

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.	
<p>Geographical enquiry</p>	<ul style="list-style-type: none"> ▪ Investigate places and environments using a range of geographical skills and sources of information including a variety of maps, graphs and images. ▪ Express and explain their opinion and recognise why others may have different points of view.
<p>National Curriculum statements Geographical skills and fieldwork-Mapping skills</p> <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 and six-figure references to build their knowledge of the United Kingdom and the wider world. 	<p>Mapping Skills Year 6</p> <ul style="list-style-type: none"> ▪ Use atlases, maps and globes to describe to draw conclusions about the human and physical features in the countries studied. ▪ 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 ▪ Evaluate the usefulness of different maps. ▪ Interpret a range of symbols on different maps and use these to describe features of places. ▪ Use 8 compass points confidently and accurately. ▪ 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. ▪ Indicate and follow directions on a map or globe. Select best routes to reach places. ▪ Draw a variety of thematic maps and plans with increasing accuracy ▪ Create sketch maps to give directions. ▪ Estimate size and distance fairly accurately both on maps and in atlases. ▪ Use a scale bar on a map to calculate distances ▪ Work out differences in time and distance between a ranges of places. ▪ Draw sketch maps of areas studied including labels and keys
Fieldwork skills to be developed throughout upper Key stage 2	
<p>Geographical skills and fieldwork-Fieldwork Skills</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Upper Key stage 2 – Fieldwork skills</p> <ul style="list-style-type: none"> ▪ Choose the best approach to answer an enquiry question and develop their own enquiry questions. ▪ Plan how to collect data to answer an enquiry question. ▪ Select appropriate methods to collect data. ▪ Design and use a questionnaire to collect qualitative data. ▪ Design and conduct fieldwork interviews. ▪ Interpret and use real-time/live data. ▪ Use a Likert scale to record judgements on environmental quality. ▪ Use a range of recording techniques e.g. plans, sketch maps, annotated drawings, various graphs, writing and digital technologies (digital audio recordings/photographs) ▪ Decide the best way to present data to communicate geographical information. ▪ Draw conclusions about an enquiry using findings from fieldwork to support their reasoning. ▪ Evaluate evidence collected e.g. quantitative data may be subjective and suggest ways to improve it.

Curriculum Enrichment / Cultural Capital Opportunities

Prior knowledge / skills this builds on: Year 5

Mapping skills

- Use atlases, maps and globes to describe and explain human and physical features in the countries studied.
- 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.
- Evaluate the usefulness of different maps.
- Recognise and use an increasing range of symbols in OS maps.
- Follow routes on OS maps and describe features shown.
- Use 8 compass point and begin to use 4 figure coordinates to locate features on maps.
- Match aerial images to locations on maps.
- Use a scale bar on a map to calculate distances.
- Draw sketch maps of areas studied include labels and key.

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.
- Describe the location of European countries in relation to each other using compass points/lines of longitude and latitude.
- 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?

Key Vocabulary:

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

Curriculum Enrichment / Cultural Capital Opportunities

Year 6 – Amazing Americas

Core Knowledge / skills to be acquired:

- Use an atlas to locate the continents of North and South America
- 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 within the two continents.
- Identify the Northern and Southern Hemispheres and the five main lines of latitude- Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.
- Look at time zones across America (link to Prime/Greenwich Meridian, longitude)

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 zones / climate

- Compare the physical geography including biomes and climate zones of a range of contrasting locations across the continent and explain how latitude influences this.
- Locate and describe the main human geography e.g. economic activity in a range of contrasting locations across the continent.

How is the weather different in our village from towns in Central America and why?

- Understand the difference between weather and climate.
- Locate a specific town in Central America on a map and relate to lines of Latitude and Longitude.
- Locate Ashwell on a map and relate to lines of Latitude and Longitude.
- Use a scale bar to estimate the distance between the two places.
- Plan how to answer the enquiry question and how data will be collected.
 - Use a range of activities to collect information
 - Collect data on weather condition – temperature, wind speed, rainfall in the central American town over a set period.
 - Collect primary data about the local weather (over a set period) using a variety of measuring techniques e.g. measuring rain using a rain gauge, temperature using a thermometer.
 - Present findings in different graphs and charts.
 - Use findings to make comparisons between the weather of the 2 regions and give reasons why they are different?
 - Evaluate the enquiry- What went well and what could have been improved?

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.
- Look at how rivers and their features represent on OS maps.
- Understand how rivers are formed and how they change over time through the processes of erosion, deposition and transportation
- 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.

How are rivers used by humans and what is the impact?

- Describe different uses of rivers and sort into categories e.g. leisure, industry, conservation, other uses.
- Describe some of the possible advantages and disadvantages or possible impact of each use.
- Understand that there are different opinions on the impact.
- Find different real examples of river usage in the UK.
- Groups look at different examples of how a specific river is used by humans and decide on an enquiry question relating to the impact of this use.
- Plan how to collect data to answer this question e.g. including quantitative questionnaires asking people's views about the issue.
- Investigate and describe possible solutions to the impact of human activity.
- Understand that there may be different opinions linked to these solutions.
- Decide on how to present results using a variety of recording techniques.
- Use their findings to draw conclusions about the enquiry using evidence collected.

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

- Evaluate the enquiry- What could be improved and why?

Curriculum Enrichment / Cultural Capital Opportunities

Prior knowledge / skills this builds on: Year 5

Locational knowledge

- Locate a wider range of the world's countries 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.