

## Year 6 Scheme of Work – Geography

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
6.2 Why does population change?	5	<ul style="list-style-type: none"> <li>To understand the change and distribution of the global population.</li> <li>To define birth and death rates and describe why they change.</li> <li>To recognise the push and pull factors influencing migration.</li> <li>To begin to understand the impact climate change can have on the global population.</li> <li>To collect data showing how population impacts the amount of traffic and litter in an area.</li> <li>To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the most densely and sparsely populated areas.</li> <li>Describe the increase in global population over time.</li> <li>Begin to describe what might influence the environments people live in.</li> <li>Define birth and death rates, suggesting what may influence them.</li> <li>Define migration, discussing push and pull factors.</li> <li>Explain why some people have no choice but to leave their homes.</li> <li>Describe the causes of climate change, explaining its impact on the global population.</li> <li>Suggest an action they can take to fight climate change.</li> <li>Calculate the length of a route to scale.</li> <li>Follow a selected route on an OS map.</li> <li>Use a variety of data collection methods, including using a Likert scale.</li> <li>Collect information from a member of the public.</li> <li>Create a digital map to plot and compare data collected from two locations.</li> <li>Suggest an idea to improve the environment.</li> </ul>	<ul style="list-style-type: none"> <li>- Modelling</li> <li>- Practical activities</li> </ul>	<p>Continuous throughout.</p> <p>Observations.</p> <p>Discussions.</p>	<p><b>Geography</b> <b>Locational knowledge</b> 'Pupils should be taught to: 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'.</p> <p><b>Human and physical geography</b> 'Pupils should be taught to: 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'.</p> <p><b>Geographical skills and fieldwork</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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.'</p>	<p><b>Physical education</b> take part in outdoor and adventurous activity challenges both individually and within a team'.</p> <p><b>English Spoken language</b> listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic</p>

# Year 6 Scheme of Work – Geography

							<p>and initiating and responding to comments’.</p> <p><b>Mathematics</b></p> <p><b>Measurement</b></p> <p>convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places’.</p> <p>(non-statutory)</p> <p>‘Pupils use their knowledge of place value and multiplication and division to convert between standard units.’</p>
--	--	--	--	--	--	--	--

## Year 6 Scheme of Work – Geography

<p><b>6.5</b> Where does our energy come from?</p>	<p>6</p>	<ul style="list-style-type: none"> <li>To know why energy sources are important.</li> <li>To understand the benefits and drawbacks of different energy sources.</li> <li>To understand how energy is generated in the United States.</li> <li>To know how energy sources are distributed in an area.</li> <li>To explain reasons for choosing an energy source.</li> <li>To collect and present data on where to position a solar panel on the school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the significance of energy.</li> <li>Give examples of sources of energy and their trading routes.</li> <li>Define renewable and non-renewable energy.</li> <li>Discuss the benefits and drawbacks of different energy sources.</li> <li>Describe the significance of the Prime Meridian.</li> <li>Identify human features on a digital map.</li> <li>Discuss how transport links have changed over time.</li> <li>Locate UK cities on a map.</li> <li>Use six-figure grid references to identify features on an OS map.</li> <li>Consider and justify the location of energy sources.</li> <li>Design and use interview questions.</li> <li>Plot points on a sketch map.</li> </ul>	<ul style="list-style-type: none"> <li>- Modelling</li> <li>- Practical activities</li> </ul>	<p>Continuous throughout</p> <p>Observations</p> <p>Discussions</p> <p>Travel Guide</p>	<p><b>Geography</b> <b>Geographical skills and fieldwork</b> Pupils should be taught to: 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.</p>	<p><b>Physical education</b> Pupils should be taught to: Take part in outdoor and adventurous activity challenges both individually and within a team.</p>
<p><b>6.6</b> Trade &amp; Economics / Biomes</p>	<p>4-6</p>	<ul style="list-style-type: none"> <li>– explain the UK’s trade links with other countries.</li> <li>– explain the UK’s trade links with other countries. Use maps to show the UK’s trade links with other countries.</li> <li>– explain the importance of fair trade.</li> <li>- identify the six major biomes and how they are affected by climate.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain what trading is.</li> <li>- Explain the difference between imports and exports.</li> <li>- Name some countries the UK imports/exports goods to/from.</li> <li>- List some goods imported/exported to/from the UK.</li> <li>- Explain why countries need to import goods.</li> <li>- Use an atlas to find countries.</li> <li>- Explain the meaning of fair trade.</li> <li>- Describe the fair-trade process for some products.</li> <li>- Identify the main climate types of the world and the similarities and differences between the climates of different places.</li> <li>- Recognise the importance of environments, including natural vegetation, to animals and people.</li> </ul>	<ul style="list-style-type: none"> <li>- Modelling</li> <li>- Practical activities</li> </ul>	<p>Continuous throughout</p> <p>Observations</p> <p>Discussions</p>	<p>To 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.</p> <p>To 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.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To 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.</p>	<p><b>PSHCE – fair trade</b></p> <p><b>History – changes in trading</b></p> <p><b>Science - climate</b></p>

## Year 6 Scheme of Work – Geography

<p><b>Next learning: <u>KS3 – Locational Knowledge</u></b>          - Extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.</p>				<p><b>Next learning: <u>KS3 - Place Knowledge</u></b>          - Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.</p>			
<p><b>Next learning: <u>KS3 – Human and Physical Geography</u></b>          - Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:          * physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts          * human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.          - Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</p>				<p><b>Next learning: <u>KS3 - Geographical Skills and Fieldwork</u></b>          - Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.          - Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.          - Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.          - Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>			