-ordinates.
I know that co-ordinates for a location are given using four and six-figure co-ordinates.
I know to give co-ordinates by going across first and then up.
I know that the horizontal and vertical lines create lots of squares, known as a grid.
I know that using the grid and squares helps to narrow the area to search – making it easier to locate human and physical features on the map.
I know that on an Ordnance Survey map, each square represents the same size area: 1 square km ($1km^2$).
I know that all the grid lines are numbered to help find specific areas on the map; Eastings are numbers that run from left to right and Northings run from south to north.
I know that using the 2 digits of the easting and the 2 digits of the northing creates a four-figure co-ordinate..
I know that references are even more precise by adding an extra number to both the easting and northing, this is know as a six-figure co-ordinate.

So I can locate places using four and six-figure co-ordinates.

Learning Point 5

I know that four and six-figure co-ordinates can be given to locate a place.
I know that directions to a location can be given using the eight points on a compass.
I know that directions to a location can be given using four and six-figure co-ordinates.
I know that needle of a compass is on a pivot so that it can spin freely.
I know that wherever you are, the needle always points north.
I know that to use a compass, a person lines up the needle with the marking for north. From that, the other directions can be figured out.

So I can use fieldwork and plan a journey using the eight compass points and four or six-figure grid references..

Y6 Map Work and Usage

Learning Point 6

I know that maps change over time.
I know some similarities and differences between photographs of the same location.
I know some similarities and differences between maps of the same location.
I know how land use has changed over time through; flooding, bombing, old houses being knocked down, big businesses closing down, new businesses arriving, transport links changing, residential areas being built and changes in fashion and design.
I know that maps are often updated to identify the changes in a location.

So I can compare two maps of Sheffield from 1883 and 2015.