Subject: Geography Year 6

What are the aims and intentions:

That all the children:

The national curriculum for geography aims to ensure that all pupils:

- 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
- 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
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

<u>Geographical enquiry and skills</u>:

Ask geographical questions [i.e. 'What is this landscape like?', 'What do I think about it?']

Collect and record evidence [i.e. carrying out a survey of shop functions and showing on a graph]

Analyse evidence and draw conclusions [i.e. by comparing population data for two localities]

Identify and explain different views that people, including themselves, hold about topical geographical issues [i.e. views about plans to build an hotel in an overseas locality]

Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, [i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school].

Use geographical vocabulary [i.e. temperature, transport, industry]

Use fieldwork techniques [i.e. labelled field sketches] and instruments [i.e. rain gauge, camera]

Use atlases and globes, and maps and plans at a range of scales [i.e. using contents, keys, grids]

Use secondary sources of info, including aerial photos [i.e. stories, info texts, internet, images]

Draw plans and maps at a range of scales [i.e. a sketch map of a locality]

Use ICT to help in geography investigations [i.e. creating a data file to analyse fieldwork data]

Develop decision-making skills [i.e. what measures needed to improve safety in a local street?]

<u>Links to previous learning:</u>

Italy Year 4

Links to the water cycle Year 4 (precipitation) Up, Up and Away

Y5 – The Attenborough Effect (pollution) Y6 – history of our local area and the significance of The Gaunless Bridge				
Term:	Topic:	Knowledge	Skills:	Key Questions
Autumn	Everyone Evolves (Exploring Europe)	<u>Locational Knowledge</u> 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	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use secondary sources of info, including aerial photos [i.e. stories, info texts, internet, images]	Can you name 5 countries in Europe? Describe the landscape of Europe. Tell me about the climate of Europe.
	Key Vocabulary	Agriculture, arable, climate, continent, country, human geography, physical geography, landscapes, population, precipitation, population, weather		
		Cultural Capital: Learning about the location where a child in class or school may come from.		
Spring	My Heart Skips A Beat (A Changing World)	<u>Human and physical geography</u> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 <u>Geographical skills and fieldwork</u> four and six - figure grid references, symbols and key (including the use of Ordnance	Use geographical language Communicate to an audience, including writing at length and through using maps and numerical and quantitative skills Write a report Use grid references Use secondary sources	Can you explain what weathering and erosion mean? Describe how erosion changes rocks Name some features of a coastline Name some famous UK coastal features Name an area of the UK which has been affected by coastal erosion Describe some ways that weather can change the landscape

		Survey maps) to build their knowledge of the United Kingdom and the wider world		Describe how physical changes have affected Earth since 1800 Name some physical changes to the Earth predicted to occur by 2050 Describe some ways that human activity changes the landscape.
	Key Vocabulary	Weathering, erosion, acidic, dissolve, border, boundary, deposition, erosion, weathering, coast, dune, spit, stack, stump, arch, headland, cliff, cave, bay, beach. Co-ordinates, grid reference, easting, northing.		
		Cultural Capital: Visitor from an environmental expert		
Summer	Raging Rivers	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	Create questions about our local river Collect and record evidence Use geographical language Use ICT to record the speed of river flow Draw plans and maps	Where does water come from? How safe is our water? Describe your map. List some features of a river Name some rivers from around the world
	Key Vocabulary	Tributary, confluence, delta, estuary, floodplain, levee, meander, mouth, oxbow, lake, source, waterfall, main channel		
		Cultural Capital: Visit to the local river – The River Gaunless Valuing what our local community has to offer and the history of it.		