

Geography in Year 6

Topics: Americas (Term 3 & 4), Our Changing World: Coasts & Weather (Term 5 & 6)

Americas

National Curriculum Statements

- Locational and Place Knowledge:
 - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North & South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
 - Understand geographical similarities and differences through the study of human and physical geography of a region in the UK, a region in a European country, and a region in North or South America
- Human and Physical Geography
 - Describe and understand key aspects of physical geography such as: climate zone, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.
- Geographical Skills and Fieldwork
 - Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied

Knowledge and Understanding

Locational and Place Knowledge:

- Can they recall 7 continents and 5 oceans? Where are they on a map, globe, atlas?
- What countries are in North and South America? What is it like in N & S America?
- How do the physical and human geography of Americas differ to the UK?
- What and where is equator, longitude, latitude, northern / southern hemisphere, arctic and Antarctic circle?

Human and Physical Geography:

- In what way and why is the Americas different to their local area and UK?

Geographical Skills and Fieldwork:

- Can you use a range of geographical terms to describe similarities and differences between UK and Americas?
- How can you use maps, photos, pictures, aerial photos to help you find about the human and physical features of an area?
- Over time, how do these resources show how an area has changed over time?

Key Skills

Locational and Place Knowledge:

- Locate areas, places, features etc on a wide range of sources
- Demonstrate an understanding as to why there are similarities and differences between places and give reasons for those differences.

Human and Physical Geography:

Describe and explain key human and physical aspect of the Americas

Geographical Skills and Fieldwork:

- Use geographical resources to give a description / opinion of the characteristic features of Americas?
- Use specific geographical terms / vocabulary to describe and compare areas

Assessment Questions

- Can the children identify different areas, places, features on a range of sources?
- Are children able to describe at least 3 human and 3 physical geographical features of the Americas?
- Can the children use a range of geographical terms to describe different areas?

Our Changing World: Coasts & Weather

National Curriculum Statements

- Locational and Place Knowledge:
 - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, The Prime / Greenwich Meridian and time zones (including day and night)
- Geographical Skills and Fieldwork
 - Use the eight points of a compass, four figure grid references, symbols and a key to communicate knowledge of the UK and the world

Knowledge and Understanding

- Locational and Place Knowledge:
 - Can you identify the location and journey of the Titanic?
 - Can you identify the locations of the world's oceans, seas and specific areas around the UK and continents?
 - What is the position and significance of latitude, longitude, arctic/Antarctic circle?
- Human and Physical Geography:
 - What human and physical features affected the journey of the Titanic?
 - How did weather conditions and possible climate affect the Titanic and survivors?
- Geographical Skills and Fieldwork:
 - Can you use a range of resources to identify, plot and describe the journey of the Titanic?

Key Skills

- Locational and Place Knowledge:
 - Locate continents, countries, oceans on maps and use this knowledge to track Titanic's journey
- Human and Physical Geography:
 - Research how human and physical geographical features affected the journey and demise of the Titanic
- Geographical Skills and Fieldwork:
 - Use a range of geographical resources to give descriptions and opinions of the characteristic features of Titanic's journey
 - Use sketch maps, plans, graphs, photos, diagrams, pictures to present information on Titanic's journey

Assessment Questions

- Are the children able to name the oceans, continents, seas, countries linked with the journey of the Titanic?
- Can the children use a range of resources to describe and plot the journey of the Titanic?
- Are the children able to explain how the weather affected the Titanic's journey and how survivors fared?
- Can the children use appropriate vocabulary to describe human and physical geography surrounding the journey?