

GEOGRAPHY

Year 6

Mapping and scale	<ul style="list-style-type: none"> • Use the 8 points of a compass, four-figure and six-figure grid references to navigate around a map using a key. • Draw a map that shows appropriate distance between places or features based on a given scale • Use OS symbols on a map.
Fieldwork	<ul style="list-style-type: none"> • Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies • Suggest geographical questions before deciding on an enquiry individually or in a group, planned independently • Data is collected with increasing accuracy using a range of methods chosen by the learner. It is analysed and conclusions are drawn from it. • Formally present their findings and draw conclusions, with consideration to what they could do next time and whether their evidence and method of collection was reliable. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Human and Physical features including settlements	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human geography of a region of the UK (South East - where Anglo-Saxons invaded) and compare with a region of Europe (Scandinavia) and South America (Brazil) • Understand geographical similarities and differences through the study of physical geography of a region of the UK (South East - where Anglo-Saxons invaded) and compare with a region of Europe (Scandinavia) and South America (Brazil) • Describe and understand key aspects of physical geography including: climate zones, biomes, vegetation belts and mountains. • Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water, and the decisions made by people in the community/world around us. • Investigate how decisions about places and environments affect the future quality of people's lives. Recognise how people can improve an environment or destroy it.
Location and place	<ul style="list-style-type: none"> • Use maps to locate the world's countries with a focus on Europe (Scandinavia) and South America (to include Brazil), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Name and locate counties and cities of the United Kingdom (focus on the south east), identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones and use longitude and latitude to find locations on a map.
Geographical terms related to	<p>climate zones (tropical/temperate/polar) biomes (tundra/shrubland/rainforest/grassland/desert/temperate/savanna) and vegetation belts types of settlement (rural/hamlet/dispersed/scattered/nucleated) mountains (convergent boundary, fold mountains) water cycle (evaporation, condensation,</p>

<p>topic (Key vocabulary)</p>	<p>precipitation, atmosphere, climate, water vapour, surface run-off, transpiration, percolation) volcanoes and earthquakes (Volcano crust vent crater core ash mantle eruption ring of fire lava magma active dormant extinct, divergent/convergent and transform boundaries, epicentre, focus, fault, tsunami, Richter scale, magnitude, intensity) rivers (flood plain, meanders, waterfall, valley, mouth, source, spring, stream, erosion, upper course, middle course, lower course, tributaries, delta, erosion) land use (housing, recreation, educational, transport, roads, leisure, commercial) economic activity including trade links, (agriculture, mining, manufacturing, engineering, construction, exchanging, balance, purchase) the distribution of natural resources including energy, food, minerals and water (water, gas, coal, oil, wood, iron)</p>
<p>Greater Depth:</p>	<ul style="list-style-type: none"> • CT 2 - Pupils can explain different geographical viewpoints with an appropriate degree of scepticism until critical examination is complete, by generating ideas and solutions across multi-disciplines. • CO 3- Pupils collectively critique within a group to shape next steps in the collaborative activities, justifying ideas (working within a range of multi-disciplinary contexts) • CT 2 & C3- Pupils challenge viewpoint assumptions and promote shifts in perspectives by generating ideas using multi-disciplinary knowledge (linking to wide evidence base) • CT 4 - C1 & C2 - Children are able to make connections using variation theories - Groups give detailed explanations and justifications (with multi-disciplinary links) to infer and make deductions to unpick and justify the use of the 'create' and 'evaluate' thought process criteria in BLOOMS. • CT 3 - Pupils are able to rank/prioritise geographical areas/aspects in terms of importance/significance and justify their critical thoughts on this eg settlement/ trade links. They collectively negotiate these prioritised actions or approaches • CT 5 - Children use a wide range of multi-disciplinary evidence to critically reflect on a deepened level using research/ given information. They collaborate with peers/ small group to formulate next steps/ break down tasks into parts and adapt/change work with a critical eye, potentially changing the direction of learning if required • CO 2 - Pupils are independently (in larger groups) using internalised modelled peer tutoring methods to shape collaborative work (pupil reciprocal teaching), when taking into account multi-disciplinary content • CO 3 - Pupils are further developing the ability to critique themselves as a geographical learner, in a group using an internalised format to shape next steps in collaborative work, when taking into account multi-disciplinary content • CO 6 - Children critique the effectiveness of their collaborative roles as a team within the 'Jigsaw classroom' format, playing to the strength and the weakness of the collaboration. • CO 5 - Collaborative group set succinct goals before they commence 5 TEAM ROLE allocated workload, taking account of all viewpoints and collaborator's needs • CO 6 - Children feedback their geographical learning and understanding in a variety of group roles within a 'jigsaw classroom' format. They critique their

performance as a collective and collaboratively allocate their group roles. **Roles shift according to task, playing on the strengths of the collaboration**

- **CT1 - Children use internalised thought processes (summarised/mapped thoughts) and use this across multi-disciplines, giving examples**
- **CO 6 - Children connect learning linking to wider global issues (equitable, sustainable and inclusion topics) and formulate new ideas/solutions to tackle these global issues**

Defined End Point

- Investigate a line of geographical enquiry, analysing evidence about the wider world, using comparison, to examine how wider world decisions have been made.