Eveline Day School
Developing Young Geographers
Knowledge, Skills and Vocabulary
Upper KS2

Strands	Year 5	Year 6
Locational Knowledge	• Use maps and atlases to locate the countries in North America • Use maps and atlases to locate the countries in South America • Locate the countries in South America, concentrating on their environmental regions • Locate the countries in South America, concentrating on their key physical and human characteristics • Locate the major cities in North America • Locate the major cities in South America	• Identify the position and significance of the Arctic and Antarctic circles • Identify and understand the significance of the Tropics of Cancer and Capricorn • Identify the position and significance of the Greenwich Meridian and different time zones (including night and day)
Place knowledge	• Identify and describe the geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in South America	• Identify and describe environmental regions of the USA, through the study of maps • Locate the key physical and human characteristics of the USA and relate these features to the locality (e.g. population sizes near tourist landmarks/rivers, transport links to mountains etc) • Locate a wide range of man-made features in the USA (e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc) and relate them to UK landmarks
Human and Physical Geography	• Understand the terms 'biome' and 'vegetation belt' • Use knowledge of the term 'biome' to make suggestions for places in the world, which may be biomes • Use maps to locate areas they think may be biomes and be able to defend reasoning using map knowledge (e.g. very green areas could	• Reflect on the importance and value of the tourism industry in the areas studied • Locate the major cities of the wold and draw conclusions as to their similarities and differences • Identify and describe the settlements and land use of the key places

	be rainforests, flat, pale could be deserts etc) • Explain the distribution of natural resources, including energy, of the key places studied • Study the food, minerals and water aspects of the key places studied **FOCUS STUDY:** Biomes and vegetation belts	studied • Identify and describe the economic activity, including trade links, of the key places studied • Understand the distribution of natural resources, including energy, of the key places studied **FOCUS STUDY:** Impact of extreme weathers on tourism
Our Changing World	See whole school overview – Appendix 1	See whole school overview – Appendix 1
Enrichment	**Exploring Outdoor Learning** - Exploring the local area – ?? - Travel Plan – Bike/Scooter/Walk Week - Sayers Croft - orienteering, raft building, ??	**Exploring Outdoor Learning** - Exploring the local area – ?? - Travel Plan – Bike/Scooter/Walk Week - Sayers Croft - orienteering, raft building, ??
Geography Skills and Fieldwork	• Start to create complex keys using mathematical concepts • Use maps and atlases, globes and digital/computer mapping to locate and describe features • Use 6 figure grid references to build knowledge • Relate differently scaled maps to each other • Explain ideas using a thematic map for reference • Start to draw thematic maps • Create a map from FW measurements • Scale by simple fractions (Maths NC) • Use linear and area measuring tools • Start to use digital maps (and selections from them) at different scales, to illustrate a point • Use digital technologies to alter photos/images and explain the impact	• Create complex keys • Explain how types of map give different perspectives / show prejudice (e.g. the Peters Projection) • Confidently use distribution/thematic maps to illustrate an idea or discussion • Design and draw distribution/thematic maps • Use linear and area measuring tools accurately • Use careful selections from digital maps to illustrate points verbally (e.g. with .ppt) or in written form (e.g. .pub, .doc) • Carefully select images for a purpose (e.g. as evidence, or to show reliability) • Show awareness of the 16-point compass rose, and compass quadrant bearings

	(e.g. reliability) • Convert between eight compass points and azimuth bearings • Draw angles up to 360° (from Maths NC) • Estimate length, distance, mass, capacity, angle; start to estimate temperature and area • Measure angle to the nearest degree • Use approximate equivalences between metric and imperial (from Maths NC) • Calculate area, start to understand volume (from Maths NC) • Start to group observations and collected data while in the field, into complex tables, diagrams and flow charts • Ask and answer Geographically valid questions (e.g. about significance, relevance, reliability, perspective) • Explain the usefulness, reliability and relevance of information • Be.g.in to explain how Geographical 'facts' are often interpreted to support opinions **FIELDWORK INVESTIGATION:** Design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.	• Make reasonable estimations of length, distance, mass, capacity, angle, area and temperature • Fluency with converting units, including between metric and imperial (from Maths NC) • Calculate area and volume (from Maths NC) • Group and redraft observations in the field, into useful formats like tables, diagrams, flow charts • sketches, jotted graphs • Make calculations in the field e.g. mean averages • Regularly ask and answer perceptive questions in Geographically valid ways • Thoughtfully organise information by relevance, and politely critique others • Start to understand the idea of 'tertiary' sources data • Explain and critique the way Geographical 'facts' are used and interpreted to support opinions **FIELDWORK INVESTIGATION:** Design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.
Key Vocabulary	**Year 5**	**Year 6**
Subject Focus	diagonal protractor reflex angle rotation symmetry (from Maths NC)	NNE ENE ESE etc (16 point compass rose isn't official at primary) Distance scale radius diameter circumference ordnance survey grid reference concentric arc intersecting plane cross-section (for FW descriptions, from Maths NC)

Local Knowledge	N&S Hemisphere *Name and locate* remaining countries and capitals of the Americas *Identify* countries and cities on other continents that are of interest to children e.g. Bangladesh Indonesia Malaysia Singapore, New Zealand, Madagascar	Tropics of Cancer & Capricorn Prime/Greenwich Meridian	latitude longitude Equator	Arctic Antarctic *Name and locate* countries/cities on other continents that might be / have been in the news: Afghanistan Iran Iraq, Saudi Arabia, Yemen, North & South Korea, Hong Kong, Zimbabwe Sudan		
Human Geography	distribution (of natural resources etc) arrive depart timetable	line graph bar line chart mode statistics	range maximum minimum outcome (from Maths NC)	economy zone/sphere of influence demographic recurring quantities scale proportion ratio (from Maths NC)	Migrate Disperse Sustainability Natural disaster Natural resources Naturalised Indigenous	Tourist Immigrant Renewable population
Physical Geography	topography climate/weather climate zones vegetation belts biomes erosion stock stack	column cave cliff wave biome sea level flood plain	force friction gravity (from Sci NC) canopy	adaptation evolution survival of the fittest (from Sci NC)	Biomes Climate zones Conservation	tropical Equatorial subterranean
Linked to Maths N.C.	percentage prime cancel (out) imperial (unit)	inch pound pint (etc) average	mode range million (from Maths NC - so understand more than in Y3)	appropriate accuracy determine mean	common factor common denominator	four quadrants grid reference