



Geography Curriculum: Year 6

What are the aims and intentions of this curriculum?

That children:

- Recognise and know some major human and physical features of North America.
- Appreciate how our locality is similar/different to other places in North America.
- Understand how natural processes change our world.
- Read a range of maps and use a variety of images.

Term	Topic	Knowledge	Skills	Vocabulary
Autumn	Would you like to live in the desert?	<p>Describe the characteristics of a hot desert biome.</p> <p>Describe ways the Mojave Desert is used.</p> <p>Name and describe the physical features found in a desert.</p> <p>Explain how human activity may contribute to the changing climate and landscape of a desert.</p> <p>Recognise that the Mojave Desert has a different time zone to the UK.</p> <p>Give the benefits and drawbacks of living in a desert environment.</p>	<p>Locate the largest deserts in each continent.</p> <p>Identify the lines of latitude where hot desert biomes are located.</p> <p>Identify how humans use the desert.</p> <p>Identify characteristics of two contrasting biomes and compare land use.</p> <p>Discussing if a desert environment is hospitable and why.</p>	<p>agriculture</p> <p>airstrip</p> <p>arid</p> <p>barren</p> <p>biome</p> <p>climate</p> <p>desert</p> <p>desertification</p> <p>drought</p> <p>flash flood</p> <p>mesa</p> <p>mining</p> <p>mushroom rock</p>



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				national park natural arch nature reserve rainfall ranching renewable energy salt flat sand dune sparse time zone tourist attraction vegetation weather
Fieldwork:				
Spring	Why does population change?	To know that the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements.	Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale.	population densely / sparsely populated population density population distribution cartogram



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		To know migration is the movement of people from one country to another.	<p>Collect information from a member of the public.</p> <p>Create a digital map to plot and compare data collected from two locations.</p> <p>Suggest an idea to improve the environment.</p>	<p>birth / death rate</p> <p>natural increase</p> <p>migration / migrants</p> <p>refugee</p> <p>push / pull factors</p> <p>voluntary / involuntary</p> <p>region</p> <p>climate / climate change</p> <p>fossil fuels</p> <p>greenhouse gases</p> <p>Deforestation impact</p> <p>quantitative / qualitative</p> <p>air / noise pollution</p> <p>Likert scale</p>
Summer	Why do oceans matter?	<p>Describe the water cycle.</p> <p>Describe how the ocean is used for human activity.</p>	<p>Locating major cities of the countries studied.</p> <p>Identifying significant environmental regions on a map.</p>	<p>atmosphere</p> <p>biodegradable</p> <p>buffer</p> <p>coral bleaching</p>



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		<p>Explain how the ocean helps to regulate the Earth's climate and temperature.</p> <p>Identify the Great Barrier Reef as part of Australia.</p> <p>Describe the benefits of the Great Barrier reef.</p> <p>Describe how humans impact the oceans and the consequences of this.</p> <p>Explain some actions that can be taken to help support healthy oceans.</p> <p>·</p> <p>Make suggestions for how to improve a marine environment.</p>	<p>Identifying key physical and human characteristics of the geographical regions in the UK.</p> <p>Explaining why a locality has changed over time, giving examples of both physical and human features.</p> <p>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</p> <p>Using maps to explore wider global trading routes.</p> <p>Recognising geographical issues affecting people in different places and environments.</p> <p>Describing and explaining how humans can impact the environment both positively and negatively, using examples.</p> <p>Confidently using and understanding maps</p>	<p>coral reef</p> <p>decompose</p> <p>digital map</p> <p>disposable</p> <p>ecology</p> <p>ecosystem</p> <p>erosion</p> <p>geology</p> <p>habitat</p> <p>human footprint</p> <p>marine</p> <p>microplastics</p> <p>natural disaster</p> <p>ocean current</p> <p>policy</p> <p>renewable energy</p> <p>single use plastic</p> <p>species</p> <p>water cycle</p>
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			<p>at more than one scale.</p> <p>Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</p> <p>Using the scale bar on a map to calculate distances.</p> <p>Selecting a map for a specific purpose.</p> <p>Making sketch maps of areas studied including labels and keys where necessary.</p>	
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Mapping skills	To use map skills to locate a range of places on an OS map	<p>Locational knowledge: Name and locate counties and cities of the United Kingdom and discover how to locate specific landmarks and places through the use of grid references.</p> <p>Place knowledge: Learn about how features of places can be represented through symbols on maps in 2-dimensions.</p>	<p>interpret a range of sources of geographical information, including maps and aerial photographs.</p> <p>Communicate geographical information through maps.</p> <p>Use the eight points of a compass and six-figure grid references, symbols and</p>	
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		Human and physical geography: use OS map symbols and the map key to name physical and human features.	key to build their knowledge of the United Kingdom.	
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