

Year 6	Below	Just below	Inline
<p>Locational Knowledge The UK and local area The world and continents</p>	<ul style="list-style-type: none"> • Pupils can, with increasing accuracy, locate countries of the world on a map. • Pupils can, with increasing accuracy, locate counties and cities of the United Kingdom. • Pupils can, for the majority, 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. • Pupils can identify aspects of the physical and human geography that have changed over time. 	<ul style="list-style-type: none"> • Pupils can, with increasing accuracy, locate countries of the world on a map. • Pupils can, with increasing accuracy, locate counties and cities of the United Kingdom. • Pupils can, for the majority, 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. • Pupils can identify how aspects of the physical and human geography have changed over time. 	<ul style="list-style-type: none"> • Pupils can confidently locate countries of the world on a map. • Pupils can confidently locate counties and cities of the United Kingdom. • Pupils 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. • Pupils can confidently identify how aspects of the physical and human geography have changed over time.
<p>Place Knowledge Understanding places and connections</p>	<ul style="list-style-type: none"> • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to understand similarities and differences between the three in physical geography. • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to understand similarities and differences between the three in human geography. 	<ul style="list-style-type: none"> • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in physical geography. • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography. 	<ul style="list-style-type: none"> • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in physical geography. • Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography.
<p>Human and Physical Geography</p>	<ul style="list-style-type: none"> • Pupils can describe and understand an increased variety of key aspects of physical geography. • Pupils can describe and understand an increased variety of key aspects of human geography. 	<ul style="list-style-type: none"> • Pupils can describe and understand a range of key aspects of physical geography. • Pupils can describe and understand a range of key aspects of human geography. 	<ul style="list-style-type: none"> • Pupils can describe and understand a wide range of key aspects of physical geography. • Pupils can describe and understand a wide range of key aspects of human geography.
<p>Geographical Skills and Fieldwork Field work and investigation Map and atlas work</p>	<ul style="list-style-type: none"> • Pupils can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. • Pupils can use most of the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps). • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> • Pupils can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. • Pupils can use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps). • Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using most of these methods: sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> • Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. • Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps). • Pupils can 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.

Year 6	Greater depth
<p><i>Locational Knowledge</i> The UK and local area The world and continents</p>	<ul style="list-style-type: none"> • Pupils can locate and describe a range of contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change. Locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time. • Pupils can identify broad land-use patterns of the UK. (E.g. Create a 'Top Trumps' game for other groups in the class for rivers, mountains in the UK, as well as other categories children develop on their own, e.g. waterfall, lake, city population.) • Pupils can locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions. • Pupils can describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America. (E.g. Independently use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains. Add annotations to identify the main physical, human and cultural characteristics of the region of the Alps.) • Pupils can locate places studied in relation to the Equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. (E.g. Produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone. Consider how these fruits could be grown nearer to home.)
<p><i>Place Knowledge</i> Understanding places and connections</p>	<ul style="list-style-type: none"> • Pupils can understand how and why their region and other regions have changed, and how the regions of the UK are distinctive. (E.g. Produce a presentation showing how the site of the 2012 London Olympic and Paralympic Games has changed, including the views of local people and the future impact of the development of the Queen Elizabeth Park.) • Pupils can understand the importance of a region in Europe and in North or South America, its human and physical environment, and how they are connected. (E.g. Design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment. Refine the item based on feedback.) • Pupils can explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future. • Pupils can understand how human activity is influenced by climate and weather. • Pupils can understand the causes of hazards from physical environments and their management, such as avalanches in mountain regions. • Pupils can understand that no one type of energy production will provide all our energy needs. (E.g. Make an animation to show why the Amazon rainforest is valuable and how it should be protected.)
<p><i>Human and Physical Geography</i></p>	<ul style="list-style-type: none"> • Pupils can understand how climate and vegetation are connected in a range of biomes, e.g. the tropical rainforest, a hot desert, the Arctic.) • Pupils can explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it. • Pupils can relate climate to food production. (E.g. Produce a world fruit map based around a world map using several fruits and identifying the climate zones where they grow.) • Pupils can describe and understand some key physical processes and the resulting landscape features. • Pupils can understand how fold mountain regions are formed. (E.g. Make playdough models at stages in the formation of fold mountains of the Alps in Europe and write a commentary to show how the mountains are formed.) • Pupils can know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world. • Pupils can understand that our shopping choices have an effect on the lives of others. • Pupils can explain how, and offer reasons why, the types of industry in the area have changed over time. • Pupils can understand where our energy and natural resources come from, and the impacts of their use. (E.g. Take a lead in a presentation in a decision-making exercise selecting an energy source to generate power for nearby houses.)
<p><i>Geographical Skills and Fieldwork</i> Field work and investigation Map and atlas work</p>	<ul style="list-style-type: none"> • Pupils can use atlases to identify the distinct characteristics of some regions of Europe or North and South America. • Pupils can use globes and atlases to accurately locate places by their latitude and longitude. (E.g. Use physical and political maps to identify the Alps, its countries, cities and topography, and factors that make this region distinct.) • Pupils can use four- and six-figure grid references with ease and accuracy. • Pupils can describe the shape of the land from contour patterns. • Pupils can work confidently with a range of maps from large-scale street maps to 1:50,000 maps. (E.g. Use a large-scale OS map of the local area to annotate with photographs and information about a local issue linking these to a range of features on the map.) • Pupils can use digital maps to research factual information about features. • Pupils can present information gathered in fieldwork using a range of graphs and other data presentation techniques. (E.g. Plan an investigation to find out how the local area is changing using a range of digital sources.) • Pupils can design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques. (E.g. Design, plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is. Collect evidence from surveys, photographs and interviews, and present findings to the school's governing body.)