



**National Curriculum Subject Content**

**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 **10**
- 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 **11**
- 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) **12**

**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 **13**

**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 **14**
  - 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 **15**

**Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **16**
- 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 **17**
- 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. **18**

**Road Trip Across North America**

**Ferry 'Cross The Mersey**

Year 5  
 Locate the USA and Canada on a world map and atlas  
 Name and locate many of the world's major rivers on maps  
 Name and locate many of the world's most famous mountain regions on maps  
 Map land use  
 Collect information about a place and use it in a report  
 Plan a journey to a place in another part of the world, taking account of distance and time  
 Find possible answers to their own geographical questions  
 Explain how a location fits into its wider geographical location; with reference to human and economical features  
 Explain what a place might be like in the future, taking account of issues impacting on human features

Make detailed sketches and plans; improving their accuracy later  
 Collect information about a place and use it in a report  
 Find possible answers to their own geographical questions  
 Explain why many cities of the world are situated by rivers  
 Explain why people are attracted to live by rivers  
 Explain how a location fits into its wider geographical location; with reference to human and economical features

**Year 5 Challenging**

Work out an accurate itinerary detailing a journey to another part of the world  
 Explain what a place (open to environmental and physical change) might be like in the future taking account of physical features

Report on ways in which humans have both improved and damaged the environment  
 Begin to recognise the climate of a given country according to its location on the map

**A Journey Through South America**

**Ferry 'Cross The Mersey**

Year 6  
 Locate and name the main countries in South America on a world map and atlas (Y5)  
 Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles  
 Name the largest desert in the world  
 Explain how the time zones work  
 Confidently explain scale and use maps with a range of scales  
 Give extended descriptions of the physical features of different places around the world  
 Give extended descriptions of the physical features of different places around the world  
 Describe how some places are similar and others are different in relation to their human features  
 Give an extended description of the human features of different places around the world  
 Map land use with their own criteria  
 Describe how some places are similar and others are different in relation to their physical features

Recognise key symbols used on Ordnance Survey maps  
 Choose the best way to collect information needed and decide the most appropriate units of measure  
 Make careful measurements and use the data  
 Use OS maps to answer questions  
 Use maps, aerial photos, plans and web resources to describe what a locality might be like  
 Describe how some places are similar and others are different in relation to their human features  
 Accurately use a 4 figure grid reference  
 Create sketch maps when carrying out a field study  
 Explain why water is such a valuable commodity (Y5)  
 Give an extended description of the human features of different places around the world

**Year 6 Challenging:**

Define geographical questions to guide their research  
 Use a range of self-selected resources to answer questions  
 Plan a journey to another part of the world which takes account of time zones  
 Understand the term sustainable development and use it in different contexts

Explain how human activity has caused an environment to change  
 Analyse population data on two settlements and report on findings and questions raised  
 Name and locate the main canals that link different continents  
 Name the main lines of latitude and meridian of longitude