



Year 6 - Geography

<u>National Curriculum Objectives (statutory)</u>	<u>Fordbridge suggestions</u>
<u>Locational knowledge</u> - Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. - Identify the position and significance of latitude, longitude, prime/Greenwich meridian, northern and southern hemisphere, the tropics, the arctic circle and time zones.	1. Extreme Environments - Locating Ring of Fire and key areas of 2. Our Local Area 3. Our World Matters - Fair-Trade - Consider how people can impact on the environment (vegetation belts). - Types of settlement and land use, economic activity including trade links. What is the impact of the things we buy? - Pros and cons of fair trade
<u>Place knowledge</u> Understand and compare geographical similarities and differences through the study of human and physical geography of a region of the UK	
<u>Human and Physical Geography</u> - Describe and understand the key aspects of physical geography, including: earthquakes, vegetation belts and biomes - Describe and understand the key aspects of human geography, including: economic activity including trade links and distribution of food.	- Recognise some physical and human processes (e.g. earthquakes) and explain how these can cause changes in places and environments. - Looking at a variety of natural disasters and evaluating their impact around the world. - Using maps and accurate knowledge assess where the disasters centre and why this may be. - Reflect on the impact past disasters have had on the modern world - how have they changed the world's landscape? - How people have dealt with disasters and how this influences society today



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Geographical skills and fieldwork

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| <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, six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the UK and wider world. (Link to World Wars) • 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. | <ul style="list-style-type: none"> • Consolidate map skills • Use ordnance maps and sketch maps to plot changes over time, annotations and interpretation • Understand and use a widening range of geographical terms. • Use maps, charts, etc. to support decision making about the location of new places. • Use interactive maps of where bombs were dropped in London. • How has land changed over time? • How have these events positively influenced on lives today? • Street view - how has it changed? • What evidence in Chelmsley Wood can we find? |
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End points

Extreme Earth - in depth study into a natural disaster

Our locality

- Use ordnance maps and sketch maps to plot changes over time, annotations and interpretation
- Negative and positive impacts of war
- Use of different maps to show changes over time

Our World Matters

- Advertising campaign for a fair-trade chocolate bar
- why should people spend extra money on this particular product?
- Use evidence about growers, environments and trading processes as part of this
- impact of fair trade on farmers and communities