

Geography Curriculum – Unit Summaries

Year 6		
Extreme Weather	Mountains: UK and beyond.	A field work study of our local area.
National Curriculum		
- Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle. - Understand the geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region in a European country and a region within North of South America. - Describe and understand key aspects of human geography including types of settlement, land use and economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	- Name and locate cities of the United Kingdom and their identifying human and physical features and key topographical features including hills and mountains and understand how some of these features have changed over time. - Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. - Understand the geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region in a European country and a region within North of South America. - Describe and understand key aspects of physical geography including mountains - Use the eight points of a compass, four and six figure grid references, symbols and keys (including ordinance survey maps) to build	- Use the eight points of a compass, four and six figure grid references, symbols and keys (including ordinance survey maps) to build their knowledge of the wider world. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied. - Describe and understand key aspects of human geography including types of settlement, land use and economic activity including trade links.

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	their knowledge of the UK and the wider world.	
Prior Knowledge		
Extreme Weather Pupils should already know: - Where the equator, tropic of Capricorn, tropic of Cancer lies - Lines of longitude and latitude - Northern and southern hemisphere - What human and physical geography is	Mountains: UK and Beyond Pupils should already know: - What human and physical geography is - How to use 6 figure grid references and 8 point compass.	A Fieldwork Study of Our Local Area Pupils should already know: - How to use 6 figure grid reference and 8-point compass - How to use maps and atlases - What human and physical geography is
Knowledge to Cover		
- Revise the position and significance of lines of longitude, latitude, equator, N/S hemisphere, tropics of Cancer and Capricorn. Where these are and what can children tell you about the significance in terms of temperature and weather? - Look at the UK and the weather patterns that we experience here. What extremes have we encountered? How have these encounters affected the types of settlement we build, trade links, distribution of natural resources etc? Over the unit use fieldwork to measure and record the weather that we encounter (e.g. rainfall or wind speeds) using digital technologies. - Although we have experienced some extreme weather situations, other places around the world encounter some more extreme weather situations. What can children remember about their study of N America in Y5? Look at extreme weather patterns that people of N America encounter (e.g. hurricanes and tornadoes). Look at case studies of places affected by	- What is the difference between hill and a mountain? What are the symbols for hills and mountain on maps? Use this information to study the UK and identify key mountains of the UK, their heights and where they are located in the UK (using 6 figure grid references and 8 points of a compass to describe their location). - What are the key physical features of mountains? - Chose a mountain in the UK to study in detail. What are the key human and physical features of this mountain? How has it changed over time? (e.g. tourism) - Can the children name any other famous world wide mountains or mountain ranges? Spend some time locating these in an Atlas using compass points and 6 figure grid references. Focus mainly on Europe and N/S America but allow the identification of places such as the Himalayas and Everest and where they are located.	- Look at ordinance survey maps of the local area. Look at the various symbols that are used and identify what they stand for. - Go on a local walk and collect pictures of key physical and human features in the area that would have a matching ordinance survey symbol. Once back in school match these pictures to the symbols. - Compare the symbols found in Killingworth with those found of somewhere like the Rising Sun country park. How are they similar and how are they different? - Use a map of the rising sun Country Park to plan a walk for the class. Use key human and physical features identified on the map to help with this in terms of what to look out for to help when walking the route. - Visit the park and carry out the walk using a compass to help. Take pictures of the human and physical features identified previously on the maps.

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this weather. How does it affect the types of settlement we build, trade links, distribution of natural resources etc? Compare that to their study of the UK. • Use graphs to compare weather patterns such as the amount of rainfall in the UK vs USA etc. Chn should also draw their own graphs from data given and analyse them (see KS3 obj)	• Compare mountain ranges. For example The Lake District, Alps (Europe) and the Rocky mountains (N. America). How are these ranges similar and different and why is this?	
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