



# END OF UNIT OUTCOMES IN GEOGRAPHY – YEAR B

	TERM	YEAR 3	YEAR 4	YEAR 5	YEAR 6
YEAR B	Autumn	<p><b>Topic: Geography of the UK</b> <i>Big Question: Why is the Geography of Britain so interesting?</i></p> <p>I can (Year 3 assessment focus <b>explain, compare, identify</b>):</p> <ul style="list-style-type: none"> <li>I can use atlases, maps and globes to name and locate at least 3 counties and their major cities.</li> <li>I can name some of the human and physical features of counties in England.</li> </ul> <p>I can explain and use geographical vocabulary.</p>	<p><b>Topic: Geography of the UK</b> <i>Big Question: Why is the Geography of Britain so interesting?</i></p> <p>I can (Year 4 assessment focus <b>explain, compare, identify, contrast, discuss</b>):</p> <ul style="list-style-type: none"> <li>I can use atlases, maps and globes to name and locate at least 5 counties and their major cities.</li> <li>I can name some of the human and physical features of counties in England.</li> <li>I can explain and use geographical vocabulary.</li> </ul>	<p><b>Topic: Map skills and locational knowledge of Europe</b> <i>Big Question: Where are the special places of Europe?</i></p> <p>I can (Year 5 assessment focus (<b>question, judge, relate</b>):</p> <ul style="list-style-type: none"> <li>Use an atlas/map, including grid refs., to locate important geographical locations in Europe.</li> <li>I can locate, and gain some knowledge of, principal rivers and mountain-ranges of Europe.</li> <li>I can locate countries and capital cities of Europe and gain some important knowledge about some European countries.</li> </ul>	<p><b>Topic: Map skills and locational knowledge of Europe</b> <i>Big Question: Where are the special places of Europe?</i></p> <p>I can (Year 6 assessment focus (<b>question, judge, relate, define, interpret, critique</b>):</p> <ul style="list-style-type: none"> <li>Use an atlas/map, including grid refs., to locate important geographical locations in Europe.</li> <li>I can locate, and gain some knowledge of, principal rivers and mountain-ranges of Europe.</li> <li>I can locate countries and capital cities of Europe and gain some important knowledge about some European countries.</li> </ul>
	Spring	<p><b>Topic: Chocolate comparison of UK and South America</b> <i>Big Question: How far does the cocoa bean travel?</i></p> <p>I can (Year 3 assessment focus <b>explain, compare, identify</b>):</p> <ul style="list-style-type: none"> <li>I can identify the position of the equator and the northern and southern hemispheres, explaining what the equator is.</li> <li>I can and locate the countries within a range of continents, including North and South America with support.</li> <li>I can explore the human and physical geography relating to chocolate production, including, economy (Fair Trade), climate and distribution.</li> </ul>	<p><b>Topic: Chocolate comparison of UK and South America</b> <i>Big Question: How far does the cocoa bean travel?</i></p> <p>I can (Year 4 assessment focus <b>explain, compare, identify, contrast, discuss</b>):</p> <ul style="list-style-type: none"> <li>I can identify the position of the equator and the northern and southern hemispheres, explaining what the equator is and linking this to the cocoa bean growth.</li> <li>I can and locate the countries within a range of continents, including North and South America.</li> <li>I can explore the human and physical geography relating to chocolate production, including, economy (Fair Trade), climate and distribution, explaining how human activity impacts on the planet and people affected (farmers).</li> </ul>	<p><b>Topic: The Water Cycle and Rivers</b> <i>Big Question: Why don't we run out of water and how do rivers work?</i></p> <p>I can (Year 5 assessment focus (<b>question, judge, relate</b>):</p> <ul style="list-style-type: none"> <li>Explain the process of the water cycle using a diagram/model.</li> <li>I can label, annotate and explain the elements of a river course.</li> <li>I can explore and discuss the environmental issues surrounding river pollution.</li> </ul>	<p><b>Topic: The Water Cycle and Rivers</b> <i>Big Question: Why don't we run out of water and how do rivers work?</i></p> <p>I can: (Year 6 assessment focus (<b>question, judge, relate, define, interpret, critique</b>):</p> <ul style="list-style-type: none"> <li>Explain the process of the water cycle using a diagram/model.</li> <li>I can label, annotate and explain the elements of a river course.</li> <li>I can explore and discuss the environmental issues surrounding river pollution.</li> </ul>
	Summer	<p><b>Topic: Our Changing Community</b> <i>Big Question: How is our local area changing?</i></p> <p>I can (Year 3 assessment focus <b>explain, compare, identify</b>):</p> <ul style="list-style-type: none"> <li>I can observe the human and physical features in my local area.</li> <li>I can record the human and physical features using maps, plans, and sketches.</li> <li>I can present my results with graphs and digital technology.</li> </ul>	<p><b>Topic: Our Changing Community</b> <i>Big Question: How is our local area changing?</i></p> <p>I can (Year 4 assessment focus <b>explain, compare, identify, contrast, discuss</b>):</p> <ul style="list-style-type: none"> <li>I can observe the human and physical features in my local area.</li> <li>I can record the human and physical features using maps, plans, and sketches.</li> <li>I can present my results with graphs and digital technology.</li> </ul>	<p><b>Topic: Coasts</b> <i>Big Question: Why is our coastline so beautiful?</i></p> <p>I can (Year 5 assessment focus (<b>question, judge, relate</b>):</p> <ul style="list-style-type: none"> <li>I can understand/describe/explain the processes of erosion and weathering - especially linked to coastal features.</li> <li>I can explain the different stages of coastal erosion from cliffs to stumps. (Cliff/bay - cave - arch - stack - stump.</li> <li>I can describe/explain the process of Longshore Drift.</li> </ul>	<p><b>Topic: Coasts</b> <i>Big Question: Why is our coastline so beautiful?</i></p> <p>I Can:(Year 6 assessment focus (<b>question, judge, relate, define, interpret, critique</b>):</p> <ul style="list-style-type: none"> <li>I can understand/describe/explain the processes of erosion and weathering - especially linked to coastal features.</li> <li>I can explain the different stages of coastal erosion from cliffs to stumps. (Cliff/bay - cave - arch - stack - stump.</li> <li>I can describe/explain the process of Longshore Drift.</li> </ul>

Belonging, Courage, Curiosity, Kindness, Perseverance, Respect

Growing Minds, Kind Hearts, Rooted in Love

'Rooted and Grounded in Love' (Ephesians 3:16)