

Cumwhinton School Curriculum - Geography Y6 AUT

Year 6	NC Content	<p>Use the 8 points of a compass and four and six figure grid references to build their knowledge of the UK and the wider world.</p> <p>Use a range of fieldwork methods to observe, measure, record and present human and physical features in the local environment.</p> <p>Make comparisons between the physical and human geography of countries in different continents.</p> <p>Understand the way humans have altered the physical geography of a location.</p> <p>Suggest what a place might be like in the future, referring to issues affecting the environment such as the distribution of natural resources.</p> <p>Describe and understand key aspects of physical geography including biomes and climate zones.</p> <p>Understand the significance of the Greenwich Meridian and explain how the time zones work.</p> <p>Understand land use patterns within the UK and how these have changed over time.</p>
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Geography

Geographical skills and fieldwork Place Knowledge Human and Physical Geography Location Knowledge

Mapping across the Year

	AUTUMN	SPRING	SUMMMER
Geographical skills and fieldwork	<p>Use the 8 points of a compass and four and six figure grid references to build their knowledge of the UK and the wider world.</p> <p>Use a range of fieldwork methods to observe, measure, record and present human and physical features in the local environment.</p>		
Place Knowledge		Understand the way humans have altered the physical geography of a location.	Understand the way humans have altered the physical geography of a location. Make comparisons between the physical and human geography of countries in different continents.
Human and Physical Geography			Suggest what a place might be like in the future, referring to issues affecting the environment such as the distribution of natural resources. Describe and understand key aspects of physical geography including biomes and climate zones.
Location knowledge		Understand the significance of the Greenwich Meridian and explain how the time zones work. Understand land use patterns within the UK and how these have changed over time.	

CONCEPTUAL SCHOOL AMBITION DRIVERS

	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

Geography - AUTUMN YEAR 6

HUMANITY - Individuality

Geographical skills and fieldwork **Place Knowledge** Human and Physical Geography **Location Knowledge**

	NC	CUMWHINTON CURRICULUM
Finding out (Facts & knowledge)	Use the 8 points of a compass and four and six figure grid references to build their knowledge of the UK and the wider world.	Build on the map work done in previous years and recap grid references before introducing the concept of the 8 points of the compass. Why do we need maps? Who uses maps? How would you use a map to navigate? What do contour lines mean? Ask children to find the height of different areas (hills, forest etc.) using contour lines. Is the straight route always the best way to go? Discuss features that they might encounter along a straight route (as the crow flies) e.g. Lakes, mountains, forests, motorways, buildings that might hinder/obstruct a straight journey. Ask children to plan an alternative route. Compare the different routes the children have planned. Which would be the fastest route? Most scenic route? Etc. Children to be taught how to follow a compass - Team and individual challenge set out on our school playground/or forest area, to follow the different directions to complete a route.
Using (Applying & analysing)	Use a range of fieldwork methods to observe, measure, record and present human and physical features in the local environment.	Study the OS maps of the area - practice orienteering challenge on our school field including the playpark area - can they work together in groups to find all of the points using a map and a compass. Mini D of E style - Groups of 6/7 start at a certain spot in our local area and plan the route back (1 member of staff with each group to help if needed).
Concluding (Evaluating & summarising)	Use a range of fieldwork methods to observe, measure, record and present human and physical features in the local environment.	Discuss - has the improvement in technology and the advent of things like google maps meant that map/compass skills are no longer as important? Why?