

Geography

National Curriculum Programme of Study

'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip the pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress their growing knowledge about the world should help them deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.'

The aim for the geography curriculum is to ensure that all pupils:

- *develop contextual knowledge of the locations of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;*
- *understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time;*

It is also important that pupils are competent in the geographical skills needed to:

- *collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;*
- *interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);*
- *communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.*

Year 6 - Autumn Term: What is Geography? / Rivers

Key knowledge	Key skills
Pupils will learn: What is Geography? • The three types of geography: physical, human and environmental. • Examples of each type of geography. • What makes a good geographical question. Rivers • The location of the UK's main rivers. • The location of the world's main rivers. • The flow of the hydrological cycle. • The 6 characteristics of rivers (source, mouth, confluence, drainage basin, watershed and gradient). • The three sections of river's long profile and some key features at different stages. • How different landforms are created.	Pupils will learn how to: What is Geography? • Ask relevant geographical questions. Rivers • Use an index in an atlas and grid references to locate the UK and the world rivers. • Draw clear and label diagrams using key geographical terms. • Describe/explain how different features and landforms of a river are created.

Year 6 - Spring Term: Flooding and Settlement and Trade

Key knowledge	Key skills
Pupils will learn: Flooding • The features of a fieldwork activity and name them • What a range of conclusions from data may look like. • The format needed for a clear and detailed written fieldwork investigation. • The causes and effects of flooding in Low Income Countries (LIC) and High Income Countries (HIC). • How to categorise causes into human and physical. • How to categorise effects into social, environmental and political. • Which factors are needed to compare and contrast the causes and effects of flooding in Low Income Countries and High Income Countries. • Key strategies for preventing flood disasters.	Pupils will learn how to: Flooding • Plan a fieldwork activity by outlining the method, designing a data collection format and listing the equipment needed. Plan a fieldwork activity. • Make conclusions from their, and other's data. • Write a fieldwork investigation report. • Identify the causes and effects of flooding. • Categorise causes and effects. • Make comparisons.

Pupils will learn: Settlement and Trade • The resources early settlers needed • How land is used in settlements • About the global economy • How we trade, fair trade and how trade is changing	Pupils will learn how to: Settlement and Trade • Identify land use using digital maps • Draw maps and plans • Use atlases and maps to identify countries# • Use thematic maps • Identify patterns across continents and the world.
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Year 6 - Summer Term - Contrasting place - East Anglia and The Lake District

Key knowledge	Key skills
Pupils will learn: • The general location of their town and region (East Anglia). • The location of Cumbria and the Lake District. • The features of the Lake District and East Anglia. • The difference between local, country and national parks. • The definition of the term, 'development priorities'. • How land use differs according to location and landscape • The impact of tourism on the Lake District and different groups of people	Pupils will learn how to: • Use geographical ideas to describe a place. • Use an atlas to locate areas/places and record clearly and accurately onto a map of the UK. • Make decisions based on key information.. • Use GIS (Geographical Information Systems). • Create surveys and use data from surveys to make decisions. • Summarise ideas about a location. • Suggest realistic solutions to issues faced in an area. • Draw charts from data.