Singleton Church of England Primary School
Curriculum Coverage, assessment and Progression - Rising Stars

Geography - Curriculum Coverage, assessment and Progression - Rising Stars

Upper Key Stage 2

KS2 Purpose of Study

- A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

KS2 Programmes of Study

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Pupils should be taught to:

Locational knowledge

- 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
- 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

Human and physical geography

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use 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.

- 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)

Place knowledge

- 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

Unit	Key - Geography Programme of Study Statement covered	Coverage of Statement in Rising Stars Geography (BOLD where key assessment focus takes place)	Progression of Statement in Rising Stars Geography	KLIPS Coverage
Year 5 Unit 1 – Changes in our local environment	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **Key Assessment Opportunity** Key area assessed in the Rising Stars Progression Framework • Identify the geographical regions and key topographical features of the UK (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • Understand geographical similarities and differences and change through the study of human and physical geography of the UK.	**Year 5 Unit 1: Changes in our Local Environment** Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future	**End of Year 5, expected:** Can locate and describe several physical environments in the UK. Can locate the UK's major urban areas. Can use maps to locate the Alps and identify the physical features of the region. Can use base maps to create their own maps of the Alpine region. Can use maps to locate places and countries that locally available products come from. **End of Year 6, expected:** Can locate Brazil and the Amazon Basin and River and describe features studied. Can use a range of resources to locate national and global environmental issues. Can use digital maps to investigate and describe features of an area.	▪ Name and locate counties and cities of the United Kingdom. ▪ A region of the United Kingdom. ▪ A region in a European country. ▪ A region within North or South America ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ▪ 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. ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections. ▪ Identify, describe and interpret relief features on OS maps.
Year 5 Unit 1 – Changes in our local environment	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical	**Year 5 Unit 1: Changes in our Local Environment** Year 6 Unit 3: Our World in the Future "	**End of Year 5, expected:** Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season).	

	features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time.		**End of Year 6, expected:** Can name and locate types of industry in the area and give reasons why they have changed over time. Can describe and give reasons for local land use and suggest how this might change in the future.	▪ Use six figure coordinates. ▪ Use latitude/longitude in a globe or atlas. ▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. ▪ Draw measured plans. ▪ Use eight cardinal points to give directions and instructions. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. ▪ Interpret data collected and present the information in a variety of ways including charts and graphs ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ▪ Make predictions and test simple hypotheses about people and places. ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or
Year 5 Unit 1 – Changes in our local environment	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.	**Year 5 Unit 1: Changes in our Local Environment** Year 5 Unit 2: Europe – A Study of the Alpine Region Year 6 Unit 1: South America – The Amazon	**End of Year 5, expected:** Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Can describe how a (local) region has changed and how it is different from another region of the UK. Can give information about a region of Europe and its physical environment, climate and economic activity. Know that human activity is influenced by climate and weather and can give examples. Can describe hazards from physical environments and their management, such as avalanches in mountain regions. **End of Year 6, expected:** Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons. Can illustrate how human activity is influenced by climate and weather. Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).	
Year 5 Unit 1 – Changes in our local environment	Use the eight points of a compass, four/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.	Year 5 Unit 1: Changes in our Local Environment Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future	**End of Year 5, expected:** Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions). **End of Year 6, expected:** Can use and talk about a variety of maps of South America and Brazil, using appropriate geographical vocabulary and conventions (e.g. compass directions, symbols). Can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues. Can make sketch maps of the local area using symbols, a key and a scale.	

				events in the news e.g. for/against arguments relating to the proposed wind farm. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Investigate electronic links with schools/children in other places e.g. email/video communication.
Year 5 Unit 1 – Changes in our local environment	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 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future	**End of Year 5, expected:** Can use fieldwork to investigate key questions and begin to answer them. Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps. Can record/list products available locally and say whether they are produced locally and/or imported. **End of Year 6, expected:** Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key. Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital.	
Year 5 – Unit 2 Europe – A Study of the Alpine Region	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **Key areas assessed in the Rising Stars Progression Framework** • 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. • Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle. • Understand geographical similarities and differences through the study of human	Year 5 Unit 1: Changes in our Local Environment **Year 5 Unit 2: Europe – A Study of the Alpine Region** Year 5 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future	**End of Year 5, expected:** Can locate and describe several physical environments in the UK. Can locate the UK's major urban areas. Can use maps to locate the Alps and identify the physical features of the region. Can use base maps to create their own maps of the Alpine region. Can use maps to locate places and countries that locally available products come from. **End of Year 6, expected:** Can locate Brazil and the Amazon Basin and River and describe features studied. Can use a range of resources to locate national and global environmental issues. Can use digital maps to investigate and describe features of an area.	▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Name and locate counties and cities of the United Kingdom. ▪ 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). ▪ A region of the United Kingdom. ▪ A region in a European country. ▪ A region within North or South America. – **physical** geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. **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. ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.

	and physical geography of the UK, a region in a European country and a region within North or South America. • Deepen an understanding of the interaction between physical and human processes. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.			▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Identify, describe and interpret relief features on OS maps. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. ▪ Interpret data collected and present the information in a variety of ways including charts and graphs. ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ▪ Make predictions and test simple hypotheses about people and places. ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use wider range of labels and measuring tools on digital maps.
Year 5 – Unit 2 Europe – A Study of the Alpine Region	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.	**Year 5 Unit 2: Europe – A Study of the Alpine Region** Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment"	**End of Year 5, expected:** Can describe key physical and human characteristics and environmental regions of Europe. **End of Year 6, expected:** Can locate cities, countries and regions of South America on physical and political maps. Can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin). Can identify and locate a national or international environmental issue and explain why it is an issue	
Year 5 – Unit 2 Europe – A Study of the Alpine Region	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.	Year 5 Unit 1: Changes in our Local Environment **Year 5 Unit 2: Europe – A Study of the Alpine Region** Year 6 Unit 1: South America – The Amazon	**End of Year 5, expected:** Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. Can describe how a (local) region has changed and how it is different from another region of the UK. Can give information about a region of Europe and its physical environment, climate and economic activity. Know that human activity is influenced by climate and weather and can give examples. Can describe hazards from physical environments and their management, such as avalanches in mountain regions. **End of Year 6, expected:** Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons. Can illustrate how human activity is influenced by climate	

			and weather. Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).	▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. ▪ Communicate geographical information electronically e.g. Multimedia software, webpage, blog, poster or app. ▪ Investigate electronic links with schools/children in other places e.g. email/video communication.
Year 5 – Unit 2 Europe – A Study of the Alpine Region	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	**Year 5 Unit 2: Europe – A Study of the Alpine Region** Year 5 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future	**End of Year 5, expected:** Can describe and understand a range of key physical processes and the resulting landscape features. Can describe how a mountain region was formed. Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps). Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps). **End of Year 6, expected:** Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest). Can compare the Amazon and Alpine regions, identifying similarities and differences. Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.	
Year 5 – Unit 2 Europe – A Study of the Alpine Region	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.	Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment	**End of Year 5, expected:** Can describe key physical and human characteristics and environmental regions of Europe. Can describe how food production is influenced by climate. Know that products we use are imported as well as locally produced. Can name our energy sources and natural resources. **End of Year 6, expected:** Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber). Can identify and justify deforestation as an environmental issue.	

			Can describe where our energy and natural resources come from. Can identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation).	
Year 5 – Unit 2 Europe – A Study of the Alpine Region	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 Unit 1: Changes in our Local Environment **Year 5 Unit 2: Europe – A Study of the Alpine Region** Year 5 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future	**End of Year 5, expected:** Can use fieldwork to investigate key questions and begin to answer them. Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps. Can record/list products available locally and say whether they are produced locally and/or imported. **End of Year 6, expected:** Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key. Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital.	
Year 5 – Unit 3 Journeys – Trade	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **Key areas assessed in the Rising Stars Progression Framework** • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. • Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Year 5 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region **Year 5 Unit 3: Journeys – Trade** Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future	End of Year 5, expected: Can locate and describe several physical environments in the UK. Can locate the UK's major urban areas. Can use maps to locate the Alps and identify the physical features of the region. Can use base maps to create their own maps of the Alpine region. Can use maps to locate places and countries that locally available products come from. End of Year 6, expected: Can locate Brazil and the Amazon Basin and River and describe features studied. Can use a range of resources to locate national and global environmental issues. Can use digital maps to investigate and describe features of an area.	▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections. ▪ Identify, describe and interpret relief features on OS maps. ▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes.

Year 5 – Unit 3 Journeys – Trade	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Year 5 Unit 2: Europe – A Study of the Alpine Region **Year 5 Unit 3: Journeys – Trade** Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future	**End of Year 5, expected:** Can describe and understand a range of key physical processes and the resulting landscape features. Can describe how a mountain region was formed. Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps). Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps). **End of Year 6, expected:** Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest). Can compare the Amazon and Alpine regions, identifying similarities and differences. Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.	▪ Use the scale bar on maps. ▪ Read and compare map scales. ▪ Draw measured plans. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. ▪ Interpret data collected and present the information in a variety of ways including charts and graphs ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ▪ Make predictions and test simple hypotheses about people and places. ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use wider range of labels and measuring tools on digital maps. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. ▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.
Year 5 – Unit 3 Journeys – Trade	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.	Year 5 Unit 2: Europe – A Study of the Alpine Region **Year 5 Unit 3: Journeys – Trade** Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment	**End of Year 5, expected:** Can describe key physical and human characteristics and environmental regions of Europe. Can describe how food production is influenced by climate. Know that products we use are imported as well as locally produced. Can name our energy sources and natural resources. **End of Year 6, expected:** Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber). Can identify and justify deforestation as an environmental issue. Can describe where our energy and natural resources come from. Can identify as environmental issues, and begin to	

			explain, several threats to wildlife/habitats (e.g. deforestation).	
Year 5 – Unit 3 Journeys – Trade	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 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region **Year 5 Unit 3: Journeys – Trade** Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future	**End of Year 5, expected:** Can use fieldwork to investigate key questions and begin to answer them. Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps. Can record/list products available locally and say whether they are produced locally and/or imported. **End of Year 6, expected:** Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key. Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital.	
Year 6 Unit 1 South America – The Amazon	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Year 5 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade **Year 6 Unit 1: South America – The Amazon** Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future	End of Year 5, expected: Can locate and describe several physical environments in the UK. Can locate the UK's major urban areas. Can use maps to locate the Alps and identify the physical features of the region. Can use base maps to create their own maps of the Alpine region. Can use maps to locate places and countries that locally available products come from. End of Year 6, expected: Can locate Brazil and the Amazon Basin and River and describe features studied. Can use a range of resources to locate national and global environmental issues. Can use digital maps to investigate and describe features of an area.	▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Name and locate counties and cities of the United Kingdom. ▪ 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). ▪ region of the United Kingdom. ▪ A region in a European country. ▪ A region within North or South America. ▪ region of the United Kingdom. ▪ A region in a European country. ▪ A region within North or South America. ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos.
Year 6 Unit 1 South America – The Amazon	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.	Year 5 Unit 2: Europe – A Study of the Alpine Region **Year 6 Unit 1: South America – The Amazon** Year 6 Unit 2: Protecting the Environment"	**End of Year 5, expected:** Can describe key physical and human characteristics and environmental regions of Europe. **End of Year 6, expected:** Can locate cities, countries and regions of South America on physical and political maps.	

	Key area assessed in the Rising Stars Progression Framework • 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. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. • Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Deepen an understanding of the interaction between physical and human processes.		Can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin). Can identify and locate a national or international environmental issue and explain why it is an issue	▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Understand that purpose, scale, symbols and style are related. ▪ Create sketch maps using symbols and a key. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Draw measured plans. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. ▪ Interpret data collected and present the information in a variety of ways including charts and graphs. ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ▪ Make predictions and test simple hypotheses about people and places. ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or
Year 6 Unit 1 South America – The Amazon	Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	**Year 6 Unit 1: South America – The Amazon**	**End of Year 5, expected:** N/A **End of Year 6, expected:** Can describe the location of South America and Amazon Basin, the UK, latitude, hemisphere, etc.	
Year 6 Unit 1 South America – The Amazon	Understand geographical similarities and differences through the study of human and physical	Year 5 Unit 1: Changes in our Local Environment	**End of Year 5, expected:** Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.	

	geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Year 5 Unit 2: Europe – A Study of the Alpine Region **Year 6 Unit 1: South America – The Amazon**	Can describe how a (local) region has changed and how it is different from another region of the UK. Can give information about a region of Europe and its physical environment, climate and economic activity. Know that human activity is influenced by climate and weather and can give examples. Can describe hazards from physical environments and their management, such as avalanches in mountain regions. **End of Year 6, expected:** Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons. Can illustrate how human activity is influenced by climate and weather. Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).	events in the news e.g. for/against arguments relating to the proposed wind farm ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use wider range of labels and measuring tools on digital maps. ▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. ▪ Investigate electronic links with schools/children in other places e.g. email/video communication
Year 6 Unit 1 South America – The Amazon	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade **Year 6 Unit 1: South America – The Amazon** Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future	**End of Year 5, expected:** Can describe and understand a range of key physical processes and the resulting landscape features. Can describe how a mountain region was formed. Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps). Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps). **End of Year 6, expected:** Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest). Can compare the Amazon and Alpine regions, identifying similarities and differences. Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.	

Year 6 Unit 1 South America – The Amazon	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.	Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade **Year 6 Unit 1: South America – The Amazon** Year 6 Unit 2: Protecting the Environment	**End of Year 5, expected:** Can describe key physical and human characteristics and environmental regions of Europe. Can describe how food production is influenced by climate. Know that products we use are imported as well as locally produced. Can name our energy sources and natural resources. **End of Year 6, expected:** Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber). Can identify and justify deforestation as an environmental issue. Can describe where our energy and natural resources come from. Can identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation).	
Year 6 Unit 1 South America – The Amazon	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 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade **Year 6 Unit 1: South America – The Amazon** Year 6 Unit 2: Protecting the Environment Year 6 Unit 3: Our World in the Future	**End of Year 5, expected:** Can use fieldwork to investigate key questions and begin to answer them. Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps. Can record/list products available locally and say whether they are produced locally and/or imported. **End of Year 6, expected:** Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key. Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital.	
Year 6 Unit 2 Protecting the environment	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **Key area assessed in the Rising Stars Progression Framework**	Year 5 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon	End of Year 5, expected: Can locate and describe several physical environments in the UK. Can locate the UK's major urban areas. Can use maps to locate the Alps and identify the physical features of the region. Can use base maps to create their own maps of the Alpine region.	▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Name and locate counties and cities of the United Kingdom. ▪ A region of the United Kingdom.

	• Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Deepen an understanding of the interaction between physical and human processes.	**Year 6 Unit 2: Protecting the Environment** Year 6 Unit 3: Our World in the Future	Can use maps to locate places and countries that locally available products come from. End of Year 6, expected: Can locate Brazil and the Amazon Basin and River and describe features studied. Can use a range of resources to locate national and global environmental issues. Can use digital maps to investigate and describe features of an area.	▪ A region in a European country. ▪ A region within North or South America ▪ Describe and understand key aspects of: ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ▪ 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. ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related ▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Use latitude/longitude in a globe or atlas. ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. ▪ Draw measured plans. ▪ Use eight cardinal points to give directions and instructions. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g.
Year 6 Unit 2 Protecting the environment	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.	Year 5 Unit 2: Europe – A Study of the Alpine Region Year 6 Unit 1: South America – The Amazon **Year 6 Unit 2: Protecting the Environment"**	**End of Year 5, expected:** Can describe key physical and human characteristics and environmental regions of Europe. **End of Year 6, expected:** Can locate cities, countries and regions of South America on physical and political maps. Can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin). Can identify and locate a national or international environmental issue and explain why it is an issue	
Year 6 Unit 2 Protecting the environment	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon **Year 6 Unit 2: Protecting the Environment** Year 6 Unit 3: Our World in the Future	**End of Year 5, expected:** Can describe and understand a range of key physical processes and the resulting landscape features. Can describe how a mountain region was formed. Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps). Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps). **End of Year 6, expected:** Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon	

			rainforest). Can compare the Amazon and Alpine regions, identifying similarities and differences. Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.	data loggers to record (e.g. weather) at different times and in different places. ▪ Interpret data collected and present the information in a variety of ways including charts and graphs. ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ▪ Make predictions and test simple hypotheses about people and places. ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use wider range of labels and measuring tools on digital maps. ▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. ▪ Investigate electronic links with schools/children in other places e.g. email/video communication.
Year 6 Unit 2 Protecting the environment	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.	Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon **Year 6 Unit 2: Protecting the Environment**	**End of Year 5, expected:** Can describe key physical and human characteristics and environmental regions of Europe. Can describe how food production is influenced by climate. Know that products we use are imported as well as locally produced. Can name our energy sources and natural resources. **End of Year 6, expected:** Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber). Can identify and justify deforestation as an environmental issue. Can describe where our energy and natural resources come from. Can identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation).	
Year 6 Unit 2 Protecting the environment	Use the eight points of a compass, four/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.	Year 5 Unit 1: Changes in our Local Environment **Year 6 Unit 2: Protecting the Environment** Year 6 Unit 3: Our World in the Future	**End of Year 5, expected:** Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions). **End of Year 6, expected:** Can use and talk about a variety of maps of South America and Brazil, using appropriate geographical vocabulary and conventions (e.g. compass directions, symbols). Can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues. Can make sketch maps of the local area using symbols, a key and a scale.	

Year 6 Unit 2 Protecting the environment	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 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon **Year 6 Unit 2: Protecting the Environment** Year 6 Unit 3: Our World in the Future	**End of Year 5, expected:** Can use fieldwork to investigate key questions and begin to answer them. Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps. Can record/list products available locally and say whether they are produced locally and/or imported. **End of Year 6, expected:** Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key. Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital.	
Year 6 Unit 3 Our World in the future	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **Key areas assessed in the Rising Stars Progression Framework** • Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Deepen an understanding of the interaction between physical and human processes. • Use a range of methods including sketch maps, plans and graphs, and digital technologies.	Year 5 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment **Year 6 Unit 3: Our World in the Future**	End of Year 5, expected: Can locate and describe several physical environments in the UK. Can locate the UK's major urban areas. Can use maps to locate the Alps and identify the physical features of the region. Can use base maps to create their own maps of the Alpine region. Can use maps to locate places and countries that locally available products come from. End of Year 6, expected: Can locate Brazil and the Amazon Basin and River and describe features studied. Can use a range of resources to locate national and global environmental issues. Can use digital maps to investigate and describe features of an area.	▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Name and locate counties and cities of the United Kingdom. ▪ A region of the United Kingdom. ▪ A region in a European country. ▪ A region within North or South America. ▪ Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ▪ 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. ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Interpret and use thematic maps.
Year 6 Unit 3	Name and locate counties and cities of the United Kingdom, geographical regions and their	Year 5 Unit 1: Changes in our Local Environment	**End of Year 5, expected:** Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season).	

Our World in the future	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 Unit 3: Our World in the Future "**	**End of Year 6, expected:** Can name and locate types of industry in the area and give reasons why they have changed over time. Can describe and give reasons for local land use and suggest how this might change in the future.	▪ Understand that purpose, scale, symbols and style are related. ▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. ▪ Use eight cardinal points to give directions and instructions. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. ▪ Interpret data collected and present the information in a variety of ways including charts and graphs. ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ▪ Make predictions and test simple hypotheses about people and places. ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.
Year 6 Unit 3 Our World in the future	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment **Year 6 Unit 3: Our World in the Future**	**End of Year 5, expected:** Can describe and understand a range of key physical processes and the resulting landscape features. Can describe how a mountain region was formed. Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps). Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps). **End of Year 6, expected:** Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest). Can compare the Amazon and Alpine regions, identifying similarities and differences. Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.	
Year 6 Unit 3 Our World in the future	Use the eight points of a compass, four/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.	Year 5 Unit 1: Changes in our Local Environment Year 6 Unit 2: Protecting the Environment **Year 6 Unit 3: Our World in the Future**	**End of Year 5, expected:** Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions). **End of Year 6, expected:** Can use and talk about a variety of maps of South America and Brazil, using appropriate geographical vocabulary and conventions (e.g. compass directions, symbols).	

			Can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues. Can make sketch maps of the local area using symbols, a key and a scale.	▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.
Year 6 Unit 3 Our World in the future	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 Unit 1: Changes in our Local Environment Year 5 Unit 2: Europe – A Study of the Alpine Region Year 5 Unit 3: Journeys – Trade Year 6 Unit 1: South America – The Amazon Year 6 Unit 2: Protecting the Environment **Year 6 Unit 3: Our World in the Future**	**End of Year 5, expected:** Can use fieldwork to investigate key questions and begin to answer them. Can use fieldwork to observe and describe local human and physical features and compare them with those in the Alps. Can record/list products available locally and say whether they are produced locally and/or imported. **End of Year 6, expected:** Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key. Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital.	