



# Y6 Geography overview 2019-20 Global Adventures (understanding mapping); Study of a contrasting locality; Human activity and environment

Geography Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)			
						Geographical Enquiry	Physical Enquiry	Human Geography Geographical Knowledge	
<b>Geographical Enquiry</b>	<ul style="list-style-type: none"> <li>collecting information from different sources</li> <li>mapping skills</li> <li>measurements               <ul style="list-style-type: none"> <li>using different types of maps and atlases</li> <li>comparing distances</li> <li>plot 8 points on a compass</li> <li>plot S, W, E and N on a map</li> <li>scales of different maps (small scale/ large scale)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Model use of geographical tools and skills to enhance their locational and place knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should develop knowledge about the world, the United Kingdom and their locality.</li> <li>They should understand basic subject-specific vocabulary relating to human and physical geography</li> <li>Understand value of map use</li> <li>Pupils should extend their knowledge and understanding beyond the local area to include a contrasting locality</li> <li>This will include the location and characteristics of a range of the world's most significant human and physical features.</li> <li>Understand how Geography reflects a community/ culture</li> <li>Understand how human geography can tell us about cultures and communities relating to functional, spiritual, worship, rites of passage and aspects of wellbeing.</li> <li>Understand how human activity impacts an environment</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher led presentations with children note-taking</li> <li>Group research opportunities</li> <li>Modelled strategies relating to research</li> <li>Field studies off-site</li> <li>Visits to centres of geographical interest</li> <li>Planned opportunities for use of and access to varied resources</li> </ul>	<b>TERM1:</b> Global Adventures Human Activity and Environment	Most children will be able to... (working at)	Some children will not yet be able to... (working towards)	Some children are confidently able to... (exceeding)	
<b>Physical Enquiry</b>	<ul style="list-style-type: none"> <li>comparison of physical features</li> <li>describing features of a place</li> <li>locating places on a map (OS, digital, aerial photo maps)</li> <li>what causes biomes to exist in certain areas of the globe (deserts, rainforests)</li> <li>effects of extreme physical environments</li> </ul>	<ul style="list-style-type: none"> <li>Develop their use of geographical tools and skills to enhance their locational and place knowledge through opportunities to access tools and review of techniques</li> </ul>							
<b>Human Geography</b>	<ul style="list-style-type: none"> <li>comparison of human features</li> <li>suggesting ideas to improve on environment/manage an area</li> <li>how humans have caused an environment to change/damaged (acid rain, climate change, deforestation, mining, military exercises, over-grazing)</li> <li>explaining phenomena (how, why)</li> <li>analyse data</li> <li>interpret data</li> <li>present findings in graphs, charts and reports</li> </ul>	<ul style="list-style-type: none"> <li>Research and analyse case studies</li> <li>Modelling by teacher</li> <li>Review of investigations against criteria</li> </ul>			<b>TERM2:</b> Study of a Contrasting Locality Human Activity and Environment				
<b>Geographical Knowledge</b>	<ul style="list-style-type: none"> <li>locating and naming places and buildings</li> <li>locating hemispheres, lines of latitude, longitude</li> <li>locating different biomes</li> <li>Time Zones</li> <li>locating places of deep sea/ocean trenches</li> </ul>	<ul style="list-style-type: none"> <li>Modelled analysis of maps</li> <li>Planned opportunities to investigate different types of map, both in books and digitally</li> </ul>							<b>TERM3:</b> Human Activity and Environment
<b>Maths links</b>	<ul style="list-style-type: none"> <li>converting km into m, cm into mm</li> <li>comparing temperatures in different places (negative/ positive numbers)</li> </ul>	<ul style="list-style-type: none"> <li>Observational opportunities to be part of each lesson</li> </ul>							
<b>SMSC</b>	<ul style="list-style-type: none"> <li>Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y6 geography curriculum</li> <li>Resolve conflicts and differing opinions should these arise</li> <li>Reflection on choices</li> <li>Investigating and offering views on ethical issues in topics studied</li> <li>Opportunities to and willingness to explore and understand art from a variety of cultural backgrounds enjoyment and relaxation study of Geography can offer (field trips, outdoor excursions, investigating with a team, knowledge of wider world)</li> </ul>	<ul style="list-style-type: none"> <li>Plan for field trips and opportunities to investigate with a partner/group</li> <li>Plan for real experiences in centres of geographical interest</li> </ul>							