

# Wharton CE Primary School Geography End Points

Proverbs 22 v 6 Train up a child in the way they should go and they will not depart from it

## Geography Topic Overview

	Autumn	Spring	Summer
EYFS	Autumn Community - Library visit Maps Farm animals Habitats Diwali	Winter Chinese New Year Journeys Maps and routes Chester Zoo visit Easter Planting/Gardening/Spring/life cycles	Forest schools Summer Vegetables/planting Holidays
Year 1	Journeys: Where will the penguin take us around our school grounds?		How can we explore our local geography, past and present?
Year 2	What should we remember in the uk?	Journeys and Explorers: How can we explore the world and beyond	How can we compare habitats, near and far (Lower Moss Wood Cheshire and Daintree Rainforest in Australia?)
Year 3	Is the UK the same all over? Do rocks influence the landscape?	History focus: Would you rather live in the Stone Age, Bronze Age or Iron Age? <b>Geography focus within this: How was the land used to sustain early settlements?</b>	History focus: Big city builders: the impact of early civilisations <b>Geography focus: How did the landscape, including rivers, influence the settlement of early civilisations?</b>
Year 4	History focus: Ancient Greece <b>Geography focus: Where does Greece lie on the European continent? How was the landscape of Greece significant to settlement development?</b>	History focus: What did the Romans do for us? <b>Geography focus: How was landscape significant to the development of the Roman Empire? What human and physical features remain as a legacy of the Roman conquest?</b>	<b>Are we still part of Europe?</b>
Year 5	History focus: Anglo Saxons and Vikings <b>Geography focus: How did the landscape influence the settlements of Anglo saxons? How were the regions of the UK different during Anglo Saxon and Viking occupation?</b>	<b>Is there more to America than the USA?</b>	History focus: Ancient Maya <b>Geography focus: Where was the ancient Mayan civilisation located?</b>
Year 6	History focus: World War 2 <b>Geography focus: Which countries were involved in WW2 and where were they located? What features made Manchester a target during WW2?</b>	<b>Is South America the same all over?</b>	Local mapping: reading and using different maps.

## Wharton CE Primary School Geography End Points

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The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, along with the specific vocabulary which supports this understanding.

### Reception

**Children in the EYFS will learn about a variety of aspects that get them ready for the Year 1 curriculum and beyond. Some of the aspects of learning are detailed below.**

Autumn	Spring	Summer
<p><b>Geography - People, Culture and Communities:</b> Know about features of their immediate environment Where do I live?</p> <p><b>Science - the Natural world:</b> Explore the natural world around them – nature walks, etc. Consider what they see, hear and feel Children will understand the terms ‘same’ and ‘different’</p> <p><b>Geography - People, Culture and Communities:</b> Recognise some similarities and differences between life in this country and others Science: the Natural World Children will talk about effects of changing seasons on the area around them, consider what they see, hear and feel</p> <p><b>RE: People, Culture and Communities:</b> Recognise that people have different beliefs and celebrate special times in different ways – Harvest, Christmas, Diwali</p>	<p><b>Geography - People, Culture and Communities:</b> Recognise some environments that are different to the one in which they live – compare Winsford with London. Draw information from a simple map Look at places on a map/globe Children will know about people who help us in the community</p> <p><b>Science - The Natural World:</b> Children will talk about features of the environment they are in and learn about the different environments</p> <p><b>RE - People, Culture and Communities:</b> Recognise that people have different beliefs and celebrate special times in different ways – Chinese New Year</p> <p><b>Geography: People, Culture and Communities:</b> Look at places on a map/globe – compare and make own maps To have experiences out of school – visit/train journey</p> <p><b>Science - The Natural World</b> Explore the natural world around them making observations and drawing pictures of animals and plants. Understand the</p>	<p><b>Geography - People, Culture and Communities:</b> Children will know about the people who help us within the community – vet/emergency service</p> <p><b>Science - The Natural World:</b> Explore the natural world around them – nature walks, etc. Consider what they see, hear and feel.</p> <p><b>Science - The Natural World:</b> Explore the natural world around them. To have experiences out of school – Forest Schools, local walks – consider what they see, hear and feel Explore the natural world around them – planting potatoes</p> <p><b>Geography - People, Culture and Communities:</b> Look at some environments and how they are different to the one in which they live – farm - town of Winsford</p> <p><b>Science - The natural world:</b> I will know some important processes and changes in the natural world, including states of matter</p>

need to respect and care for the natural environment and all living things - Looking after chicks Children will make observations and discuss similarities and differences.

**RE - People, Culture and Communities:**

Understand that some places are special to members of their community – visit church. Recognise that people have different beliefs and celebrate special times in different ways - Easter

Year 1

Autumn

Spring

Summer

**Journeys: Where will the penguin take us?**

**Where I live: How can we explore our local area past and present?**

**Skills:**

*Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding environment.*

- Use a 'viewer' to help me describe and compare plan views of familiar objects
- Draw a side view and plan view of familiar objects on a table and describe the difference
- Create a plan of the classroom using photographs taken from above
- Use language left, right, forwards, backwards to describe a route taken in the school environment (this could be using a 3D story map)

**Skills:**

*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.  
Identify seasonal and daily weather patterns in the United Kingdom*

*know and recognise main weather symbols in a key*

- Locate where I live on a map
- Use compass directions (north, south, east and west) to describe the location of where I live in comparison with the location of school and the location of key features.
- Locate, name and label landmarks on a map of Wharton
- Create map and key, using basic symbols, of the local area.
- Use aerial photographs to name and describe some natural and physical features of our locality
- Ask and answer geographical questions, such as 'What is this place like? What or who will I see?'
- Express an opinion of a place, saying what I like and what I don't like
- Use a variety of maps and sources to identify some of the changes to Winsford over time.

**Knowledge:**

- A plan view and an aerial view are from above;
- Maps are drawn from an aerial view;
- Maps help us to understand where things are located
- Maps give us information about places
- Maps use symbols to show where certain things are
- Location means the place where something is

**Knowledge:**

- The UK has four seasons; Summer is the hottest, Winter is the coldest (linked in with Science)
- Weather on maps is shown using symbols
- Physical features are natural (including river, forest, hill, sea, mountain, valley)
- Human features show that humans have altered an

<ul style="list-style-type: none"> <li>- Directions can be given as forwards, backwards, left or right</li> <li>- A compass has four points (north, south, east, west)</li> <li>- A compass can be used to find direction;</li> </ul>		<p>environment (including shops, farms, cities, towns, buildings)</p> <ul style="list-style-type: none"> <li>- North, South, east and West are the four main compass directions.</li> <li>- Compasses help people find their way or show the position of something</li> <li>- Winsford is a town and is different from a village and city due to its size and features</li> <li>- An aerial view is a view from above</li> <li>- Maps give us information about a place using symbols which show where things are</li> <li>- A key explains symbols on a map Wharton</li> <li>- Winsford has shops, a town center, schools, residential areas, vegetation, parks, roads and a waterway.</li> </ul>
<p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>- Use simple compass directions (north, south, east, west) to describe what I can see in our playground and where</li> <li>- Recognise aerial view landmarks on a plan of our school and its grounds</li> <li>- Use an aerial view photograph to create a map</li> </ul>		<p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>- Use simple fieldwork and observational skills to study the geography (human and physical features) of our school and environment</li> </ul>
<p><b>Key Vocabulary:</b></p> <p>left, right, forwards, backwards, plan, aerial, above, view, map, symbol, direction, far/further/furthest, near/nearby/nearer/nearest, place/location, close/closer/closest, north, south, east, west, compass, vegetation, building, environment</p>		<p><b>Key Vocabulary:</b></p> <p>North, South, East, West, compass, direction, plan, aerial, map, key, symbols, human feature, physical feature, city, town, village, fieldwork, season, weather, vegetation, waterway.</p>

## Year 2

Autumn	Spring	Summer
<b>What should we remember in the uk?</b>	<b>Journeys and Explorers: How can we explore the world and beyond</b>	<b>How can we compare habitats, near and far?</b>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Use maps to locate and identify the four countries of the UK</li> <li>- Use maps to locate and name capital cities of the UK</li> <li>- Use maps to locate and name the seas surrounding the UK</li> <li>- Use aerial photographs to recognise landmarks and basic human and physical features</li> <li>- Use the four compass points and locational and directional language to describe the routes on a map.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Use a variety of maps, atlases and globes to locate, name and label the seven continents.</li> <li>- Use a variety of maps, atlases and globes to locate, name and label the 5 oceans.</li> <li>- Use an atlas to identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Use an atlas to identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles</li> <li>- Use aerial photographs and maps to investigate the human and physical features of Winsford                             <ul style="list-style-type: none"> <li>- Devise a map locating the human and physical of Winsford</li> </ul> </li> <li>- Use a variety of tools for example, online mapping, aerial photographs and atlases to Identify human and physical features of the Daintree Rainforest</li> <li>- Use a variety of tools including online mapping, aerial photographs and atlases to Identify human and physical features of Delamere Forest</li> <li>- Compare Delamere Forest to Daintree rainforest and identifying similarities and differences</li> </ul>
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- The United Kingdom is made up of four countries, England, Northern Ireland, Scotland and Wales.</li> <li>- The capital cities of the UK are London, Belfast, Edinburgh and Cardiff.</li> <li>- The seas surrounding the UK are The North sea, Irish sea, Atlantic ocean and English Channel</li> <li>- North, South, East and West can be used to give directions.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- The seven continents are: Asia, Africa, North America, South America, Europe, Antarctica and Australia.</li> <li>- The five oceans are: Atlantic, Pacific, Southern, Arctic and Indian.</li> <li>- Countries that lie along or close to the equator have a hotter climate because the sun hits the earth directly along the equatorial line.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Physical features near me can be identified using an aerial photograph/map, for example, River Weaver. The Salt mines, Human features are, for example, my school, the Park</li> <li>- Daintree rainforest is located in North Australia and features, include: waterfalls, beach, animal sanctuary, tropical trees, animals and climate</li> <li>- Delamere Forest have similar and different human and physical, geographical features to Daintree Rainforest</li> </ul>
<p><b>Fieldwork:</b> Use the playground markings to reinforce the United Kingdom and compass directions.</p>	<p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>- Use positional vocabulary (North, East, South and West) to plan a walking route of the local area.</li> <li>- Follow the planned walking route of the local area,</li> </ul>	<p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>- On a visit, draw and label a map of Winsford/Delamere Forest</li> <li>- identify any features that could be compared to Daintree rainforest</li> </ul>

	identifying improvements that can be made to the map.	
<b>Key Vocabulary:</b> United Kingdom, Country, Capital city, England, Scotland, Wales, Northern Ireland, Belfast, Cardiff, edinburgh, London, Surrounding seas, North sea, Irish sea, English channel, Atlantic ocean.	<b>Key Vocabulary:</b> Continent, Asia, Africa, North America, South America, Antarctica, Australia, Europe, Atlantic ocean, Pacific ocean, Southern ocean, Arctic ocean, Indian ocean. Equator, atlas, map, globe,	<b>Key Vocabulary:</b> Human and physical features, beach, sanctuary, Australia, environment, vegetation, aerial photograph, map, compare and contrast

**Year 3**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p><b>Is the UK the same all over? Do rocks influence the landscape?</b></p>	<p>History focus: Would you rather live in the Stone Age, Bronze Age or Iron Age? <b><i>Geography focus within this: How was the land used to sustain early settlements?</i></b></p>	<p>History focus: Big city builders: the impact of early civilisations <b><i>Geography focus: How did the landscape, including rivers, influence the settlement of early civilisations?</i></b></p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Use a blank map to identify the 4 countries of the UK</li> <li>- Use a variety of sources to explore the topographical features of the UK and show using modelling clay.</li> <li>- Identify geographical regions of the United Kingdom on a map</li> <li>- Identify human and physical characteristics of the UK on a map.</li> <li>- Use a variety of sources including maps, aerial views, atlases and online resources to research and present information on a chosen UK mountain.</li> <li>- Use an online resource to compare the different rocks of the UK</li> <li>- Use physical resources to explore the consistency of conglomerate rocks.</li> <li>- Use a variety of sources including maps, aerial views, atlases and online resources to identify and match coastal features of the UK.</li> <li>- Use different consistencies of crispy cakes to understand better, the process and disposition of rocks</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Use a variety of sources to explore how the land may have been used to sustain early settlements.</li> <li>- Compare land use and patterns from the Iron and Stone ages</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Use maps to identify where the four main early civilisations were.</li> <li><b><i>(- To identify landscape features which helped early civilisations to prosper)</i></b></li> </ul>



<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- The United Kingdom is made up of four countries, England, Northern Ireland, Scotland and Wales.</li> <li>- Describe some of the physical features of the UK and where they can be found, for example, mountains, hills, valleys, rivers, beach, coast, cliff, forest and sea.</li> <li>- There are different types of rocks that can be found across the UK including chalk, slate, granite, and sandstone.</li> <li>- Conglomerate is a sedimentary rock made of rounded pebbles and sand</li> <li>- Natural coastal features include beaches, cliffs, dunes</li> <li>- Erosion and deposition can wear away and change coastlines.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Stone Age people moved around to find food, not settling in one place for long.</li> <li>- Some stone age people used caves for shelter. Some created 'tents' using branches and animal skins.</li> <li>- Stone Age people gradually began to set up farms, grow their own crops and keep animals. How this meant that they began to live in permanent settlements, rather than living</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- That the four main early civilisations were China, Indus Valley, Egypt and Mesopotamia and where these are located on a world map.</li> <li>- The major river valleys provided fertile land and means of transportation which helped the early civilisations to grow.</li> </ul>
<p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>- Examine human and physical changes in coastlines over time using a variety of maps, aerial photographs and online tools.</li> </ul>	<p><b>Fieldwork:</b></p>	<p><b>Fieldwork:</b></p>
<p><b>Key Vocabulary:</b></p> <p>Countries, England, Northern Ireland, Scotland, Wales, Topography, mountain, valley, river, beach, coast, cliff, hill, forest, sea, rocks, erosion, coastline, deposition, chalk, slate, granite, sandstone, conglomerate.</p>	<p><b>Key Vocabulary:</b></p> <p>Land use, settlement, permanent, farming, shelter, crops.</p>	<p><b>Key Vocabulary:</b></p> <p>Civilisation, settlement, land use, fertile, river, transport,</p>

**Year 4**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p align="center">History focus: Ancient Greece  <b>Geography focus: Where does Greece lie on the European continent?</b>  <b>How was the landscape of Greece significant to settlement development?</b></p>	<p align="center">History focus: What did the Romans do for us?  <b>Geography focus: How was landscape significant to the development of the Roman Empire?</b>  <b>What human and physical features remain as a legacy of the Roman conquest?</b></p>	<p align="center"><b>Are we still part of Europe?</b></p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Use a variety of maps, aerial photographs and/or online mapping tools to research location and landscape of Greece.</li> <li>- Use a variety of maps, aerial photographs and online mapping tools to research physical features of Greece.</li> <li>- Use a variety of maps, aerial photographs and online mapping tools to research the climate of Greece.</li> <li>- Research and describe key aspects of physical and human geography, for example, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals &amp; water</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Use a variety of maps, aerial photographs, globes and online mapping tools to research location and landscape of Italy</li> <li>- Use a variety of maps, aerial photographs, globes and online mapping tools to research physical features of Italy</li> <li>- Use a variety of maps, aerial photographs and online mapping tools to research the climate of Italy</li> <li>- Use topographical mapping to identify key features including hills, rivers and valleys</li> <li>- Use topographical mapping and research to develop and understanding of the water cycle</li> <li>- Use mapping and research tools to identify key aspects of earthquakes and volcanoes.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Locate the countries of Europe on a map, globe and digital computer map</li> <li>- Locate and name the capital cities of European countries</li> <li>- Use a variety of geographical resources to identify different environmental aspects of Europe</li> <li>- Explain the physical/human geography of a country in Europe</li> <li>- Make comparisons between the UK and a region in Italy -focus on the similarities and differences of physical and human geography?</li> <li>- Use the 8 points of a compass (Enrich - orienteering)</li> <li>- Use 4-figure grid references, symbols and keys (ordnance survey maps) to build my knowledge of the UK</li> <li>- Investigate why the River Weaver was good for transporting salt?</li> <li>-Create a fact file a European country</li> <li>-Use fieldwork to observe, measure and record the physical features in a river study</li> </ul>
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Greece is located in the continent of Europe</li> <li>- Greece lies in Southern Europe</li> <li>- Greece consists of mainland and islands</li> <li>- Greece has a vast amount of coastline</li> <li>- Greece has a varied landscape including cities, towns, coastal regions, mountains, hills, valleys, lakes and forests.</li> <li>- Greece has a mediterranean climate</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Italy is located in the continent of Europe</li> <li>- Italy lies in Southern Europe</li> <li>- Italy has a varied landscape including cities, towns, coastal regions, mountains, hills, valleys, lakes and forests.</li> <li>- Italy has a Mediterranean climate</li> <li>- Italy has significant ports and harbors which have aided trade between regions and countries.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- There are 43 countries in Europe.</li> <li>- Names of the capital cities of the largest 18 countries in Europe</li> <li>- Across Europe the environmental features include; desert, forest, ice cap, grassland, tundra, mountains and Mediterranean.</li> <li>- Portugal (focus) has a variety of physical features (mountains, rivers, grassy plains and human features (population, landmarks, trade), for example.</li> </ul>

<p>- Greece has many ports and harbours which have aided trade between regions and countries.</p>	<p>- Mount Vesuvius is a live volcano and is located in the gulf of Naples in Italy.</p>	<p>- North West of England and the Bay of Naples can be compared geographically, for example, population, settlements, land use, physical and human features</p> <ul style="list-style-type: none"> <li>- The 8 compass point directions are North, North east, East, South East, south, South West, West and North West.</li> <li>- Symbols are used to show, on a map, what is there in real life.</li> </ul> <p>Grid references can give us an accurate location on an OS map.</p> <ul style="list-style-type: none"> <li>- That rivers were used to transport goods (salt) from Winsford</li> </ul>
<p><b>Fieldwork:</b></p>	<p><b>Fieldwork:</b></p>	<p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>- Use fieldwork to observe, measure and record the physical features in a river study?</li> <li>- Investigate why the River Weaver was good for transporting salt?</li> </ul>
<p><b>Key Vocabulary:</b> Europe, Greece, Island, mainland, climate, trade, resources, mountain, valley, Mediterranean</p>	<p><b>Key Vocabulary:</b> Europe, Italy, climate, trade, resources, mountain, volcano, Mediterranean</p>	<p><b>Key Vocabulary:</b> Compass, 4 figure grid reference, North, North east, East, South East, south, South West, West and North West, difference, similarities.</p>

**Year 5**

<b>Year 5</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p align="center">History focus: Anglo Saxons and Vikings  <b>Geography focus: How did the landscape influence the settlements of Anglo saxons?</b>  <b>How were the regions of the UK different during Anglo Saxon and Viking occupation?</b></p>	<p><b>Is there more to America than the USA?</b></p>	<p align="center">History focus: Ancient Maya  <b>Geography focus: Where was the ancient Mayan civilisation located?</b></p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Use maps and atlases to locate where the Viking and Anglo-Saxons travelled from and their routes to Britain.</li> <li>- Identify land use patterns in Britain over time, for example when the Romans left and the Anglo-saxons arrived.</li> <li>- Use the 8 point compass to build knowledge of the United Kingdom</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Locate the world's continents and oceans on a map.</li> <li>- Locate key countries in North America, concentrating on their environmental/geographical regions, key physical and human characteristics, countries, and major cities.</li> <li>- Describe and understand physical geography, for example, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</li> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region in North America.</li> <li>- Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones.</li> <li>- Identify geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom with a place in North America.</li> <li>- Understand human geography, for example, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Locate on a world map the Maya Civilization</li> <li>- Locate on a map, the main cities in the Maya Civilization</li> <li>- Recognise the importance of land use in the jungle areas of the Mayan lands and how they adapted farming methods to grow crops.</li> </ul>
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Anglo-Saxons and Vikings lived then traveled from Northern Europe to better their lives.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- There are seven continents in the world and North America is one of them.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- The Mayan Civilization was located in Mesoamerica (middle America).</li> </ul>

<ul style="list-style-type: none"> <li>- Anglo-Saxons and Vikings travelled East to West and landed mainly on the east coast of Britain.</li> <li>- Some place names date back to Roman, Anglo-Saxon and Viking times.</li> <li>- Britain changed over time - Anglo-Saxons made settlements by rivers, lowlands and trees for good reason.</li> </ul>	<ul style="list-style-type: none"> <li>- There are 23 countries in North America.</li> <li>- These countries have environmental/geographical regions, with key physical and human characteristics, for example The Great Plains.</li> <li>- The physical geography of North America can vary greatly, for example, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</li> <li>- The equator is significant when studying the Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones.</li> <li>- There are geographical similarities and differences between the human and physical geography of a region of the United Kingdom and a place in North America.</li> <li>- Human geography can include types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<ul style="list-style-type: none"> <li>- The Mayans used 'slash and burn' techniques to grow their crops.</li> <li>- The Mayans introduced us to chocolate</li> </ul>
<p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>- Local museum visit: Location, travel, trading and raiding of the Vikings.</li> </ul>	<p><b>Fieldwork:</b></p>	<p><b>Fieldwork:</b></p>
<p><b>Key Vocabulary:</b></p> <p>Trade, vegetation, geographical influences</p>	<p><b>Key Vocabulary:</b></p> <p>Trade, climate zones, North/South hemisphere, Tropics of Capricorn/Cancer, time differences, North America (countries of North America),</p>	<p><b>Key Vocabulary:</b></p> <p>Mayan, Central America, Crops, Climate, Land use, Farming.</p>

**Year 6**

Autumn	Spring	Summer
<p>History focus: World War 2  <b>Geography focus: Which countries were involved in WW2 and where were they located? What features made Manchester a target during WW2?</b></p>	<p><b>Is South America the same all over?</b></p>	<p><b>Local mapping: reading and using different maps.</b></p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Locate the countries, using maps and atlases to focusing on countries involved in World Wars I and II), - possible further focus on industrial cities.</li> <li>- use a variety of maps and aerial photographs to identify places that children were evacuated to from major cities, and describe why these locations were chosen</li> </ul> <p>(Note: although Autumn is History based, some skills and knowledge will not be evidenced in books as there are often practical activities in groups, for example, using maps or digital maps to see areas of Manchester bombed in Worl war II)</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic</li> <li>- Use a range of maps, atlases, globes and digital/computer mapping to locate South American countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities?</li> <li>- Describe and understand the key physical geography of South America, including: climate zones, biomes and vegetation belts</li> <li>- Describe and understand key aspects of human geography of South America, including: types of settlement and land use, economic activity, and the distribution of natural resources?</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Use a range of local maps and digital/computer mapping to locate environmental regions and key physical and human characteristics</li> <li>- Use the eight points of a compass and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</li> <li>- Transform a map of the school and grounds into an OS map using the OS key/features.</li> <li>- Use maps of the immediate environment, including OS maps (and own OS-style map of the school grounds), to develop map fieldwork skills and orienteering skills</li> </ul>
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Globes and atlases can be used to locate countries in the world.</li> <li>- Germany, Italy and Japan (Axis) were at war with France, Great Britain, the United States, the Soviet Union (Allied powers - these were the countries involved in WWII)</li> <li>- Some countries that were part of the British Empire, for example, India and Jamaica, supplied personnel for the British army.</li> <li>- Children from major cities such as Manchester were</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- The hemispheres, Tropics, Poles and equator are significant features of a globe.</li> <li>- A biome is a large area characterized by its vegetation, soil, climate and wildlife.</li> <li>- There are six ecosystems in Brazil: Tropical Rainforest, Cerrado, Pampas, The Caatinga, The Pantanal and The Mata Atlantica.</li> <li>- South America has 12 countries and their capital cities vary in their physical and human geography. (Focus on Peru)</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Maps and digital/computer mapping can be used to examine environmental regions, key physical and human characteristics....?</li> <li>- The eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) are a way to locate places on a map accurately, for example when orienteering.</li> </ul>

<p>evacuated to countryside and seaside locations such as Blackpool.</p> <ul style="list-style-type: none"> <li>- These places were chosen because major cities such as Manchester were targets for German bombers, because they are industrial.</li> </ul>	<ul style="list-style-type: none"> <li>- The main features/layers of a rainforest biome are: emergent, canopy, floor and understory</li> <li>- Comparisons can be made between England and Brazil, for example, population (human) and physical (highest mountain).</li> </ul>	
<p><b>Fieldwork:</b> Children dress as an evacuee and go through the billeting process.</p>	<p><b>Fieldwork:</b> - Use orienteering skills in school and on residential a visit.</p>	<p><b>Fieldwork:</b></p>
<p><b>Key Vocabulary:</b> Economy, Great Britain, atlas, map, globe, Europe, trade</p>	<p><b>Key Vocabulary:</b> Equator, Tropics of Capricorn and Cancer, hemispheres, differences/similarities, physical and human, biomes,</p>	<p><b>Key Vocabulary:</b> Longitude, latitude, 6 figure grid references, Ordnance survey, digital mapping</p>