

**CURRICULUM MAP (Long term plan)**

**SUBJECT : Geography**

**YEAR GROUP 6**

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<p><b>Substantive knowledge –</b> Essential knowledge &amp; conceptual understanding of the National Curriculum</p>	<p><b><u>UK Geography</u></b> Name and locate the countries and geographical regions of the UK</p> <p>Human geography of the local area</p> <p>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.</p> <p>Understanding of similarities and differences in society and communities</p> <p>Types of settlements</p> <p>Scale- local, regional, national and international</p> <p>Towns and cities in the UK</p> <p>Features that make a settlement a city</p> <p>Key vocabulary</p>	<p><b><u>Rivers and Glaciers</u></b> Identify the stages of the water cycle</p> <p>To know the processes of erosion, transportation and deposition</p> <p>To identify the physical and human features of the river Thames</p> <p>To recognise and name the river landforms created by river processes</p> <p>To name the interglacial periods</p> <p>To recognise the features of a glacier</p> <p>To understand how the lake district was created by created by glaciers</p> <p>Key vocabulary</p> <ul style="list-style-type: none"> <li>- Channel</li> <li>- Dam</li> <li>- Deposition/deposit</li> <li>- Discharge</li> <li>- Erosion</li> <li>- Mouth</li> <li>- Source</li> <li>- Tidal bore</li> <li>- Tributaries</li> <li>- Valley</li> <li>- Meander</li> <li>- Oxbow lake</li> </ul>	<p><b><u>Continents</u></b> To define a continent and a country. Name the countries within a specific continent. To know that there are 7 continents and demonstrate an understanding of their human and physical features.</p> <p>To recognise the Features in the Sahara desert.</p> <p>Name the countries within a specific continent.</p> <p>To know some of the human and physical features in Europe</p> <p>To develop an understanding of great barrier reef, location and why is it fragile</p> <p>Key vocabulary</p> <ul style="list-style-type: none"> <li>- Fair trade</li> <li>- Continent</li> <li>- Biomes</li> <li>- Climate</li> <li>- Country</li> <li>- Equator</li> <li>- Flora/fauna</li> <li>- Latitude</li> <li>- Longitude</li> <li>- Weather</li> <li>- Ocean</li> </ul>

	<ul style="list-style-type: none"> <li>- Ordnance Survey maps</li> <li>- Grid reference</li> <li>- Community</li> <li>- Compass</li> <li>- Contour</li> <li>- Human</li> <li>- Physical</li> <li>- Prime Meridian</li> <li>- Capital city</li> <li>- Campaign</li> <li>- Easting</li> <li>- Northing</li> </ul>	<ul style="list-style-type: none"> <li>- Freeze thaw weathering</li> <li>- Plucking</li> <li>- Rotational slip</li> <li>- Corrie</li> <li>- Arete</li> <li>- Pyramidal peak</li> <li>- Drumlin</li> <li>- Moraine</li> </ul>	<ul style="list-style-type: none"> <li>- Population</li> <li>- Landmark</li> <li>- Australasia</li> <li>- Desert</li> <li>- Rainforest</li> </ul>
<b>Disciplinary knowledge</b> - what skills are practised?	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Collating and interpreting data. Create a sketch map of your local area</p> <p>Communicate geographical information in a variety of ways.</p>	<p>Use research skills to acquire geographic information about rivers</p> <p>Apply understanding of the water cycle to how water flows in rivers</p> <p>Locating key rivers eg. the River Thames on a map from the source to the mouth</p> <p>Considering different viewpoints as to why rivers are important.</p> <p>Use of 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.</p>	<p>Locating countries within Africa. Using map skills to locate. Interpreting data about a place such as Maps, Atlas's and (GIS) Create an interpret a climate graph for India</p> <p>Locating countries within their continent Using maps to locate countries and continents</p> <p>Locating significant human and physical features in the world</p>
<b>Key questions</b> (What is the learning about?)	<p>What is Geography?</p> <p>Can I map my local community?</p> <p>What different homes are in my local area?</p> <p>Can I identify how my local area is changing?</p>	<p>Can I identify the main stages of the water cycle?</p> <p>Can I identify the main features of a river system?</p> <p>Can I locate the key rivers of the world?</p>	<p>What is a Continent?</p> <p>What and where is Africa?</p> <p>Can I name and locate Africa and some African countries?</p> <p>Can I explain what fair trade is?</p> <p>Can I explain the importance of fair trade?</p>

	<p>Can I identify things that would improve my local area?</p> <p>Can I work as a team to create a campaign?</p> <p>What is a campaign?</p> <p>Can I complete a campaign and present it?</p> <p>Can I identify what four and six figure grid references are and how they are used?</p> <p>Can I understand how weather affects human activities?</p> <p>Can I identify the UK's place in the world?</p> <p>Can I locate towns and cities in the UK?</p>	<p>Can I discuss the importance of The River Thames?</p> <p>Can I explain the ways the rivers can be used?</p> <p>Can I explain the importance of damming rivers?</p> <p>Can I use my knowledge of rivers to write a description of a river journey? Write</p>	<p>Can I identify human and physical features of Europe?</p> <p>Can I identify basic information about the continent of Africa?</p> <p>What are human, environmental and physical features of a continent?</p> <p>Can I identify different aspects of human geography in different places?</p>
<b>Assessment</b>	<p>PPC and fix it time.</p> <p>Write a persuasive letter to my local MP - assessed best write piece.</p> <p>Live marking throughout.</p> <p>Double page spread</p>	<p>PPC and fix it time.</p> <p>Assessed piece of writing - The Journey of a river.</p> <p>Live marking throughout.</p> <p>Double page spread.</p>	<p>PPC and fix it time.</p> <p>Assessed piece of writing Description of the Sahara Desert?</p> <p>Live marking throughout.</p> <p>Double page spread.</p>
<b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b>	<p>L - Write a letter to my MP</p> <p>O - Present my campaign to my class</p> <p>N - Create a survey about amenities in the local area Creating a pictograph</p>	<p>L- Use key terms to describe rivers</p> <p>N- considering distance in KM when discussing length of rivers</p> <p>O- discussing the different viewpoints of why rivers are so important</p>	<p>N- fairtrade game- how much each person gets paid.</p> <p>L Present and explain information using geographical vocabulary to explain with supporting evidence.</p>
<b>Cross Curricular Opportunities</b>	<p>History- exploring the changes over time.</p> <p>Citizenship - understanding the role of local MP's.</p>	<p>Science- water cycle, how rivers move and erode the landscape.</p> <p>Citizenship/Science - effect of global warming.</p>	<p>Maths, exploring maps using coordinates, creating and interpreting graphs.</p> <p>Art - skills used in creation of double page spread.</p>



	Art - skills used in creation of double page spread.	Art - skills used in creation of double page spread.	Citizenship - exploration of fair trade and the wider societal and political implications.
Super Curriculum	<p>Meeting the local MP Richard Fuller</p> <p>Surveying the local community</p> <p><a href="https://docs.google.com/forms/u/0/d/12_jh4MIhm_8qzsrILQseX4Av7AkqYiEOJmDw6-5sVo/edit?ntd=1&amp;usp=forms_home&amp;ths=true">https://docs.google.com/forms/u/0/d/12_jh4MIhm_8qzsrILQseX4Av7AkqYiEOJmDw6-5sVo/edit?ntd=1&amp;usp=forms_home&amp;ths=true</a></p> <p>Creating a campaign looking at the changes in the local area</p> <p><a href="https://www.centralbedfordshire.gov.uk/info/55/transport_road_s_and_parking/1135/arlesey_relif_road_and_gateway_bridge_p_roject">https://www.centralbedfordshire.gov.uk/info/55/transport_road_s_and_parking/1135/arlesey_relif_road_and_gateway_bridge_p_roject</a></p> <p><a href="https://www.centralbedfordshire.gov.uk/info/55/transport_road_s_and_parking/1135/arlesey_relif_road_and_gateway_bridge_p_roject">https://www.centralbedfordshire.gov.uk/info/55/transport_road_s_and_parking/1135/arlesey_relif_road_and_gateway_bridge_p_roject</a></p> <p>Speech writing skills</p> <p><a href="https://www.youtube.com/watch?v=tShavGuo0_E">https://www.youtube.com/watch?v=tShavGuo0_E</a></p>	<p>Use playdough and glacial landforms</p> <p>Use guttering to demonstrate how water thoughts through a channel</p> <p>Videos showing the processes of erosion, transportation and deposition</p> <p><a href="https://www.youtube.com/results?search_query=river+erosion">https://www.youtube.com/results?search_query=river+erosion</a></p> <p><a href="https://www.youtube.com/results?search_query=river+processes+">https://www.youtube.com/results?search_query=river+processes+</a></p> <p><a href="https://www.youtube.com/results?search_query=glacial+processes">https://www.youtube.com/results?search_query=glacial+processes</a></p> <p><a href="https://www.youtube.com/results?search_query=glacial+processes">https://www.youtube.com/results?search_query=glacial+processes</a></p> <p>Pix Brook river investigation</p> <p><a href="#">Pix Brook Water Body</a></p>	<p>Fair trade game</p> <p><a href="https://fairtradegames.com/en/">https://fairtradegames.com/en/</a></p> <p><a href="https://schools.fairtrade.org.uk/teaching-resources/activities-and-games/#page-1">https://schools.fairtrade.org.uk/teaching-resources/activities-and-games/#page-1</a></p> <p>Video- radiators to Norway</p> <p><a href="https://www.youtube.com/watch?v=oJLqyuxm96k">https://www.youtube.com/watch?v=oJLqyuxm96k</a></p> <p>Using an Atlas</p> <p><a href="https://www.worldatlas.com/">https://www.worldatlas.com/</a></p> <p>Video- Barrier Reef.</p> <p><a href="https://www.youtube.com/watch?v=wbNeIn3vVKM&amp;t=32s">https://www.youtube.com/watch?v=wbNeIn3vVKM&amp;t=32s</a></p> <p>Comparing how people live</p> <p><a href="https://www.youtube.com/watch?v=A3nllBT9ACg">https://www.youtube.com/watch?v=A3nllBT9ACg</a></p> <p>Games locating places in the world</p> <p><a href="#">Africa Games   World Geography Games Online</a></p>
Careers	<p>HT 1 Politician</p> <p>HT 2 Town planner</p>	<p>HT1 Geologist</p> <p><a href="https://www.google.com/url?q=http://www.bgs.ac.uk/about-bgs&amp;sa=D&amp;source=docs&amp;ust=1719243960968990&amp;usg=AOvVaw00rOqj8i0jaJ9wDPBDB5DT">https://www.google.com/url?q=http://www.bgs.ac.uk/about-bgs&amp;sa=D&amp;source=docs&amp;ust=1719243960968990&amp;usg=AOvVaw00rOqj8i0jaJ9wDPBDB5DT</a></p> <p>HT2 Hydrologist</p>	<p>HT1 Travel agent</p> <p><a href="#">How to become a tour guide: Marzena's story - BBC Bitesize</a></p> <p>HT2 Geography teacher</p> <p><a href="#">Alice Fevronia: How to become a secondary school Geography teacher - BBC Bitesize</a></p>

		<a href="#">Hydrologist - Green Careers Hub</a>	
<b>Equality and Diversity</b> Gender Disability Religion Race Sexuality	Diverse representation within text/ videos/website links shared. Display shows a variety scientists of different genders and from different ethnicity	Diverse representation within text/ videos/website links shared. Display shows a variety scientists of different genders and from different ethnicity	Diverse representation within text/ videos/website links shared. Display shows a variety scientists of different genders and from different ethnicity
<b>Local Community Links</b>	Researching a new local development identifying what infrastructure the local area could benefit from then present it to peers	Researching rivers around the world and comparing them to rivers in our local area.  Developing an understanding of the landscape formations that shaped the lake district comparing to the landscape within our local area	Looking at how people live in different areas around the world seeing how their cultures interconnect with our own
<b>British Values</b> Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education	<b>Democracy</b> There are opportunities to debate issues where students can share their opinions and listen to the views of others. For example the infrastructure of the local area and things that our local area can benefit from.  <b>The rule of law</b> Laws protect everyone and no-one is above the law. We should understand the need for rules to make a happy, safe and secure environment and know the consequences when rules are not followed. Following socially responsible behaviour in the geography classroom and when developing understanding of how other people live across the globe. Demonstrating respect when others are presenting.	<b>Democracy</b> There are opportunities to debate issues where students can share their opinions and listen to the views of others. For example different types of geography, why is geography important and how it helps our daily lives.  <b>The rule of law</b> Laws protect everyone and no-one is above the law. We should understand the need for rules to make a happy, safe and secure environment and know the consequences when rules are not followed. Following socially responsible behaviour in the geography classroom and when developing understanding of how other people live across the globe.  <b>Individual liberty</b>	<b>Democracy</b> There are opportunities to debate issues where students can share their opinions and listen to the views of others. For example different types of geography, why is geography important and how it helps our daily lives.  <b>The rule of law</b> Laws protect everyone and no-one is above the law. We should understand the need for rules to make a happy, safe and secure environment and know the consequences when rules are not followed. Following socially responsible behaviour in the geography classroom and when developing understanding of how other people live across the globe.  <b>Individual liberty</b> We have a freedom of choice and a right to respectfully express our views and beliefs. We can act as we choose within the law. The rights of ourselves and the

	<p><b>Individual liberty</b> We have a freedom of choice and a right to respectfully express our views and beliefs. We can act as we choose within the law. The rights of ourselves and the others around us are protected. In geography having the right to express our opinions when debating geographic concepts in a respectful way and tolerating the views of others. Making choices of the focus of the group work for their presentation.</p> <p><b>Mutual respect and tolerance of others</b> There is equality and fairness for all, regardless of background or religious beliefs. We understand that we do not all share the same beliefs and values. We respect the values, ideas and beliefs of others and do not impose our own onto them. In geography students demonstrate this when working in groups and debating geography concepts showing respect to peers. Showing respect when giving peers feedback for their presentations.</p> <p><b>SMSC</b> Pair &amp; group working, working safely in a geography classroom. Sharing and</p>	<p>We have a freedom of choice and a right to respectfully express our views and beliefs. We can act as we choose within the law. The rights of ourselves and the others around us are protected. In geography having the right to express our opinions when debating geographic concepts in a respectful way and tolerating the views of others.</p> <p><b>Mutual respect and tolerance of others</b> There is equality and fairness for all, regardless of background or religious beliefs. We understand that we do not all share the same beliefs and values. We respect the values, ideas and beliefs of others and do not impose our own onto them. In geography students demonstrate this when working in groups and debating geography concepts showing respect to peers.</p> <p><b>SMSC</b> pair &amp; group working, working safely in a geography classroom.</p> <p><b>Character Education</b> <b>Integrity</b> : during group discussions and working in groups <b>Resilience</b>: data handling including quantitative and qualitative data <b>Confidence</b>: participation during classroom discussions, presenting work and verbal contributions when being questioned.</p>	<p>others around us are protected. In geography having the right to express our opinions when debating geographic concepts in a respectful way and tolerating the views of others.</p> <p><b>Mutual respect and tolerance of others</b> There is equality and fairness for all, regardless of background or religious beliefs. We understand that we do not all share the same beliefs and values. We respect the values, ideas and beliefs of others and do not impose our own onto them. In geography students demonstrate this when working in groups and debating geography concepts showing respect to peers.</p> <p><b>SMSC</b> pair &amp; group working, working safely in a geography classroom.</p> <p><b>Character Education</b> <b>Integrity</b> : during group discussions and working in groups <b>Resilience</b>: data handling including quantitative and qualitative data <b>Confidence</b>: participation during classroom discussions, presenting work and verbal contributions when being questioned.</p>
--	---	---	--

developing on the ideas of peers in group work.

**Character Education**

**Integrity** : during group discussions and working in groups

**Resilience**: data handling including quantitative and qualitative data

**Confidence**: participation during classroom discussions, presenting work and verbal contributions when being questioned.