

YEAR 6 – United Kingdom

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>LOCATIONAL KNOWLEDGE Aim</p> <p>To 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.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, 	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify the United Kingdom and its surrounding seas</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying 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.</p>	<p>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.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>

	including the seasons and changing states of matter.						
<p>PLACE KNOWLEDGE Aims</p> <p>To 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.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the 	<p>Understand the human and physical geography of a small area of the UK (Our Local Area)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-EU country.</p>	<p>Understand geographical similarities and differences through the study of physical geography of a region in a European country, and a region within North America.</p>	<p>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>	<p>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. (France to link with French trip).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in South America.</p>

	natural world around them, including the seasons and changing states of matter.						
<p>HUMAN & PHYSICAL GEOGRAPHY Aims</p> <p>To 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</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and 	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to: key physical features including; beach, cliff, coast, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office.</p>	<p>Identify the hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to: key physical features including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts and volcanoes and earthquakes.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, and rivers.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</p> <p>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</p>

	<p>changes in the natural world around them, including the seasons and changing states of matter.</p>						
<p>GEOGRAPHICAL SKILLS & FIELDWORK Aims</p> <p>To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important 	<p>Use world maps, atlases and globes to identify the UK and its countries and surrounding seas.</p> <p>Use simple fieldwork and observational skills to study the geography of their school, its grounds and the key human and physical features of its surrounding environment.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans at this stage.</p> <p>Use simple compass directions (North, South, East and West) and locational language [for example, near and far, left and right] to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map and use and construct basic symbols in a key.</p>	<p>Use maps, atlases, globes to locate countries and describe features studied.</p> <p>Use the four points of a compass, four figure grid references, symbols and key to build their knowledge of the wider world.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the four points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>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 (coast).</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>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>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>

processes and changes in the natural world around them, including the seasons and changing states of matter.

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COMPOSITES

- 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.
 - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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.
 - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.

COMPONENTS

	1	2	3	4	5	6	End Point
	What is unique about each of the UK's countries?	Where do people live in the UK?	What are the main physical features of the UK?	How do human activities affect the UK's landscape?	What work do people in the UK do?	How can the UK manage its energy needs?	Use the UK Cities, Energy and England's Regions UKS2 assessment.
CONCEPTS Link to concept map	Environment	Space	Environment	Environmental impact	Environmental impact	Environmental impact	To know: <ul style="list-style-type: none"> The local and principal features of the UK when seen at a range of scales, from global to the immediately local. Ways in which human processes (such as economic and political processes, the
SKILLS	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.	Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions and key physical characteristics. Use maps, atlases, globes and digital/computer	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers.	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.	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.	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.	

	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions and key physical characteristics.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>mapping to locate countries and describe features studied.</p> <p>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.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle.</p>					<p>distribution of energy, land use, settlement and change) operate within the UK.</p> <ul style="list-style-type: none"> • Ways in which the location and physical geography of the UK impact on (and are impacted by) human activity in the region. • Ways in which the location and distinctive features of the UK compare and contrast with those of other places studied. <p>To be able to:</p> <ul style="list-style-type: none"> • Interpret a range of maps of the UK. • Use maps and supporting information to route-plan a tourist trip around the capital cities of the UK. • Use appropriate vocabulary when describing key
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KNOWLEDGE	A knowledge of the location of the four countries in the UK. Compare and contrast the four countries of the UK.	A knowledge of the location of the UK. A knowledge of the location of the UK's countries and cities. An understanding of what a country and city is.	An understanding of what a physical characteristic is. A knowledge of the UK. An ability to identify physical characteristics.	An understanding of what human activities are. An understanding of how human activities affect the UK's landscape.	Industries which people in the UK work in.	Different types of energy sources. Knowledge of what an advantage and disadvantage is. An understanding of wind energy.	information about the UK.
LESSON LINK	file:///C:/Users/T/Downloads/07-ODDIZZI---KS2-Scheme-of-Work---UK-66.pdf	file:///C:/Users/T/Downloads/07-ODDIZZI---KS2-Scheme-of-Work---UK-66.pdf	file:///C:/Users/T/Downloads/07-ODDIZZI---KS2-Scheme-of-Work---UK-66.pdf	file:///C:/Users/T/Downloads/07-ODDIZZI---KS2-Scheme-of-Work---UK-66.pdf	file:///C:/Users/T/Downloads/07-ODDIZZI---KS2-Scheme-of-Work---UK-66.pdf	file:///C:/Users/T/Downloads/07-ODDIZZI---KS2-Scheme-of-Work---UK-66.pdf	
PROGRESSIVE VOCABULARY	countries human physical landmark	region city capital city country	physical features mountain range coastline river	human features land use landscape	industry manufacturing National Park retail tourism finance farming	London Array energy renewable wind energy solar farm nuclear power	
CURRICULUM EXPERIENCES						Visit to see a wind farm	
END POINT	Children are able to compare and contrast the different countries of the UK.	Children will be able to identify where they live in the UK and locate the UK's major cities. Identify where I live in the UK and locate the UK's major cities.	Children will be able to identify physical characteristics of the UK.	Children will understand how people have affected the United Kingdom's landscape.	Children can describe and explain the sorts of industries in which people in the UK work.	Children will be able to understand the different types of energy sources used in the UK and evaluate the advantages and disadvantages of wind energy.	

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CHURCH OF ENGLAND PRIMARY