



Geography

Year 6 - I can assessment statements

	<u>Knowledge</u>	<u>Skills</u>
UK and local area	<ul style="list-style-type: none"> • Recognise broad land use patterns of the UK. • Describe different types of industry currently in the local area. <p>I can identify types of industry currently in Stalybridge and Manchester.</p> <p>I can explain how industry in this area has changed over time.</p> <p>I can say how Manchester has changed over time and how it is different to other areas of the UK.</p>	<ul style="list-style-type: none"> • Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. • Use six -figure grid references. • Read and compare map scales. • Make sketch maps of areas using symbols, a key and a scale. • Use digital maps to investigate features of an area. • Present information gathered in fieldwork using a range of graphs. • Plan and carry out a fieldwork investigation in an urban and/or rural area using appropriate techniques. <p>I can use maps, including digital maps to locate places in relation to the equator, latitude and longitude and time zones.</p> <p>I can use 6 figure grid references to locate places</p> <p>I can locate places using maps of differing scales.</p> <p>I can create a map with key geographical features using symbols, a key and a scale.</p> <p>I can use digital maps to find out features of a place.</p> <p>I can plan and carry out a fieldwork investigation in an urban or rural area using appropriate techniques.</p>
World and continents	<ul style="list-style-type: none"> • Locate places studied in relation to latitude and longitude and relate this to their time zone, climate, seasons and vegetation. • Identify the position of the Prime/Greenwich Meridian • Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. • Locate Russia and its geographical location. <p>I can recognise and identify the Earth's three climate zones: tropical, temperate and polar.</p> <p>I can describe a climate zone using key vocabulary.</p> <p>I can say how a country's location in the world determines its time zone, climate and seasons, and give examples.</p> <p>I can locate and explain the Equator and lines of longitude and latitude</p> <p>I can locate the Prime/Greenwich Meridian on a map or in an atlas.</p> <p>I can locate Russia and tell you something about its location.</p>	

Physical themes	<ul style="list-style-type: none"> • Describe and understand a range of key physical processes and the resulting landscape features. <p>I can name and describe some physical process.</p> <p>I can explain the impact of the physical processes upon on a landscape.</p>	<p>I can present information gathered in fieldwork using a range of graphs and media.</p>
Human themes	<ul style="list-style-type: none"> • Understand that products we use are imported as well as locally produced. • Understand where our energy and natural resources come from. • Describe some renewable and non-renewable energy sources. <p>I can identify some of the products that we use are imported from other countries and say why they are imported.</p> <p>I can say where our energy and natural resources come from.</p> <p>I can name some renewable and non-renewable energy sources.</p>	
Understanding places and connections	<ul style="list-style-type: none"> • Understand how a region has changed and how it is different from another region in the UK. • Know information about a region of Europe, North or South America, and economic activity e.g. production and distribution of chocolate. • Understand how human activity is influenced by climate and weather e.g. cocoa production. • Identify an important environmental issue. <p>I can say how Manchester has changed over time and how it is different to other areas of the UK</p> <p>I can name some factors that affect a region's climate.</p> <p>I can name a country and tell you what environmental issues it faces.</p> <p>I can name a country and tell you something about its economic activity.</p>	