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| Year group: 6 | | Subject Area: Geography | | Unit: 1 – European Countries and the World | | Subject Leader: K Muldowney | | | |
| Prior linked knowledge | | | National curriculum objectives | | | Future linked knowledge | | | |
| Know and locate the seven continents of the world (Y2) Know the names of a locate at least eight countries and six cities in England (Y3) Know the names of a locate a number of South American countries (Y4) Know the names of and locate a number of North American countries (Y5) | | | Locational knowledge: 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. Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | | Extend their locational knowledge and deepen their special awareness of the worlds countries focusing on key physical and human features countries and major cities (KS3) Build on their knowledge of globes, maps and atlases and apply and develop their knowledge in the classroom and on the field (KS3) | | | |
| Notes | | | Cross-curricular links | | | Possible hooks/enrichment activities | | | |
| | | | <i>To be populated by teachers, as they begin to use the curriculum – subject leader to then update half-termly.</i> | | | | | | |
| Lesson Sequence | | | | | | | | | |
| Know the names of and locate at least eight European countries | | | | Know the names of and locate at least eight capital cities across the world | | | | | |
| Lesson 1: Understand how many and which countries comprise Europe and which bodies of water surround it. | | Lesson 2: Identify and locate the physical features within Europe, identifying which countries these belong to. | | Lesson 3: Explain the importance of a capital city, and why the government is located there. | | Lesson 4: Research a European capital city and explain why Europe is one of the most populated continents. | | Lesson 5: Find and locate eight capital cities across the world, focusing on those both inside and outside of Europe. | |
| Lesson 6: Identify the populations of capital cities across the world. Explain the impact tourism may have on the city. | | | | | | | | | |
| Key Vocabulary | | | | | | | | | |
| Arctic ocean Atlantic Ocean Mediterranean Sea Black sea Caspian Sea | | Mountains Rivers Volcanos Deserts Rainforests Lowlands Seas | | Capital Government Population Location | | Europe Population Tourism | | Capital Government Population | |
| | | | | | | | | Economy Tourism Population Income Living Cost | |

Key skill throughout unit

Explain how human activity has caused an environment to change

Use maps, aerial photos, plans and web resources to describe what a locality might be like

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| Year group: 6 | | Subject Area: Geography | | Unit: 2 - Mountains and Volcanoes | | Subject Leader: K Muldowney | |
| Prior linked knowledge | | National curriculum objectives | | | | Future linked knowledge | |
| Identifying physical features, including: mountains (Y2) Explored views on environmental issues (Y4) Recognising environments can change and pose a threat to living things (Y4) | | Human and physical geography: Describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes | | | | Physical geography relating to: plate tectonics (KS3) Understand the human and physical processes that influence and change environments, landscapes, and the climate (KS3) | |
| Notes | | Cross-curricular links | | | | Possible hooks/enrichment activities | |
| | | Maths: using coordinates to locate areas on a map Science: Knowing how the earth changes over time English: Mountains Around the World book – writing a discussion | | | | Possible VR Headset Workshop – Visiting Mountain Ranges around the World Possible VR Headset Workshop – Visiting Volcanoes around the World | |
| Lesson Sequence | | | | | | | |
| Know where the main mountain regions are in the UK | | Know the names of a number of the world's highest mountains | | Know what causes an earthquake | | Label the different parts of a volcano | |
| Lesson 1: Identify what a mountain is and how they are formed. Locate highest and lowest mountain regions within UK on a map. | | Lesson 2: Identify and locate the world's highest mountain ranges. Explain how mountains may change over time and how they can be a hostile and dangerous environment. | | Lesson 3: Know and understand where earthquakes are located, why and how they happen. | | Lesson 4: Understand how often earthquakes happen and the impact they have on both environments and people. | |
| | | | | | | Lesson 5: Know what a volcano is and how they are formed. Understand where they are located. | |
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| Key Vocabulary | | | | | | | |
| Tectonic plates Region Environment Erosion Earth's crust Formation | | Climate Environment Summit Landscape Peak | | Tectonic plates Climate Friction Energy Earth's crust | | Impact Aftermath | |
| | | | | | | Lava Tectonic plates Boundaries Dormant Active Extinct | |
| | | | | | | Eruption cloud Magma chamber Lava Crust Vent Volcanic bomb Molten rock | |

Key skill throughout unit

- Confidently explain scale and use maps with a range of scales
- Use maps, aerial photos, plans and web resources to describe what a locality might be like
- Explain how human activity has caused an environment to change

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| Year group: 6 | | Subject Area: Geography | | Unit: 3 - Industrial Areas and Ports | | Subject Leader: K Muldowney | |
| Prior linked knowledge | | National curriculum objectives | | | | Future linked knowledge | |
| Use four figure grid references (Y3) Know how to plan a journey within the UK, using a road map (Y3) | | Skills and fieldwork: Use 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 | | | | Interpret ordnance survey maps in the class and the field including using grid references and scale (KS3) | |
| Notes | | Cross-curricular links | | | | Possible hooks/enrichment activities | |
| | | <i>To be populated by teachers, as they begin to use the curriculum – subject leader to then update half-termly.</i> | | | | | |
| Lesson Sequence | | | | | | | |
| Know why industrial areas and ports are important | | | Know how to use six-figure grid references | | | Know what most of the ordnance survey symbols stand for | |
| Lesson 1: Know and understand what an industrial area and a port are and why they are there. | Lesson 2: Explain and justify the impact that industrial areas and ports have on those who live there. | Lesson 3: Know what a grid reference is and what they can be used for. | Lesson 4: Use a six figure grid reference to locate a specific area on a map | Lesson 5: Record six figure grid reference from a given area | Lesson 5: What is an ordnance survey map? Who would use one and what symbols are used? | Lesson 6: Using a map of their own area, create a ordnance survey map using some traditional symbols and some of their own. | |
| Key Vocabulary | | | | | | | |
| Cargo Inland Roads Trade Factories Ships Buildings | Migration Economy Education Unemployment Population | Six figures Maps Location Area | | | | Businesses Location Direction Symbols | |
| Key skill throughout unit | | | | | | | |
| <ul style="list-style-type: none"> • Accurately use a six figure grid reference • Use OS maps to answer questions • Recognise key symbols on an ordnance survey map | | | | | | | |