Year 6		
Knowledge and Skill	Building on prior knowledge of Year 5, by the end of Year 6 we will…	Example questioning
Locational Knowledge 	• Name and locate major focus cities and states in North America linked to units of work. • Confidently select and use a variety of maps to locate and identify geographical regions and physical and human characteristics of countries and places studied. • Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle in relation to places studied including day and night (linked to Antarctica enquiry) • Identify the Prime/Greenwich Meridian and time zones and understand how the location of a place has a different time than ours.	Where is North America? What area? Can you identify the geographical regions in New York/Antarctica? What time zone are we on? What time zone is North America? Why are there multiple time zones across North America?
Place Knowledge 	• Be able to identify, describe and explain in detail how and why places are similar to / different from other places in the same country or elsewhere in the world (Antarctica) • Explain and discuss a range of reasons for geographical similarities and differences between countries. • Explain how locations around the world are changing and explain some of the reasons for change in relation to world • Confidently describe geographical diversity across the world giving examples from previous knowledge and enquiries.	What is the geographical context of New York, on the north-eastern coast of North America? How is geography impacted by the area of this place? What are the physical and human feature of this area– how does this impact on life for those who live there?
Human & Physical Geography 	• Describe and understand where energy comes from including renewable and non-renewable sources • Describe and understand how natural resources are distributed across the world including food and water • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location • Identify and describe the main human and physical characteristics of North America and Antarctica. • Explain how countries and geographical regions are interconnected and interdependent	Where do we get energy from? What impact does this have on our environment? What does sustainability mean? How do our actions impact the areas around us when using non-renewable energy sources?
Mapping skills 		
Direction/Location	Use 8 compass points confidently and accurately Use 4 figure co-ordinates confidently to locate features on a map. Use 6 figure grid refs, with support if needed Use coordinates to locate latitude and longitude on atlas maps.	Where is this place located what four figure grid reference does it have? What are the right compass points? Can you use the compass points to compare places across the world and their location? What can these thematic maps tell us about a place? Can we create a thematic map for an area on climate weather? Can you measure the distance between …..and ……? What is scale?
Drawing maps	Draw a variety of thematic maps based on their own data and data collected from sources elsewhere. Begin to draw plans of increasing complexity.	
Representation	Use/recognise a range of OS map symbols; Use atlas symbols. Confidently include keys and symbols in work and discuss choices	
Using Maps	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)	
Scale/Distance	Use a scale to measure distances. Draw/use maps and plans at a range of scales. Find/recognise places on maps of different scales.	
Perspective	Draw a plan view map accurately.	

Map knowledge	Confidently identify significant places and environments on a range of maps including thematic maps	
Style of Map	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.	
Fieldwork 		
Gathering information	Select interviewing as an appropriate method for collecting evidence. Decide on an appropriate interviewee. Prepare and carry out interview, sometimes in a formal situation. Evaluate the quality of the evidence. Use a database to interrogate and amend information collected.	Children will carry out fieldwork in the local area to answer the key enquiry question 'What role can we play in protecting our future?'
Sketching/Drawing	Select field sketching from a range of techniques for an investigation. Evaluate quality of the evidence it gives. Annotate sketches to describe and explain geographical processes and patterns.	
Collecting audio/visual information	Select photography from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way. Begin to use editing techniques to make a presentation recording. Select recording from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way.	
Measuring	Select and use a range of measuring instruments in investigations including a range of measurements both metric and non- metric. Design own census, pilot and evaluate it using as data base and excel to present findings	
Representing information	Use mathematical knowledge to represent data using appropriate methods. Organise results electronically on a spreadsheet and use electronic data handling to show and compare results	