Curriculum Map: **Geography** **Year 6**

Below outlines the learning focus for each term

NC Requirements – KS2

Pupils should –

- Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, north and south America
- this will include the location of a range of the world's most significant human and physical features

They should –

- Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

KS2 Knowledge End Points:

Locational Knowledge

- Can 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
- Can 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
- Can 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 (including day and night)

Place Knowledge

- Understands 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

Human and Physical geography

- Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Can describe and understands 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

KS2 Skills End Points:

- Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Is able to 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

Term	Learning Focus		
	Knowledge	Skills	
Spring 1	**North America** • To identify the position of North America using latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn • Can identify human and physical characteristics, within North America, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time • There are 23 countries in North America, with Canada being the biggest. Some geographical areas in North America belong to European countries. • Knows and is able to identify the relative locations of Canada, USA, Mexico, Caribbean islands and central America on a map of North America • There are 50 states in the USA • The Missouri River is the longest in North America and flows through seven US states. • The Grand Canyon is a unique geographical feature in the USA and hosts more than one biome. • Lake Superior, which borders Canada and the US, is the third largest lake in the world and the largest North American lake. • Panama is a country in Central America. Its canal is an important trade route that links Atlantic and Pacific Oceans.	• Use maps, atlases, globes and digital/computer mapping to locate countries, states and geographically significant land features (including Niagara Falls and the Grand Canyon). • To use a map scale to understand the significance of the size of Britain in comparison to the size of the USA. • Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world • To identify the position of North America using latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn • To identify the flags of countries in North America using an atlas. • To locate the Panama Canal on a map and identify its significance to trade to the rest of the world.	
Summer 1	**Rivers** • To relate the formation and continuum of rivers to their knowledge of the water cycle. • Name and locate the key topographical features including coast, features of erosion and rivers. ❖ To know that upper course river features include the source, V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges ❖ That middle course river features include wider, shallower valleys, meanders, and oxbow lakes. ❖ That lower course river features include wide flat-bottomed valleys, floodplains and deltas at the estuary or river mouth. -L2 • To know that rivers erode in four ways: Abrasion - when large pieces of bed load material wear away the river	• Explain what a river is and locate the world's longest rivers on a map, using coordinate grids and referring to map features such as lines of longitude and latitude • Look at specific examples of rivers and the process, which made them/affect them • 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 • Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate our local canals and the direction water flows in using a compass	**Computing – Use of Google Expeditions to support children's understanding of key river features** **Art – Children draw a cross-section of a river and create a piece of artwork featuring a local canal** **History – How and when our canals were built** **Science - evaporation and**

	banks and bed; Attrition – when the bed itself is eroded when sediment particles knock against the bed or each other and break, becoming more rounded and smaller; hydraulic action – when the force of the water erodes softer rock; Solution or Corrosion – when acidic water erodes rock. • To know major rivers around the world and where they are located (revisiting the Thames River from Y3 and The Amazon River from Y5)	• Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom • Study pictures of land use during three periods. Draw conclusions and develop informed reasons for the changes.	**condensation**

Ambition / Intent:
We believe that it is essential that children have a comprehensive understanding not only of the world but their local area. Our ambition is to develop enquiring and curious minds through engaging and exciting pupils by taking their geography learning outside of the classroom where possible; a field trip, exploring our local area or even our school grounds and through the use of technology to allow them to travel the world albeit in a virtual way. We welcome outside speakers to share their expertise and experiences and as a result, children will not only learn from others but also from their own experiences which will empower them to become global lifelong learners.

Design / Implementation:
The geography curriculum at Camrose is structured so that each year group studies a different area of geography and has been carefully sequenced to enable pupils to gradually widen their sense of scale from their immediate geography to the global. Key aspects of learning are taken from the National Curriculum and mapped across each year group with vocabulary banks that are specific to that individual year group.

We want pupils to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways across a range of subjects such as Art, D&T, Computing and Science. This approach aims to provide meaningful cross curricular, creative and tangible learning experiences that engage, excite and empower learners in their quest for mastery.

Impact:
Our well-planned Geography curriculum ensures that children are competent in the geographical skills needed to collect, analyse and communicate data, and to interpret a range of geographical sources, including maps, globes and aerial photographs.

Through the breadth and depth that our Geography curriculum offers, our children are provided with a broad knowledge of the world they live in, and understand, as responsible citizens, how they need to care and preserve the planet for future generations