

Year 1 National Curriculum

Autumn	Spring	Summer
Our School <ul style="list-style-type: none">• <i>NC: children will develop knowledge about their locality.</i>• <i>NC: children will learn basic subject-specific vocabulary, relating to human and physical geography.</i>• <i>NC: children will begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</i>• <i>NC: children will begin to use simple compass directions and directional language to describe the location of features and routes on a map.</i>• <i>NC: children will 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.</i>• <i>NC: children will 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.</i>	Seasonal and Daily Weather <ul style="list-style-type: none">• <i>NC: children will develop knowledge about their locality and the United Kingdom.</i>• <i>NC: children will learn basic subject-specific vocabulary, relating to human and physical geography.</i>• <i>NC: children will begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</i>• <i>NC: children will understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</i>• <i>NC: children will understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</i>• <i>NC: children will use world maps, atlases and globes to identify the United Kingdom and its countries.</i>• <i>NC: children will 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.</i>	The United Kingdom <ul style="list-style-type: none">• <i>NC: children will develop knowledge about the world and the United Kingdom.</i>• <i>NC: children will learn basic subject-specific vocabulary, relating to human and physical geography.</i>• <i>NC: children will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i>• <i>NC: children will use world maps, atlases and globes to identify the United Kingdom and its countries.</i>

Year 1 Course Content

Autumn	Spring	Summer
Our School <ul style="list-style-type: none">• Children will be introduced to digimaps, and some basic features and symbols, to locate the school and recognise its shape.• They will draw simple sketch maps to show the school in its location.• They will begin to recognise signs and symbols around the school and on a map, and design their own sign or symbol for the school.• Children will use directional and locational language, and begin to recognise the four points of the compass.• They will observe and recognise human and physical features in the school environment, and create symbols to portray these.• Children will begin to think about their favourite place in the school, and be able to say why this is their favourite place, and how it could be improved.• They will also think about areas of the school they like less, and make suggestions on improvements.	Seasonal and Daily Weather <ul style="list-style-type: none">• Children will begin to think about weather types, and make predictions about weather expectations.• They will have the opportunity to study the weather using a weather station.• Children will study the weather both locally, and in other areas of the United Kingdom, and begin to understand that there will be weather variations around the country.• They will be able to discuss and explain the different types of clothing needed for different types of weather.• Children will learn about the four seasons, and what weather type would be expected during a particular season.• Children will learn that weather extends outside their own locality, by studying weather in Scotland.• They will collate gathered information about the weather throughout the topic and look for trends in the data.	The United Kingdom <ul style="list-style-type: none">• Children will be able to identify and locate the United Kingdom on a world map.• They will be able to identify and locate the four countries of the United Kingdom on a map of the UK.• Children will be able to name and locate the capital cities of the four countries of the UK.• Children will focus on one capital city and look at maps of the city.• They will investigate a UK town by making a field trip into Darwen.• Children will investigate the UK countryside and recognise the differences between the town and the countryside, including human and physical features.• Children will lastly investigate the UK seaside, with the potential for a field trip to a local coastal area such as Blackpool.

Year 2 National Curriculum

Autumn	Spring	Summer
Continents and Oceans <ul style="list-style-type: none">• <i>NC: children will develop knowledge about the world and the United Kingdom.</i>• <i>NC: children will learn basic subject-specific vocabulary, relating to human and physical geography.</i>• <i>NC: children will begin to use geographical skills to enhance their locational awareness.</i>• <i>NC: children will name and locate the world's seven continents and five oceans.</i>• <i>NC: children will use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</i>• <i>NC: children will 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.</i>	Australia <ul style="list-style-type: none">• <i>NC: children will develop knowledge about the world and the United Kingdom.</i>• <i>NC: children will learn basic subject-specific vocabulary, relating to human and physical geography.</i>• <i>NC: children will begin to use geographical skills to enhance their locational awareness.</i>• <i>NC: children will 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.</i>• <i>NC: children will use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</i>• <i>NC: children will 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.</i>	Extreme Weather <ul style="list-style-type: none">• <i>NC: children will develop knowledge about the world and the United Kingdom.</i>• <i>NC: children will learn basic subject-specific vocabulary, relating to human and physical geography.</i>• <i>NC: children will begin to use geographical skills to enhance their locational awareness.</i>• <i>NC: Children will 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.</i>• <i>NC: children will use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage..</i>

Year 2 Course Content

Autumn	Spring	Summer
Continents and Oceans <ul style="list-style-type: none">• Children will understand that there is more sea than land, and be able to name and locate the seven continents and five oceans of the world.• Children will begin to understand that there are transport links around the world to connect people.• They will learn that some of the food we eat comes to us from other places, and think about how it gets here.• Children will study the continents of Europe and Asia in more depth, and begin to learn the countries involved in these continents.• Children will learn about some of the wonders of the world, and where they are located.	Australia <ul style="list-style-type: none">• Children will learn where Australia is locationally, gain a sense of how far away Australia is from the UK, and begin to appreciate the different landscapes and habitats within the country.• Children will look at the city of Sydney through the eyes of a tourist, discovering where it is and what attractions are available there.• They will begin to explore the relationship between the environment and what people can do there, and to compare similarities and differences between lifestyles in Australia and the UK.• Children will learn about Uluru, and find out that people may see a place in different ways. They will learn that map symbols convey information.• Children will learn that there are a wide variety of landscapes and habitats in Australia. They will consider how and why places and environments change, and how we can respond.• Children will create presentations for an audience about their learning throughout the topic.	Extreme Weather <ul style="list-style-type: none">• Children will begin to think of weather as seasonal, and compare the seasons in the UK to those in Australia, considering why they are different.• Children will be able to locate the North Pole and the South Pole on a globe, map and atlas. They will be able to understand the extreme climate and environment of the polar areas.• Children will be able to locate the equator on a globe, map and atlas. They will be able to describe the environment and climate of equatorial areas.• Children will learn that extreme weather is possible in the UK, and understand some of the issues and impacts that this may cause in our country.

Year 3 National Curriculum

Autumn	Spring	Summer
<p>A Region in the UK</p> <ul style="list-style-type: none"> NC: Children will extend their knowledge and understanding beyond the local area to include the United Kingdom. NC: Children will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. NC: Children will 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. NC: Children will describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. NC: Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. NC: Children will 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. 	<p>Changes of man</p> <ul style="list-style-type: none"> NC: Children will extend their knowledge and understanding beyond the local area to include the United Kingdom. NC: Children will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. NC: Children will 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. NC: Children will describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. NC: Children will describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. NC: Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. NC: Children will 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. 	<p>Rivers</p> <ul style="list-style-type: none"> NC: Children will extend their knowledge and understanding beyond the local area to include the United Kingdom. NC: Children will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. NC: Children will 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. NC: Children will describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. NC: Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. NC: Children will 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. NC: Children will 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 3 Course Content

Autumn	Spring	Summer
A Region in the UK <ul style="list-style-type: none"> Children will learn about the different types of settlement: hamlets, villages, towns, cities and capital cities that make up the UK. They will be able to locate London on a map. They will understand that London, Edinburgh, Cardiff and Belfast are all capital cities. They will learn about the key factors that influenced London as a settlement in the past. They will begin to develop locational skills of the UK. Children will understand the term population, learn about the link between population and settlement, understand reasons why London has a diverse population, and recognise that London also has a commuter population. They will use map skills to discover where the commuters to London are from, and investigate transport links. They will learn about the visitors to London, and why people visit. They will investigate the link between transport and tourism, developing their map skills. Children will investigate weather differences regionally, and compare the weather in London to local weather, while learning about the difference between weather and climate. They will learn about different ways to record temperature and rainfall. Children will learn about the roles of the River Thames and the parks within London. They will recognise key features associated with rivers on maps and photos. 	Changes of man <ul style="list-style-type: none"> Children will be able to locate the UK on a world map, and be able to name and locate the four countries of the UK on a map. They will be able to locate Lancashire on a UK map, understand what a county is, and find Darwen within Lancashire. Children will use Digimaps to locate our school within Darwen, and be able to draw a simple aerial view sketch map of the town and include the school. Children will look for local symbols on Digimaps and be able to name and locate nearby towns and cities. Children will compare the location of Lancashire to the location of East Anglia. They will be able to describe the locations with regard to compass points. They will use OS map symbols and keys to find contrasting physical and human features between Lancashire and East Anglia. Children will be able to share what they have learned with an audience. 	Rivers <ul style="list-style-type: none"> Children will learn about the water cycle, and be able to define the term 'river' as well as being able to describe the features of a river. Children will be able to describe how a river changes along its course, and will learn about the work a river does. They will explore the idea of a river changing the landscape with a physical 'river' activity. They will be able to describe the journey of a river from the source to the mouth. They will have the opportunity for a fieldwork trip to the local river, to develop their knowledge of a river environment. Children will be able to trace the journey of the local river, until it reaches and joins the river Ribble. They will be able to name and locate the main rivers in England and the UK. They will be able to describe the OS symbols and features of a river on a map. Children will learn about floods and floodplains, both in other countries and in the UK. They will have the opportunity to discuss and suggest ways to help prevent flooding.

Year 4 National Curriculum

Autumn	Spring	Summer
<p>A Region in Europe</p> <ul style="list-style-type: none"> NC: Children will extend their knowledge and understanding beyond the local area to include Europe. NC: Children will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. NC: Children will learn about the location and characteristics of a range of the world's most significant human and physical features. NC: Children will locate the world's countries, using maps to focus on Europe (including the location of Russia). NC: Children will understand geographical similarities and differences through the study of human and physical geography of a region in a European country. NC: Children will describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. NC: Children will describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. NC: Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>Volcanoes and Earthquakes</p> <ul style="list-style-type: none"> NC: Children will extend their knowledge and understanding beyond the local area to include Europe. NC: Children will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. NC: Children will learn about the location and characteristics of a range of the world's most significant human and physical features. NC: Children will describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. NC: Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>Polar Regions</p> <ul style="list-style-type: none"> NC: Children will extend their knowledge and understanding beyond the local area. NC: Children will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. NC: Children will learn about the location and characteristics of a range of the world's most significant human and physical features. NC: Children will 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). NC: Children will describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. NC: Children will describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. NC: Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. NC: Children will observe, measure, record and present human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Year 4 Course Content

Autumn	Spring	Summer
A Region in Europe <ul style="list-style-type: none"> Children will be able to locate the continent of Europe on a map, be able to understand that there are a variety of different maps to perform different functions and can name and locate countries and cities within Europe. Children will discuss Europe as being more than one country, and suggest definitions for the term 'continent'. They will be able to name and locate the seas within Europe, including the Mediterranean. Children will learn about the key aspects of the Mediterranean region of Europe, including human and physical features. They will investigate tourism in the area, and consider climate as a factor. Children will be able to name and locate the country of Italy on the map of Europe. They will investigate Italy as being a country made up of regions, and understand that the term 'capoluogo' as being the capital city of a region. They will study and research the region of Bologna in detail. Lastly, they will explore the lifestyles of children living in Bologna. 	Volcanoes and Earthquakes <ul style="list-style-type: none"> Children will learn about plate tectonics, and how these are linked to volcanoes and earthquakes. Children will be able to create 3D cross sections of volcanoes. Children will learn that the UK has a past history of now extinct volcanoes. They will study the advantages and disadvantages of living close to a volcano. They will begin to understand why volcanoes attract tourists, and be able to name and locate some of the most famous volcanic locations. Children will study the eruption of Vesuvius in Pompeii, and be able to use appropriate geographical language to describe the eruption. Children will learn about earthquakes, and where they might occur. They will learn that earthquakes are happening constantly, even if we can't always feel them. They will be able to relate earthquakes to plate boundaries, and learn about transform plate boundaries. They will study the Richter scale, and understand the level of force described on the scale, and learn that earthquakes are measured on a seismograph. Children will learn about the San Andreas fault line. They will be able to present the information they have learned about earthquakes in the form of a board game. 	Polar Regions <ul style="list-style-type: none"> Children will learn what makes a place cold - locally and globally, and be able to identify cold places on the planet. Children will learn how to use thermometers and record temperatures. They will be able to locate the polar regions on globes, maps and atlases, and be able to describe why these places are so cold. They will understand that ice and snow can create many different features. Children will be able to identify different countries within the Arctic circle. They will recognise that the amount of ice changes with the seasons, and that in summer there is constant light and in winter - constant darkness. They will be able to locate the South Pole, and understand the difference between the Antarctic and Antarctica. They will use data to create graphs and present geographical information. They will be able to use geographical resources to research information. Children will learn about the different wildlife found in the Arctic and to recognise the impact of seasonal changes on the wildlife. Children will learn about the different wildlife found in the Antarctic, and recognise how and why wildlife adjusts to living there. Children will make connections between different places around the world, and think about how people adapt to living in extreme environments. They will learn about the different reasons for visiting the Antarctic, and learn about the importance of the Antarctic Treaty.

Year 5 National Curriculum

Autumn	Spring	Summer
<p>Mountains</p> <ul style="list-style-type: none"> NC: Children will extend their knowledge and understanding beyond the local area. NC: Children will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. NC: Children will learn about the location and characteristics of a range of the world's most significant human and physical features. NC: Children will 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). NC: Children will describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. NC: Children will describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. NC: Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. NC: Children will observe, measure, record and present human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>World Trade</p> <ul style="list-style-type: none"> NC: Children will extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe and North and South America. NC: Children will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. NC: Children will learn about the location and characteristics of a range of the world's most significant human and physical features. NC: Children will describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. NC: Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. NC: Children will observe, measure, record and present human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>Local Area Study</p> <ul style="list-style-type: none"> NC: Children will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. NC: 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. NC: Children will describe and understand key aspects of human geography, including: types of settlement and land use. NC: Children will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. NC: Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. NC: Children will 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. NC: Children will 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 5 Course Content

Autumn	Spring	Summer
Mountains <ul style="list-style-type: none">• Children will be able to recognise and label key mountain features.• They will begin to gain an understanding of how mountain conditions affect plant life, begin to gain an understanding of weather conditions on a mountain, and begin to understand how ice, rain, snow and wind shape the mountain and its surroundings.• Children will use knowledge gained about mountains to research the features of a particular mountain range and be able to find a mountain on a globe or atlas.• Children will identify and name a famous mountain (Mount Everest) and be able to show where the mountain is on an atlas.• They will learn about the first successful ascent of Mount Everest.• Children will be able to locate UK mountains on a map, locate Snowdon on a map and understand the key features of an OS map.• Children will understand the role plate tectonics have in shaping mountains, understand that mountains can be shaped in different ways and name some mountain types.	World Trade <ul style="list-style-type: none">• Children will understand how we are linked to people in other parts of the world, identify some of the places that the things we buy come from and locate some of the world's countries using maps and globes.• They will understand trade and how it affects people and places in different ways and understand some key terms related to trade.• Children will describe the spread and patterns of familiar consumer brands around the world, using the example of a supermarket chain, understand how we are linked with other places and people in the local area, the UK and Europe through the example of a large corporation, understand and describe some of the similarities and differences between corporations and their countries, including their use of space and develop locational knowledge of small countries.• Children will learn how trade affects other people and places and understand how we are connected to, and affect, other people, places, and environments through global trade and production.• Children will understand how goods reach or leave the UK, and consider environmental implications of global trade.• They will describe how some of the everyday choices we make can affect other people, places and the environment, by studying fair trade products.	Local Area Study <ul style="list-style-type: none">• Children will develop a sense of place in their local area, ask geographical questions, draw sketch maps and work out distances and directions and understand that towns are dynamic and in constant change.• They will identify types of buildings and activities found in towns, record and colour-code buildings on a land use map and understand how to observe and identify issues in a town.• They will investigate the buildings in town in a field, carry out a survey and communicate with others during a field trip opportunity.• Children will collate data collected in the field and be able to draw conclusions from fieldwork information.• Children will identify local traffic issues, choose possible solutions and consider how to present their findings.• They will prepare and display their findings from the topic to communicate with an audience.

Year 6 National Curriculum

Autumn	Spring	Summer
UK Geography <ul style="list-style-type: none"> NC: Children will extend their knowledge and understanding beyond the local area to include the United Kingdom. NC: Children will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. NC: Children will learn about the location and characteristics of a range of the world's most significant human and physical features. NC: Children will describe and understand key aspects of human geography, including: types of settlement and land use. NC: Children will describe and understand key aspects of physical geography, including: climate zones, rivers, mountains and seas. NC: Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. NC: Children will observe, measure, record and present human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies. NC: Children will identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night). 	The Amazon <ul style="list-style-type: none"> NC: Children will extend their knowledge and understanding beyond the local area to include South America. NC: Children will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. NC: Children will learn about the location and characteristics of a range of the world's most significant human and physical features. NC: Children will describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water NC: Children will describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle NC: Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. NC: Children will observe, measure, record and present human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies. NC: Children will 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). NC: Children will 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. NC: Children will understand geographical similarities and differences through the study of human and physical geography of a region within South America. 	Travel to School study <ul style="list-style-type: none"> NC: Children will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. NC: Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied NC: Children will use the 8 points of a compass, 4- and 6-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 NC: Children will 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 NC: Children will 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.

Year 6 Course Content

Autumn	Spring	Summer
UK Geography <ul style="list-style-type: none"> Children will develop contextual knowledge of constituent countries of UK: national emblems; population totals/characteristics; language; customs, iconic landmarks etc and understand the political structure of the UK and the key historical events that have influenced it. Children will discover key human and physical characteristics of the UK, consider what the UK looks like from the air, and create a topological map for the 'Three Peaks Challenge'. They will study the climate of the UK, and create a weather forecast. Children will name and locate the countries of the UK and geographical regions, particularly in relation to agriculture. They will consider how the different climate zones and soil distribution of the UK affects farming, and discover where the main areas for crops and livestock are. They will learn about historical factors influencing regional agriculture, and how we overcome climate problems in this country. Children will look at industrial growth in the UK, and consider the link between football and industry in the countries. Children will name and locate cities in the UK (Birmingham and Blackpool) and understand how their characteristics have changed over time. They will make a comparative study of the two cities, describe and understand physical and human influences on the growth, development and functionality of cities, understand geographical similarities and differences; identify the origin, patterns of growth and economic and social challenges of large settlements and interpret a range of sources of geographical information including maps and aerial photographs. Children will examine British values and study the multicultural nature of the UK, exploring migration and ethnicity, the multifaith nature of the country, and immigration. They will be able to recall and present what they have learned over the topic. 	The Amazon <ul style="list-style-type: none"> Children will know that Brazil is part of the South American continent, learn about the location and size of Brazil, and learn about the diverse nature of Brazil's environment and people. Children will recognise that settlements are different all over Brazil, understand that lifestyles vary in different locations and recognise that there are similarities and differences in the way people live in Brazil. They will appreciate what a rainforest is like, identify key features of a rainforest and use geographical vocabulary to describe the rainforest. Children will identify food products from the rainforest, graph and interrogate the climate statistics for the UK and Manaus and recognise the importance of world trade. They will recognise that the Brazil nut has a complex life cycle and understand the relationship between agoutis and the life cycle of the Brazil nut. Children will use prior knowledge about the Rainforest to help make decisions, work together as a group and arrive at a consensus and recognise how different environments influence what we do and how we react to situations. 	Travel to School study <ul style="list-style-type: none"> Children will develop an understanding of what a travel plan is, and why they are put in place. Children will use a range of maps to compare the local land use and the impact this could have on a travel plan. Children will use maps and digital/computer mapping to locate places and describe features studied. They will use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge. Children will identify unsafe areas on their journey to school and annotate on a map, identify key issues around sustainable travel to and from school and think about why they travel to school in a certain way and be encouraged to use information to make their future choices. Children will think about the environmental issues that surround the mode of travel and 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. Children will learn independence, present their findings and apply their knowledge and understanding of the hazards and safety measures to make more informed choices in travelling to their new school and to use in the future.