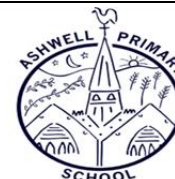


# Ashwell Primary School

## Geography Curriculum

### Year 6 Knowledge Organiser



Year 6 – Geographical mapping and fieldwork skills to be developed during year 6 Opportunities will be found throughout the year to develop children's mapping and fieldwork skills in geography or other subject areas.	
<b>Geographical enquiry</b>	<ul style="list-style-type: none"> <li>Investigate places and environments using a range of geographical skills and sources of information including a variety of maps, graphs and images.</li> <li>Express and explain their opinion and recognise why others may have different points of view.</li> </ul>
<b>National Curriculum statements</b> <b>Geographical skills and fieldwork-Mapping skills</b> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use the eight points of a compass and six-figure references to build their knowledge of the United Kingdom and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps to draw conclusions about places, including taking information from thematic maps and atlases.</li> <li>Recognise a range of physical and human features on a map</li> <li>Use 8 compass points confidently and accurately.</li> <li>Use 4 figure coordinates confidently to locate features on a map and begin to use 6 figure grid references- using longitude and latitude on atlas maps.</li> <li>Indicate and follow directions on a map or globe. Select best routes to reach places.</li> <li>Interpret a range of symbols on different maps and use these to describe features of places.</li> <li>Draw a variety of thematic maps and plans with increasing accuracy</li> <li>Create sketch maps to give directions.</li> <li>Identify and interpret symbols on non- standard maps.</li> <li>Estimate size and distance fairly accurately both on maps and in atlases.</li> <li>Work out differences in time and distance between a ranges of places.</li> </ul>
<b>Fieldwork skills to be developed throughout upper Key stage 2</b>	
<b>Geographical skills and fieldwork-Fieldwork Skills</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	Use a wider range of fieldwork techniques for collecting, analysing and presenting information, including: <ul style="list-style-type: none"> <li>making models, annotated drawings and field sketches to record observations</li> <li>drawing freehand maps (e.g. of a site they have visited)</li> <li>relating large-scale plans to the fieldwork site, identifying relevant features</li> <li>recording selected geographical data on a map or large-scale plan, using colour or symbols and a key</li> <li>taking digital photos and annotating them with labels or captions</li> <li>making digital audio recordings</li> <li>collecting, analysing and presenting quantitative data in charts and graphs</li> <li>designing and using a questionnaire to collect qualitative data</li> <li>designing and conducting fieldwork interviews</li> <li>using standard field sampling techniques appropriately</li> <li>designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance</li> <li>conducting a transect to observe changes in buildings and land use</li> </ul>
<b>Curriculum Enrichment / Cultural Capital Opportunities</b>	
<b>Prior knowledge / skills this builds on: Year 5</b>	
<b>Mapping skills</b> <ul style="list-style-type: none"> <li>Select a map for a specific purpose e.g. Atlas to find a country, OS map to find a village, thematic map to find the wettest places in the world</li> </ul>	

- Evaluates the usefulness of different maps.
- Follow routes on OS maps and describe features shown.
- Understand symbols on a range of OS maps and draw a sketch map using symbols and a key
- Draw a plan view map with same accuracy.
- Use 8 compass point and begin to use 4 figure coordinates to locate features on maps.
- Match aerial images to locations on maps
- Measure distance between places on maps with some accuracy and begin to Guesstimate distances between places.

#### Fieldwork skills – Upper Key stage 2 fieldwork skills

### Year 6 – Greece

#### Core Knowledge / skills to be acquired:

##### Aspects of Locational knowledge to be covered in topic

- Look at map of Europe and name and locate countries and some major cities.
- Locate Greece on a wide range of maps, atlases and globes, including maps at a variety of scales (from city and island to global)
- Describe the main physical and human geography of the country e.g. landscape, land use, climate etc.
- Study the climate and compare to Britain. What does this tell us about what life in Greece is likely to be like (e.g. tourism)?
- Describe the main ecosystems of Greece (urban / rural / islands) and identify how they have changed over time.
- Learn about daily life, standards of living and culture (using photographs, data, written accounts, travel guides, video clips etc.)
- Research and describe economic activity and trade.
- Compare Greece with the UK (Ashwell) and other countries studied across KS2 - how is life similar / different. Where would you prefer to live? (fieldwork opportunity)

#### Key Vocabulary:

Continent  
Europe  
Latitude  
Equator / Northern / Southern Hemisphere  
Climate  
physical geography / human geography  
settlement  
economy  
natural resources  
landscape  
mountain  
biome  
vegetation belt

#### Curriculum Enrichment / Cultural Capital Opportunities

### Year 6 – Amazing Americas

#### Core Knowledge / skills to be acquired:

- Locate continents of North and South America. Identify location in relation to Northern/Southern Hemispheres, Equator, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle,
- Look at time zones across America (link to Prime/Greenwich Meridian, longitude)
- Locate and name the countries of North and South America using a wide range of maps, atlases and globes, including maps at a variety of scales.
- Locate and name the major cities, rivers and mountain ranges
- Describe the characteristics of different places in North and South America e.g. climate zones.
- Describe the biomes and climate of an area of North or South America. Link to latitude.
- Compare climate of East Anglia to a region of North or South America.
- Look at the physical and human features of the local area- (fieldwork opportunity)
- Identify the human and physical features of a region of North or South America.
- Describe the similarities and difference between Ashwell and a region of North or South America. Where would you prefer to live?

#### Key Vocabulary:

Continent / North America / South America  
Latitude / Longitude / Equator  
Northern/Southern Hemisphere  
Tropics of Cancer/Capricorn  
Arctic/Antarctic Circle  
Prime/Greenwich Meridian / time zones  
climate zone / climate  
polar / arctic  
temperate / tropical / subtropical  
physical geography / human geography  
settlement / economy  
natural resources  
landscape / mountain  
biome / vegetation belt

#### Curriculum Enrichment / Cultural Capital Opportunities

## Year 6 – Rivers

### Core Knowledge / skills to be acquired:

- Understand and describe the water cycle.
- Locate oceans, major seas and rivers using maps, atlases and globes.
- Name and describe the main parts of a river.
- Understand how rivers are formed and how they change over time through the processes of erosion, deposition and transportation
- Describe why rivers are significant for the people and environment around them
- Investigate how rivers are used or altered by humans.
- Describe the positive and negative impact of this. Focus on the possible long -term impacts.
- Focus on one river and investigate the way it changes along its course, the terrain it passes through and its uses.
- Understand that The Springs is the source of the River Rhee. Look at the course of the River Rhee from the springs into the River Cam which joins the River Ouse at Ely and flows out to the sea at The Wash.
- Look at the physical and human features of the springs, including its use by different people (fieldwork opportunity).

### Key Vocabulary:

water cycle / evaporation / precipitation / condensation  
 percolation  
 bank / basin / bed / delta / estuary / flood plain / source / tributary  
 channel / waterfall / oxbow lake  
 rapids / gorge / confluence / valley / meander / levee / dams  
 erosion  
 deposition  
 transposition

### Curriculum Enrichment / Cultural Capital Opportunities

#### Prior knowledge / skills this builds on: Year 5

#### Locational knowledge

- Locate a wider range of the world's counties and describe some characteristics

#### Physical and human geography

- Mountains- identify and describe key aspects of human and physical geography linked to climate zone, mountains, land use, natural resources and economic activity.