



# Y6 Geography overview 2022-23

Geography Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive 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>Can collect information from different sources</li> <li>Can use mapping skills to access information</li> <li>Can use knowledge of 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> <li>Model the asking of appropriate questions for research enquiry tasks</li> </ul>	<ul style="list-style-type: none"> <li>Pupils develop knowledge about the world, the United Kingdom and their locality.</li> <li>Pupils understand basic subject-specific vocabulary relating to human and physical geography</li> <li>Pupils understand value of map use</li> <li>Pupils 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>Pupils understand how Geography reflects a community or culture</li> <li>Pupils 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>Pupils 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: mapping the oceans, mountains, lines of longitude and latitude	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>Can compare physical features of different places</li> <li>Can describe features of a place</li> <li>Can locate places on a map (OS, digital, aerial photo maps)</li> <li>Can research factors that cause biomes to exist in certain areas of the globe (deserts, rainforests)</li> <li>Can research the 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>Can compare human features of different places</li> <li>Can suggest ideas to improve on environment/manage an area</li> <li>Can investigate how humans have caused an environment to change/damaged (acid rain, climate change, deforestation, mining, military exercises, over-grazing)</li> <li>Can explain phenomena (how, why)</li> <li>Can analyse data</li> <li>Can interpret data</li> <li>Can 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>Geographical Knowledge</b>	<ul style="list-style-type: none"> <li>Can locate and name places and buildings</li> <li>Can locate hemispheres, lines of latitude, longitude</li> <li>Can locate different biomes</li> <li>Can apply knowledge of Time Zones efficiently</li> <li>Can locate 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>Maths links</b>	<ul style="list-style-type: none"> <li>Can convert km into m, cm into mm</li> <li>Can compare 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>Can work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y6 geography curriculum</li> <li>Can resolve conflicts and differing opinions should these arise</li> <li>Can reflect on choices</li> <li>Can investigate and offering views on ethical issues in topics studied</li> <li>Can show 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>						
					<b>TERM2:</b> Study of a Contrasting Locality			
					<b>TERM3:</b> Human Activity and the Environment			