

| Geography | | | | | | |
|---------------------|--------|--------|---|---|--|--|
| | Autumn | | Spring | | Summer | |
| Year 6 | | | Around the World | | The Environment | |
| | Term 1 | Term 2 | Term 1 | Term 2 | Term 1 | Term 2 |
| National Curriculum | | | Use geographical resources to give details about features of locations - human geography, including: types of economic activity including trade links, and the distribution of natural resources | Study how physical characteristics features affect the human activity within a location - physical geography, including: volcanoes and earthquakes | Climate Change and the Environment - physical geography, including: climate zones, biomes and vegetation belts | Protecting the Environment- human geography, including: types of settlement and land use |
| knowledge | | | -the impact of population size on different settlements – Shanghai, Karachi & London -the issues that influence the decline of cities/towns; mining, fishing (socio/ economic impact) | -the reason why earthquakes happen -where earthquakes are more common and why -the cause of tsunamis and the impact it has -a range of land hazards and land damage in UK Fieldwork enquiry question: which area do natural resources have the worse effects on? | -gases in the atmosphere such as methane and CO2 trap heat and block it from escaping our planet -the causes global warming and that it is the process of our planet heating up -what individuals can do to help prevent climate change | -the dangers of plastic pollution and the impact it has -where and how our domestic waste is disposed (landfills) -various types of renewable energy and why this method benefits the environment |
| skills | | | -identify factors that attract individuals to major cities -explain how and why housing/ employment and public services is impacted by a decline in local industry – give examples of regeneration -identify the country/ continent of the capitals above –compare and discuss +/- population numbers | -interpret measures on a Richter scale and explain the impact it could have on the locality -recognise and label the make-up of the Earth(crust/cores/mantle) -explain the tectonic plates and consequences of collision/ -identify parts of the UK that are susceptible to flooding – how is it tackled? | -distinguish between the depletion of ozone layer and global warming (although both caused by people) -identify the various consequences of global warming (severe weather) -give examples of how both individuals and countries are doing to address global warming | -explain that plastic is non-biodegradable and therefore do not decompose -draw a food chain depicting how possibly plastic in the ocean could affect humans -recognise the relevance of recycling in-relation to landfills -recognise that fossil fuels (coal, oil, and natural gas) –do substantially more harm than renewable energy |
| Discipline Focus | | | I can explain how locations around the world are changing. I can describe geographical diversity across the world. I can explain how locations around the world are changing and give reasons I can collect and analyse statistics about a location | I can explain how locations around the world are changing. I can describe geographical diversity across the world. I can explain and discuss similarities and differences between countries. I can explain how locations around the world are changing and give reasons I can identify human and physical characteristics and understand how some of these aspects have changed over time | I can explain how locations around the world are changing. I can describe geographical diversity across the world. I can collect and analyse statistics about a location | |

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| Subject Builder | | | | | | | | | | | | | | | | | |
| | Key concepts | | | <table border="1"> <tr> <td>Location</td> <td>Movement</td> </tr> <tr> <td>Place</td> <td>Human environmental interaction</td> </tr> <tr> <td>Region</td> <td></td> </tr> </table> | Location | Movement | Place | Human environmental interaction | Region | | <table border="1"> <tr> <td>Location</td> <td>Movement</td> </tr> <tr> <td>Place</td> <td>Human environmental interaction</td> </tr> <tr> <td>Region</td> <td></td> </tr> </table> | Location | Movement | Place | Human environmental interaction | Region | |
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| Region | | | | | | | | | | | | | | | | | |
| Key Vocabulary | | urban regeneration overpopulation | tectonic plates magnitude state of emergency | unpredictable extreme hurricane green footprint | sustainable conservation | | | | | | | | | | | | |
| Progression | | | Year 5 | | Year 6 | | | | | | | | | | | | |
| | Locational knowledge | I can identify human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. I can Locate some countries and cities in the world and environmental regions I can identify the position and significance of Longitude and latitude, Equator Northern and Southern Hemisphere The prime/ Greenwich Meridian and times zones (including day and night) | I can identify human and physical characteristics, including weather, key topographical features and land-use patterns; and understand how some of these aspects have changed over time due to climate change. | | | | | | | | | | | | | | |
| | Place knowledge | I can understand some of the reasons for geographical similarities and differences between countries. I am beginning to understand and explain geographical diversity across the world. I can explain how locations around the world are changing and explain some of the reasons for change. I am beginning to understand and explain geographical diversity across the world. | I can explain and discuss a range of reasons for geographical similarities and differences between countries. I can explain how locations around the world are changing and explain some of the reasons for change. I can describe geographical diversity across the world. | | | | | | | | | | | | | | |
| | Human and Physical Geo. | I am beginning to understand and explain how countries and geographical regions are interconnected and interdependent. I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time. I am beginning to identify and describe how the physical features affect the human activity within a location. Including: Types of settlement, Land use, Economic activity (including trade links) and Distribution of energy, minerals, food and water | I can collect and analyse statistics and other information in order to draw clear conclusions about locations. I can explain how countries and geographical regions are interconnected and interdependent. I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time. | | | | | | | | | | | | | | |
| | Fieldwork | I can use maps, atlases and digital/computer mapping to locate countries and describe features. I can use a few geographical resources to give descriptions and opinions of the characteristics of a location. | I can use fieldwork to observe, measure and record and present results in a range of ways. I can use different types of field work (random and systematic). | | | | | | | | | | | | | | |