

# Ackworth Howard C of E School

Educating for 'life in all its fullness.'



## Geography Curriculum – Essential Knowledge

# Intent

At Ackworth Howard J&I School, we believe that Geography should develop: the mind (physical and human geography, process of the world and changes over time), the body (locality, fieldwork and safety) and the spirit (diversity, comparisons and thriving in a shared society) of every child...



## **Mind**

Geography at our school aims to promote inspiration, curiosity and fascination in our children about the world around them that will remain with them throughout their lives. Through the teaching of physical geography and human geography, children will develop a deep understanding of the Earth's key features and processes. Linked wherever possible to our History topics, children will understand that Earth's features have developed and changed over time.



## **Body**

Through a strong focus on our local area and that of our partner school in Tanzania, children will have the opportunity to compare and consider the use of landscapes and environments around the world and closer to home. Children will use sources including maps, diagrams, globes, photographs and technology to immerse themselves in their community and enable them to gather data from fieldwork, apply their geographical knowledge into everyday situations, and explore the world around them safely.



## **Spirit**

Children will study diverse places, people and resources and compare these to different environments around the world. Through their developing understanding of other landscapes, environment and cultures, children will have a greater understanding of the world they live in and successfully live in a shared society.

# Early Years: Geography (Understanding of the World)

Area of Learning	Ackworth Howard's Knowledge Essentials
<p data-bbox="142 308 443 334"><b><u>Understanding the World</u></b></p> <p data-bbox="142 375 950 534">Early years outcomes are prerequisite skills for Geography within the National Curriculum. The table outlines the most relevant Early Years outcomes from 30-50 months to Early Learning Goal, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for Geography.</p>	<p data-bbox="996 308 1110 334"><b><u>3-4 years</u></b></p> <ul data-bbox="996 339 2328 701" style="list-style-type: none"><li>- Use all their senses in hands-on exploration of natural materials</li><li>- Explore collections of materials with similar and/or different properties</li><li>- Talk about what they see, using a wide vocabulary.</li><li>- Explore how things work.</li><li>- Plant seeds and care for growing plants.</li><li>- Understand the key features of the life cycle of a plant and an animal.</li><li>- Begin to understand the need to respect and care for the natural environment and all living things.</li><li>- Explore and talk about different forces they can feel.</li><li>- Talk about the differences between materials and changes they notice.</li><li>- Know that there are different countries in the world and talk about the differences they have experienced or seen on photographs.</li></ul> <p data-bbox="996 743 1123 769"><b><u>Reception</u></b></p> <ul data-bbox="996 775 2201 1001" style="list-style-type: none"><li>- Draw information from a simple map</li><li>- Understand that some places are special to members of their community</li><li>- Recognise that some similarities and differences between life in this country and life in other countries</li><li>- Explore the natural world around them</li><li>- Describe what they see , hear and feel whilst outside</li><li>- Recognise some environments that are different to the one in which they live</li><li>- Understand the effect of changing seasons on the natural world around them</li></ul>

# Early Years: Geography (Understanding of the World)

Area of Learning	Ackworth Howard's Knowledge Essentials
<p><b><u>Understanding the World</u></b></p> <p>Early years outcomes are prerequisite skills for Geography within the National Curriculum. The table outlines the most relevant Early Years outcomes from 30-50 months to Early Learning Goal, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for Geography.</p>	<p><b><u>Early Learning Goals</u></b></p> <p><b><u>People, Culture and Communities</u></b></p> <ul style="list-style-type: none"><li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li><li>- 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</li><li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps</li></ul> <p><b><u>The Natural World</u></b></p> <ul style="list-style-type: none"><li>- Explore the natural world around them, making observations and drawing pictures of animals and plants</li><li>- 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</li><li>- Understand some important processes and changes in the natural world around them, including seasons and changing states of matter</li></ul>

# Early Years Geography Vocabulary

## Essential Vocabulary

### People and Communities

England  
World  
Country  
Far  
Near

### The World

Town  
Village  
City  
Buildings  
Farm  
Land  
Water  
Post box  
Zebra crossing

# Year 1

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"><li>- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li></ul>	<ul style="list-style-type: none"><li>- To explain which countries make up the United Kingdom.</li><li>- To name the capital cities of the four countries of the United Kingdom.</li><li>- To name the surrounding seas of the United Kingdom.</li><li>- To locate Ackworth on a map.</li></ul>
<p><b><u>Place knowledge</u></b></p> <ul style="list-style-type: none"><li>- To study the human and physical geography of a small area of the United Kingdom.</li></ul>	<ul style="list-style-type: none"><li>- To identify Ackworth Howard School on a map and identify nearby rivers, dikes and becks.</li><li>- To identify Ackworth Howard School on a map and identify nearby shops and human geography features.</li></ul>
<p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"><li>- To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li><li>- To use basic geography vocabulary to refer to: Key physical features, including: season and weather, river and sea. Key human features, including: village, town, farm, harbour and shop.</li></ul>	<ul style="list-style-type: none"><li>- To identify features of a village.</li><li>- To identify features of a town.</li><li>- To understand the difference between seas, rivers, dikes and becks.</li><li>- To identify and track the weather in Ackworth.</li><li>- To identify and track the weather in Tanzania.</li><li>- To compare the weather in Ackworth and Tanzania and know this is due to the proximity to the equator.</li></ul>

# Year 1

## National Curriculum

### Geographical skills and fieldwork

- To begin to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as its surrounding seas.
- To begin to 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.
- To 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.
- To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## Ackworth Howard's Knowledge Essentials

- To use world maps, atlases and globes.
- To know the position of North, South, East and West.
- To know left and right.
- To compare distances between places.
- To use simple map symbols in a key.
- To explain the order an address is written in.
- To plan a route using given options.

# Year 1 Geography Vocabulary

## Essential Vocabulary

<u>Locational Knowledge</u>	<u>Place knowledge</u>	<u>Human and Physical Geography</u>	<u>Geographical Skills and Fieldwork</u>
<p>United Kingdom Country City Capital City Town Village Atlas Globe World</p>	<p>River Dike Beck Same Difference Compare</p>	<p>Season Weather River City Town Village Farm House Shop Land Litter Environment Forest</p>	<p>Key Map Symbol Plan Left Right North South East West Compass Direction</p>

*(In addition to vocabulary from previous year group.)*



# Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"><li>- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li><li>- To name and locate the world's seven continents and five oceans.</li></ul>	<ul style="list-style-type: none"><li>- To consolidate from Year 1, using maps and atlases to recap on the naming of countries, capital cities and the surrounding seas of the UK.</li><li>- To name the 7 continents in the world.</li><li>- To name the 5 oceans in the world.</li><li>- To use a world map or atlas to locate the continents and oceans.</li></ul>
<p><b><u>Place knowledge</u></b></p> <ul style="list-style-type: none"><li>- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non European country.</li></ul>	<ul style="list-style-type: none"><li>- To explain what human geography is.</li><li>- To explain what physical geography is.</li><li>- To describe the human and physical features of our local area, including farms and woodlands.</li><li>- To compare features of Ackworth to that of Mara region in Tanzania, noting reasons for differences.</li><li>- To understand how people need to take care of coastal areas to stop flooding.</li></ul>
<p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"><li>- To use basic geographical vocabulary to refer to:</li></ul> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<ul style="list-style-type: none"><li>- To describe the physical and human features of a coastal town.</li><li>- To describe the physical and human features of a city.</li><li>- To describe the features of an ocean.</li><li>- To explain the difference between an ocean and a sea.</li><li>- To explain how people can take care of the world's oceans and why it is so important to do so.</li><li>- To relate the link between plastic and pollution in the world's oceans.</li><li>- To relate the link between increased building by humans and the reduced woodland and farmland areas. (Link to study of local farming in History)</li></ul>

# Year 2

## National Curriculum

### Geographical skills and fieldwork

- To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- To 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.
- To 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.
- To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## Ackworth Howard's Knowledge Essentials

- To use a map, atlas and globe to locate the 7 continents and 5 oceans of the world.
- To safely give and follow directions using locational and directional language.
- To use aerial photographs and plan perspectives from the past to now to note differences and changes in human and physical features in our local area. (Link to farming work in History.)
- To create an accurate map of our local area, including key human and physical features studied in Y1 and Y2.
- To read, use and construct basic symbols in a key.
- To create a graph to present information recorded from observations and fieldwork in our local area. (e.g. amount of farmland, natural land, urban land etc., or the amount of human and physical geography features in our local area.)

# Year 2 Geography Vocabulary

## Essential Vocabulary

<u>Locational Knowledge</u>	<u>Place knowledge</u>	<u>Human and Physical Geography</u>	<u>Geographical Skills and Fieldwork</u>
Country Continent City Town Village Region Ocean Seas	Human Physical Farmland Woodland Urban Rural Coastal Leisure	Beach Cliff Coast Forest Sea Ocean Soil Vegetation Town Village Factory Farm Port Harbour Shop Mountain Valley	Scale Map Atlas Globe Direction Location Key Aerial photograph Route

*(In addition to vocabulary from previous year groups.)*

# Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"><li>- To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</li><li>- To name and locate cities of the United Kingdom, and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li><li>- To identify the position and significance of the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle.</li></ul>	<ul style="list-style-type: none"><li>- To locate the countries in the world on maps, recapping from Y2 work to recall continents.</li><li>- To define what a county is and explain which county our local area is part of.</li><li>- To study the key topographical features (including hills, mountains, coasts and rivers) of Europe using maps, atlases, globes and digital technology.</li><li>- To locate and compare the position of two places in the Wakefield district on a local area map (simple OS)</li><li>- To locate and compare the position of two places within a country on a map (e.g. Ackworth and Robin Hoods Bay (link to Stone Age to Iron Age history topic.)</li><li>- To locate and compare the position of two places on a world map (e.g. the UK and South Africa – link to British Empire of Africa history topic.)</li><li>- To identify the position and significance of the Equator.</li></ul>
<p><b><u>Place knowledge</u></b></p> <ul style="list-style-type: none"><li>- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li></ul>	<ul style="list-style-type: none"><li>- To study the area of Robin Hoods Bay (link to Stone Age to Iron Age history topic) and note the human and physical geographical features.</li><li>- To compare the noted features of Robin Hoods Bay to those of our local area, understanding the geographical similarities and differences of the United Kingdom.</li></ul>

# Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><b><u>Human and physical geography</u></b>            - To describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, rivers, and the water cycle.</p> <p>Human geography, including: types of settlement including land use and economic activity.</p>	<ul style="list-style-type: none"> <li>- To define a climate zone.</li> <li>- To define coastal erosion.</li> <li>- To understand and explain the water cycle.</li> <li>- To explain how natural and human resources impact on what people choose to do in the local urban area.</li> <li>- To explain how natural and human resources impact on how people live their lives in South Africa (link to British Empire of Africa history topic.)</li> <li>- Following on from Y2, analyse the impact of pollution (e.g. human waste/plastic pollution) on the ocean, people and wildlife, and make conclusions about what will happen if this is sustained. Link to Great Barrier Reef in Australia and air pollution quality in Asia.</li> <li>- To explain how pollution has affected people, wildlife and the oceans already.</li> </ul>
<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>- To use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom and the wider world.</li> <li>- To 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 and plans.</li> </ul>	<ul style="list-style-type: none"> <li>- To use maps, atlases, globes and digital technology to locate countries, regions and villages studied.</li> <li>- To use maps, atlases, globes and digital technology to describe and compare the key geographical features of the areas studied.</li> <li>- To confidently use maps to locate objects in an orienteering activity.</li> <li>- To use 8 points of a compass to give and follow directions.</li> <li>- To compare the population data for Ackworth and Robin Hoods Bay and draw conclusions.</li> <li>- To observe and measure litter in the local area using a range of sources to track (maps, plans and aerial photographs) and methods (tables, photographs and sketches) to record.</li> <li>- To present the information gathered in fieldwork in a variety of ways, and draw conclusions from this.</li> </ul>

# Year 3 Geography Vocabulary

## Essential Vocabulary

<u>Locational Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Geographical Skills and Fieldwork</u>
Topographical Hills Mountains Coasts Rivers Equator District Region Area	Compare Similarities Differences Changes	Climate Climate Zone Coastal Erosion Water Cycle Precipitation Evaporation Condensation Effect Pollution Sustainability Impact	Orienteering Observe Track Record Present Conclusion North East South West North East North West South East South West

*(In addition to vocabulary from previous year groups.)*

# Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"><li>- To 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.</li><li>- To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li><li>- To 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)</li></ul>	<ul style="list-style-type: none"><li>- To locate the equator, Tropic of Capricorn/Cancer, Arctic and Antarctic Circle and line of latitude and longitude.</li><li>- To understand that the world is split into Northern Hemisphere and Southern Hemisphere.</li><li>- To define meridian and know how this affects time zones.</li><li>- To explain why time zones exist. (Link to Maths: digital 12 hour and 24 hour time.)</li><li>- To consider land use patterns of our local areas and the Holy Island of Lindisfarne (link to Vikings, Anglo Saxons and Scots history topic)</li><li>- To understand why some land use patterns have changed over time.</li></ul>
<p><b><u>Place knowledge</u></b></p> <ul style="list-style-type: none"><li>- To understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</li></ul>	<ul style="list-style-type: none"><li>- To compare Ancient Rome to Modern Rome, considering how human and physical geography has changed and hypothesise why this might be. (Link to Romans topic in History.)</li><li>- To compare Rome to Sorrento, considering the physical and human geographical differences and similarities. (Link to Romans topic in History.)</li><li>- To consider the impact of tourism on regions in Europe.</li></ul>

# Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"><li>- To describe and understand key aspects of:</li></ul> <p>Physical geography, including: climate zones, mountains and volcanoes.</p> <p>Human geography, including: economic activity including trade links.</p>	<ul style="list-style-type: none"><li>- To explain how natural and human resources impact on where people choose to settle in the UK.</li><li>- To explain what a volcano is and how it is formed.</li><li>- To define tectonic plate.</li><li>- To explain how earthquakes occur.</li><li>- To explain the impact earthquakes and volcanic eruptions can have on communities. (Link to Pompeii.)</li><li>- To understand how mountains are formed.</li><li>- To explain what a trade link is. (Link to Romans history topic)</li></ul>
<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"><li>- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li><li>- To use the eight points of a compass, four-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.</li><li>- To 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.</li></ul>	<ul style="list-style-type: none"><li>- To use 8 points of a compass to locate places in the United Kingdom and in the wider world.</li><li>- To use four figure grid references to locate places in the United Kingdom and in the wider world.</li><li>- To use fieldwork to observe, measure, record and present information on tourism in our local area and cities.</li><li>- To consider the benefits and disadvantages of tourism on the human and physical features of an area using graphs and technology.</li></ul>



# Year 4 Geography Vocabulary

## Essential Vocabulary

<u>Locational Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Geographical Skills and Fieldwork</u>
<p>Equator Tropic of Capricorn Trophic of Cancer Arctic Circle Antarctic Circle Line of latitude Line of longitude Northern Hemisphere Southern Hemisphere Land use Settlement</p>	<p>Compare Similarities Differences Changes Tourism Environment</p>	<p>Volcano Volcanic Eruption Earthquake Tectonic Plate Mountains Trade</p>	<p>Grid Reference 8 point compass North East South West North East North West South East South West Positive Negative Impact Benefit Consequence</p>

*(In addition to vocabulary from previous year groups.)*

# Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"><li>- To locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li><li>- To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li><li>- To 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)</li></ul>	<ul style="list-style-type: none"><li>- To use maps and digital technologies to locate the world's countries and environmental regions.</li><li>- To use maps and digital technologies to locate regions in Benin in Africa and South America. (Link to Benin history topic.)</li><li>- To explain the key physical and human characteristics, countries and major cities in South America.</li><li>- To consider the effect of the location of Benin and South America in regards to climate, weather, biomes and natural resources available based on the proximity to the equator, the tropics of Cancer and Capricorn and the lines of latitude and longitude.</li></ul>
<p><b><u>Place knowledge</u></b></p> <ul style="list-style-type: none"><li>- To understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</li></ul>	<ul style="list-style-type: none"><li>- To note similarities and differences between the Amazon rainforest in South America and compare it to the rainforests of Benin in Africa. (Link to Benin history topic)</li><li>- To compare physical and human geography of the two areas studied.</li><li>- To explain the structure of the rainforest and the wildlife that lives there. To use this information to draw conclusions about the amount of deforestation in the area.</li><li>- To explain the human uses of the rainforests studied and the effect that this has on the environment.</li><li>- To compare the level of deforestation in the two areas studied and draw conclusions about the reasons for this.</li></ul>

# Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>- To describe and understand key aspects of:</li> </ul> <p>Physical geography, including: climate zones, biomes and vegetation belts, and earthquakes.</p> <p>Human geography, including: types of settlement and land use, and economic activity including trade links.</p>	<ul style="list-style-type: none"> <li>- To explain trade links and economic activity in the Kingdom of Benin.</li> <li>- To examine trade routes linked to Benin and the Industrial Revolution history topics.</li> <li>- To map trade links Benin had before and after direct European contact.</li> <li>- To define 'economy'.</li> <li>- To define 'ecosystem'.</li> <li>- To define 'biome'.</li> <li>- To define 'fair trade'.</li> <li>- To explain the different types of biomes and which are located in countries currently or previously studied.</li> <li>- To explain why certain biomes are located in these global positions.</li> <li>- To explain land uses in South America and Benin and the impact this has on their economy, physical geography and natural resources.</li> </ul>
<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>- To 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.</li> <li>- To 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.</li> </ul>	<ul style="list-style-type: none"> <li>- To use maps and digital technologies to locate Benin in Africa and South America.</li> <li>- To use digital mapping to identify describe physical and human features studied.</li> <li>- To use 8 compass points and 4 and 6 figure grid references to locate countries, cities and regions in the UK and the wider world.</li> <li>- To read and understand symbols and keys (including Ordnance Survey maps).</li> <li>- To use fieldwork to observe, measure and record the depletion of rural land in our local area. (link to Y2 investigating the link between increased building by humans and the reduced woodland and farmland areas)</li> </ul>

# Year 5 Geography Vocabulary

## Essential Vocabulary

<u>Locational Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Geographical Skills and Fieldwork</u>
Latitude Longitude Equator Northern Hemisphere Southern Hemisphere Tropic of Cancer Tropic of Capricorn Arctic Circle Antarctic Circle Environmental Region	Structure Layer Canopy Forest Floor Emergent Understory Tourism	Deforestation Economy Ecosystem Biome Trade links Trade route Currency Fair trade	North East South West North East North West South East South West Reference 4 figure 6 figure Urbanisation Industrial

*(In addition to vocabulary from previous year groups.)*

# Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"><li>- To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li><li>- To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li><li>- To 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)</li></ul>	<ul style="list-style-type: none"><li>- To confidently use maps, atlases, globes and digital technology to locate countries from the whole world.</li><li>- To confidently use maps, atlases, globes and digital technology to identify key human and physical characteristics of countries, cities and regions in the world.</li><li>- To offer accurate explanations as to why certain regions have certain characteristics and topographical features.</li><li>- To use keys and symbols to identify major road and rail networks across the world.</li><li>- To consolidate use of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li></ul>
<p><b><u>Place knowledge</u></b></p> <ul style="list-style-type: none"><li>- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li></ul>	<ul style="list-style-type: none"><li>- To study North America as a continent and name the states.</li><li>- To explain the variety of human and physical geography features of North America.</li><li>- To describe and explain the different landscapes and environments that are present in the United States of America.</li><li>- To offer explanations as to why certain landscapes exist in the locations that they do.</li><li>- To compare the position on a map of Nevada and other deserts in the world.</li><li>- To locate and compare the position of countries involved in WWII on a map. (Link to WWII history topic.)</li></ul>

# Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials
<p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"><li>- To describe and understand key aspects of:</li></ul> <p>Physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<ul style="list-style-type: none"><li>- To explain the different climate zones in North America and explain why this is.</li><li>- To define 'vegetation belt'.</li><li>- To explain the types of vegetation belts in the world, classifying countries presently and previously studied.</li><li>- To define 'fertile land' and identify this in North America.</li><li>- To define 'desertisation.'</li><li>- To explain how global warming and climate change is changing global landscapes.</li><li>- To compare the economic activity and trade links with South America (studied in Y5).</li><li>- To explain how bombing raids during WWII changed landscapes in Britain, Europe and the wider world. (e.g. North America/Hawaii)</li></ul>
<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"><li>- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li><li>- To use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li><li>- To 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.</li></ul>	<ul style="list-style-type: none"><li>- To research into climate change.</li><li>- To observe, measure and record the effects of climate change on our local area.</li><li>- To explain how global warming is impacting on the features of fertile land and contributing to global desertisation.</li><li>- To analyse the impact of global warming on fertile land globally (desertisation) and determine if this can be maintained.</li><li>- To use the 8 points of a compass, 6 figure grid references, symbols and keys to build their knowledge of the UK and the wider world.</li></ul>

# Year 6 Geography Vocabulary

## Essential Vocabulary

<u>Locational Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Geographical Skills and Fieldwork</u>
Latitude Longitude Equator Northern Hemisphere Southern Hemisphere Tropic of Cancer Tropic of Capricorn Arctic Circle Antarctic Circle Environmental regions Characteristics	Landscapes Deserts Tundra Forest Grassland Ice Sheet	Global warming Climate change Vegetation belt Biomes Fertile land Desertisation Economic activity Trade links Sustainability	North East South West North East North West South East South West Grid reference

*(In addition to vocabulary from previous year groups.)*

# Aspirational Outcomes...

- To inspire in children a curiosity and fascination about the world and its people.
- To articulate why places (including terrestrial and marine) studied are significant, identifying their defining physical and human characteristics.
- To explain the difference between physical and human geographical aspects and how through these, we can understand the Earth's processes.
- To understand that the Earth changes over time and that human and physical geography features are interdependent and bring about this change.
- To collect, analyse and interpret a range of data gathered during fieldwork, and to communicate their findings in a variety of ways.
- To interpret a range of sources of geographical information and conclude what the information has told us.
- To use fieldwork skills to explore our local area.
- To use geographical vocabulary with confidence.
- To recognise their own impact on our local environment and identify opportunities to improve it.
- To apply questioning skills and use effective analytical and presentational techniques.
- To express well balanced opinions, rooted in knowledge and understanding about current issues in society and the environment.