

Geography Curriculum Year 6

Prior learning from Y1/2

- Know that houses/places have an address and postcode
- Identify key Physical (river) and Human (roads/house/shop) geography.
- Explain the meaning of travel in relation to geography and places
- Know and use the terminologies: left and right; below and next to; relate to map work on local area
- Use simple fieldwork and observational skills to study the geography of their school and immediate surrounding area.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in Upton/Chester
- Devise simple maps and use and construct basic symbols in a key of the school.
- Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland
- Know the names of the four countries that make up the UK and name the three main seas that surround the UK
- Describe the weather in the UK during different seasons
- Use world maps, atlases and globes to identify the United Kingdom and its countries.
- Know the names of and locate the five oceans of the world
- Know the names of and locate the seven continents of the world
- Know where the equator, North Pole and South Pole are on a globe.
- Use world maps, atlases and globes to identify the United Kingdom continents and oceans studied.
- Identify certain physical features within African continent: dry savannahs; mountains; Great Rift Valley.
- Know the main differences between our town and that of a small place in Africa.

Prior Learning from Y3:

- Name the counties of the North West
- Name the countries and major cities of the UK
- Know the features of a coastline eg caves, cliffs, beaches, tides, waves
- Name coastal areas of England
- Effect of erosion on our coastlines
- Explain how people travel around the UK
- Locate at least 8 counties of England
- Use 8 points of a compass to describe the locations of counties and cities
- Use geographical vocabulary
- Know the names of at least 8 European countries and be able to locate these on a map
- Know the names of a number of European capitals
- Understand land use in cities and how tourists flock to famous landmarks
- Know at least five differences between living in UK and Greece
- Recognise that people in Europe live in different time zones
- Use maps to locate 8 European countries and capitals
- Ask geographical questions and use geographical vocabulary
- Know the names of European countries and cities

Prior Learning from Y4:

- Know the impact that humans are having on the environment
- Discuss what changes are needed to improve life for endangered animals
- Know what is meant by a biome and describe the Arctic Tundra
- Describe the wildlife/vegetation in the Arctic Tundra
- Ask geographical questions
- Use geographical vocabulary
- Use a map to locate the polar regions
- Know at least five differences between living in the UK and Italy.
- Know how the climate of Italy and the UK compare.
- Know what causes a volcanic eruption.
- Have simple understanding of the imaginary lines that create time zones and to know that Italy is ahead in time.
- Make links to the water cycle (Science lessons)
- Label the different parts of a volcano
- Ask geographical questions
- Use geographical vocabulary
- Use a map to locate places
- Know the names of, and locate, a number of South American countries and cities.
- Know what is meant by biomes and what are the features of a specific biome; locate the different ones

Prior Learning from Y5:

- Know the name and locate a number of the world's longest rivers
- Explain the features of the water cycle
- Know what cities are located by a river, explain the importance of the River Dee to the people of Chester.
- Know and label the main features of a river
- Use a range of resources to identify the key physical and human features of a location.
- Use maps and google earth to locate the River Dee and follow its journey
- Know the names of a number of countries from the northern hemisphere
- Know why tourist attractions are important for a place to function economically
- Know main human and physical features of North America and differences between developed and developing countries
- Describe the impact of the tourism industry and name iconic landmarks
- Place knowledge: identify key topographical features within the USA.
- Know physical features of the USA.

<ul style="list-style-type: none"> • Use maps and globes to locate continents • Use aerial photographs to identify features of a locality Use simple maps, atlases and photographs to identify human and physical features of the local area. • Find their own house on a map • Ask and answer questions about the local environment. • Draw/sketch simple maps to show a route. • Recognise roads, buildings and fields on a map and describe the local area • Use symbols and know that they mean something on maps • Understand why maps need a key • Know which is N, E, S and W on a compass. Relate to map work of the local area and following directions. • Identify human and physical features of the school's surrounding area. Find out how many bus stops and shops there are. • What happens here? Complete a survey to show what happens at different parts of the local area. • Know features of cold and hot places in the world – North and South Poles and around the equator. • Know the names of and locate the five oceans of the world • Know the names of and locate the seven continents of the world. • Know where the equator, North Pole and South Pole are on a globe. • Use world maps, atlases and globes to identify the United Kingdom continents and oceans studied. • Locate the UK in comparison to the equator and compare location to North and South Pole 	<ul style="list-style-type: none"> • Know the names of a number of European capitals • Understand land use in cities and how tourists flock to famous landmarks • Know at least five differences between living in UK and France • Recognise that people in Europe live in different time zones • Use maps to locate 8 European countries, capitals and the Mediterranean • Ask geographical questions and use geographical vocabulary 	<p>within South America and their climates.</p> <ul style="list-style-type: none"> • Label and describe the layers of the rainforest • Know main human and physical differences between developed and developing countries • Understand the human impact on the Amazon Rainforest – deforestation • Explain world temperature in relation to the equator and make links to the water cycle. • Describe where in the world natural resources come from • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian • Use Google Earth to locate a country or place of interest. • Use graphs to record temperature or rainfall across the world's continents and climates. 	<ul style="list-style-type: none"> • Describe climate zones within the USA • Explain time zones across the world • Use maps, globes and atlases to locate places across the world • Use geographical vocabulary • Understand and explain the differences between towns and cities. • Know the names of a number of countries from the northern hemisphere • Know why trade and transport links are important to cities and large towns • Explain the impact of shopping on a city's economic wealth. • Describe the impact of humans on a city. • Place knowledge: identify key topographical features within the USA. • Use maps, globes and atlases to locate places across the world • Use geographical vocabulary
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Aspect of Geography	Key Vocabulary	Sticky Facts	Essential Knowledge and Skills
Locational Knowledge/Human and Physical Investigation Fragile Earth Biomes of the world; Melting poles and Deforestation Threads; Weather and climate	Deforestation Biomes and Human impact Endangered CO ₂ Carbon Footprint Sustainability Palm Oil Vegetation Wildlife	<ul style="list-style-type: none"> A biome is a region of the world with similar climate (weather), vegetation (plants) and wildlife (animals). Biomes of North and South America include Ice, Tundra, Forest, Grassland, Desert, Tropical rainforest, Tropical grassland. Deforestation is the permanent removal of trees to make room for something else such as agriculture/farming. The use of palm oil is one main reason for deforestation. Palm Oil is a type of vegetable oil found in trees which is used in many food and beauty products. Deforestation is happening in Brazil and Indonesia. Vegetation and wildlife (jaguars, tigers, pandas, orangutans) are being affected by deforestation; many species are endangered. Carbon footprint is the amount of carbon dioxide released into the because of our own energy needs. People need transport, electricity, food, clothing and other goods which all release carbon-dioxide. Trees in the rainforest absorb the CO₂ in the atmosphere so they are vital to human life. Sustainability seeks to prevent the reduction of natural resources so they remain for a long time. 	Knowledge <ul style="list-style-type: none"> Know the names of, and locate, a number of North and South American countries. Know what is meant by biomes and what are the features of a specific biome; locate the different ones within North and South America and their climates. Understand the human impact on the Amazon Rainforest – deforestation Explain world temperature in relation to climate change Describe where in the world natural resources come from Explain the impact of human choices to reverse the effects of climate change and deforestation. Skills <ul style="list-style-type: none"> Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian Use Google Earth to locate a country or place of interest. Use graphs to record temperature or rainfall across the world's continents and climates (weather).
Place knowledge/fieldwork Chester investigation	Population Medieval Tourism Survey Questionnaire University Retail employment	<ul style="list-style-type: none"> Chester has a population of 357200 It attracts 8.2 million visitors a year Chester is famous for its black and white buildings including the Rows, medieval two-tier buildings above street level with covered walkways which today house many of Chester's shopping galleries. The main attractions in Chester are retail/tourism/university and employment 	Knowledge <ul style="list-style-type: none"> Children will study the city centre of Chester as part of a contextual fieldwork study. They will develop an understanding of the significance of the centre and consider the ways in which the city attracts residents and tourists. The aim is for the children to collect, analyse and communicate their findings based on fieldwork undertaken in the city centre.

Threads; transport and travel		<ul style="list-style-type: none"> • The main reason people travel to Chester are for holidays, shopping, work and university • The longitude and latitude of Chester is; Longitude -2.890000 Latitude 53.189999 	<ul style="list-style-type: none"> • The children will also reflect on how Chester has changed over time and hypothesise on future changes. • The children will complete a survey • The children will compare land use on different streets and recorded this on maps. • What are the positives and negatives of the Northgate Development? • What is the Longitude and Latitude of Chester? Skills: <ul style="list-style-type: none"> • use fieldwork to observe, measure, record and present the human features using a range of methods including a survey undertaken in the city centre. • Use maps and atlases. • Collect, analyse and communicate findings • Compare results • Propose hypotheses
Place Knowledge / Human and Physical Cambrian v Alps Threads; Travel and Transport	Mountain Leisure Activities Peak Cliff Hill Summit Terrain Range Prime Meridian Hemispheres E/W Tourism	<ul style="list-style-type: none"> • British mountains: Ben Nevis in Scotland; Snowdon in Wales; Pennines and Skafell Pike in England. • Ben Nevis is the highest mountain in the British Isles. • The Cambrian mountains are a mountain range in mid Wales • Mont Blanc is the highest mountain in the Alps Mountain Range • The Alps range spans across countries in Europe including Austria, France, Germany and Italy. • Mountains are higher than 300m, less than 300m are hills • The summit is the highest point of the mountain • Tourism brings in money for the people who live there and creates new jobs. • The tourism industry impacts the environment. Landscapes change, wildlife are affected, biodiversity is threatened, more pollution and litter and places are more crowded. • Mountains can be used for leisure activities-skiing, snowboarding, sledging, climbing, paragliding, hiking, mountain biking • Countries to the East of the UK are in different time zones 	Knowledge <ul style="list-style-type: none"> • Know how mountain ranges are formed. • Know where the main mountain regions are within the UK. • Identify mountain ranges across different continents. • Know the names of a number of the world's highest mountains • Describe how famous mountains encourage tourism and the mountains are tourist attractions • Identify and compare human and physical features of the Cambrian Mountains with that of the Alps. • Be able to explain time in the world • Understand and explain the eastern and western hemispheres of the world • Explain the advantages and disadvantages of human impact/the tourism industry on the Alps

		<ul style="list-style-type: none"> • Time zones are divided by imaginary lines called meridians which run from the North Pole to the South Pole. • There is an imaginary line running through the UK (Greenwich, London) called the Prime Meridian. • The Prime Meridian splits the world into eastern and western hemispheres. 	<ul style="list-style-type: none"> • Explain why people who live near mountains depend on the tourism industry • Explain reasons why people visit mountains. <p>Skills</p> <ul style="list-style-type: none"> • Use maps to locate regions, places, countries, cities and describe features • Use maps to find highest points of Europe <p>Recap</p> <p>Countries and cities across Europe</p> <p>Countries of the UK</p> <p>Weather in relation to the equator and the position of the sun (science links)</p>
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Geography National Curriculum Skills

Locational Knowledge	Place Knowledge	Human/Physical Geography	Skills/Fieldwork
<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • Use a range of resources to identify the key physical and human features of a location. 	<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Ask Geographical questions

Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			<ul style="list-style-type: none">• Use Geographical Vocabulary
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