



Year 6 Geography

Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

	Key Performance Indicators	Age Related Expectations
Locational Knowledge	<ul style="list-style-type: none"> - Locate a wide variety of mountains across the globe on a map. - Describe a range of human and physical features of a local area and a contrasting area. - Observe patterns made by human and physical actions and changes. - Recognise how human interaction can change a place over time. - Ask relevant deep questions when faced with a new topic. - Identify how and why places change, or may change in the future. - Use an atlas to research key information about a location of interest. 	<p>By the end of year 6 a child will be able to locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>They will be able to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>They will also be able to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p>
Place Knowledge	<ul style="list-style-type: none"> - Compare places to each other and explain why they are similar or different from other places in the same country and elsewhere in the world. - Make observations about patterns within an area - Identify similarities and differences between places and understand links between them 	<p>They will be able to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country</p>
Human and Physical Geography	<ul style="list-style-type: none"> - Describe varying weather conditions and understand how these influence the way in which the area is developed - Identify and explain different views that people hold about topical issues - Be able to describe a place (weather and jobs) - Describe changes that happen in places over time - Recognise how people can improve the environment - Recognise how and why people may seek to manage environments sustainably. - Look at two localities and explain how settlements differ and change - Focus on environmental issues in a locality and how this could be saved - Identify how people affect the environment and recognise how it is managed - Offer explanation for physical and human features and how they got there - Understand and describe how human and physical features define a place's character - Describe different approaches taken towards environmental management - Explain different views that people hold about key issues (e.g. land use and buildings) - Recognise how places fit within a wider context and are interdependent - recognise human and physical processes (erosion/factory closure) and explain how this causes changes to places - Think of examples of localities which are less economically developed 	<p>They will be able to understand the key aspects of physical geography, specifically in regards to mountains.</p> <p>They will also understand different 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.</p>
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> - Use a wide range of resources to find out information - Use appropriate vocabulary - Use first and secondary sources of information - To draw maps and plans at a range of scales (e.g. sketch maps) - Use a range of secondary sources and first hand enquiry to learn about an area - Undertake simple mapping tasks as directed - Use map skills to undertake own investigations based on one area. - Using secondary sources of information to learn about a locality - Using a key to identify the locations of capital cities. - Discover key information about places using an atlas. 	<p>By the end of year 6 children will be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>They will confidently 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</p> <p>They will also 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.</p>