



Year 5 and Year 6 End of Year Geography Expectations

2017 to 2018 Second Cycle

Working at the Expected Standard (EXP):

Pupil(s) are confidently and independently able to apply their knowledge:

- To can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. (E.g. Produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone.)
- To understand how food production is influenced by climate. (E.g. Produce a world fruit map showing where the fruit we eat is grown and the key aspects of the climate in these locations.)
- To understand that products we use are imported as well as locally produced.
- To explain how the types of industry in the area have changed over time.
- To understand where our energy and natural resources come from. (E.g. Prepare a presentation for a decision-making exercise selecting an energy source to generate power for nearby houses.)
- To explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.
- To understand how human activity is influenced by climate and weather.
- To understand hazards from physical environments and their management, such as avalanches in mountain regions.
- To explain several threats to wildlife/habitats.
- To be able to use four-figure, and find six figure, grid references.
- To be able to describe height and slope from a map.

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- To read and compare map scales. (E.g. Use a large-scale OS map of the local area to annotate with photographs and information about a local issue.)
 - To make sketch maps of areas using symbols, a key and a scale.
 - To use digital maps to investigate features of an area.
 - To be able to present information gathered in fieldwork using a range of graphs. (E.g. Research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers.)
 - To plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques. (E.g. Plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is. Collect evidence from surveys, photographs and interviews, and present findings to the head teacher and school council.)





Year 5 and Year 6 End of Year Geography Expectations

2018 to 2019 First Cycle

Working at the Expected Standard (EXP):

Pupil(s) are confidently and independently able to apply their knowledge:

- To can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.
 - To locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.
 - To be able to recognise broad land-use patterns of the UK. (E.g. Use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK, as well as other categories the children develop on their own, e.g. waterfall, lake, city population.)
 - To locate cities, countries and regions of Europe and North and South America on physical and political maps.
 - To describe key physical and human characteristics and environmental regions of Europe and North and South America. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.)
 - To locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.
 - To understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert.
 - To describe what the climate of a region is like and how plants and animals are adapted to it.
 - To be able to describe and understand a range of key physical processes and the resulting landscape features.
 - To understand how a mountain region was formed. (E.g. Make a playdough model to show the formation of fold mountains of the Alps in Europe and annotate it with simple explanations of what it shows.)
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- To know and understand what life is like in cities and in villages and in a range of settlement sizes.
 - To know information about a region of Europe and North or South America, its physical environment and climate, and economic activity. (E.g. Design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment.)
 - To explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.
 - To understand how human activity is influenced by climate and weather.
 - To understand hazards from physical environments and their management, such as avalanches in mountain regions.
 - To explain several threats to wildlife/habitats. (E.g. Make an animation to show why the Amazon rainforest is valuable and under threat, and why it should be protected.)
 - To be able to use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America.
 - To use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.
 - To use thematic maps for specific purposes. (E.g. Use physical and political maps to identify the Alps, its countries, cities and topography.)
 - To use four-figure, and find six figure, grid references.
 - To describe height and slope from a map.
 - To read and compare map scales. (E.g. Use a large-scale OS map of the local area to annotate with photographs and information about a local issue.)
 - To make sketch maps of areas using symbols, a key and a scale.
 - To use digital maps to investigate features of an area.
 - To present information gathered in fieldwork using a range of graphs. (E.g. Research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers.)
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