



**Hawkesley Church Primary Academy**  
**Geography - KS2 to KS3 Bridging Document**

<b><u>KS2 National Curriculum End points</u></b>	<b><u>How do we prepare children at the end of Year 6?</u></b>	<b><u>Year 7 End points</u></b>
<p>Pupils are taught:</p> <p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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</li> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of human and physical geography of a region of the United</li> </ul>	<p>In Year 6 students are equipped with important skills and foundational concepts that will allow them to flourish as they progress into the Secondary phase of their school life.</p> <p>To support children in their readiness for their local secondary school children need an understanding in the following:</p> <ul style="list-style-type: none"> <li>• Deep embedded knowledge of what geography is and what a geographer does</li> <li>• Recap knowledge of the UK – physical and human</li> <li>• Locational geography detail of my area</li> <li>• Looking at trade links and what England imports and exports</li> <li>• Knowledge of globalisation and trading</li> <li>• Comparison of low-income and high-income countries</li> <li>• Using relief maps and understating keys</li> <li>• Knowledge of geology and how landforms are made</li> <li>• Explore costal processes and landforms</li> <li>• Revisit the Roman era and apply this understanding Roman Londinium</li> </ul>	<ul style="list-style-type: none"> <li>• What does it mean to be a geographer?</li> <li>• Why are maps important?</li> <li>• Physical and human geography of the UK.</li> <li>• Have people always lived in the UK?</li> <li>• What is my personal geography?</li> <li>• What is planet earth?</li> <li>• What is underneath earth's surface?</li> <li>• Why is water so important to earth?</li> <li>• What makes a country a country?</li> <li>• What resources do we trade?</li> <li>• Why do we trade?</li> <li>• What is the relationship between globalisation and trading?</li> <li>• What are the impacts of trade in low income and high income countries?</li> <li>• What are biomes?</li> <li>• How are biomes distributed?</li> <li>• Where are tropical rainforests?</li> <li>• Why are some species endangered on tropical islands?</li> <li>• Relief maps</li> <li>• Tectonics</li> <li>• Geology</li> <li>• glaciers</li> <li>• Coastal processes</li> <li>• Coastal landforms</li> <li>• Controversial coasts: stakeholder conflict</li> </ul>

<p>Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>- 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</li> </ul> <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- 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</li> <li>- 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.</li> </ul>		<ul style="list-style-type: none"> <li>• Origins of London</li> <li>• Roman Londinium</li> <li>• Factors affecting quality of life in London</li> <li>• History and urban change in the Isle of Dogs</li> </ul>
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