

## Year Six Geography Scheme of Work

Theme & Knowledge	Graphicacy Skills	Fieldwork and Practical Skills	Academic Skills	Vocabulary
<p style="text-align: center;"><b>Autumn</b></p> <p><b>Geography of Europe -</b> (including the location of Russia) <b>Locational knowledge</b> locate European countries, including the location of their environmental regions, key physical and human characteristics and major cities.</p> <p><b>Place knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region within a European country - <b>focus on modern day Greece to link with History unit on Ancient Greece.</b></p> <p><b>Human &amp; physical knowledge</b> Physical geography to include biomes and vegetation belts. Human geography to include types of settlement and land use, economic activity, including trade links.</p> <p><a href="https://www.rgs.org/schools/teaching-resources/map-skills/">https://www.rgs.org/schools/teaching-resources/map-skills/</a></p>	<p><b>Keys &amp; symbols:</b> <b>Create complex keys.</b></p> <p><b>Read maps:</b> Explain how types of map give different perspectives / show prejudice (eg the Peters Projection). Confidently use distribution/thematic maps to illustrate an idea or discussion.</p> <p><b>Draw maps / plans:</b> Design and draw distribution/thematic maps.</p> <p><b>Digital maps:</b> Use linear and area measuring tools accurately. Use careful selections from digital maps to illustrate points verbally (eg with .ppt) or in written form (eg .pub, .doc).</p> <p><b>Use images:</b> Carefully select images for a purpose (eg as evidence, or to show reliability).</p>	<p><b>Use a compass:</b> Show awareness of the 16-point compass rose, and compass quadrant bearings.</p> <p><b>Observe/measure:</b> Make reasonable estimations of length, distance, mass, capacity, angle, area and temperature.</p> <p><b>Fluency with converting units, including between metric and imperial from Maths National Curriculum).</b></p> <p><b>Locate:</b> n/a</p> <p><b>Record:</b></p>	<p><b>Ask questions:</b> Regularly ask and answer perceptive questions in geographically valid ways.</p> <p><b>Discern relevance</b> Thoughtfully organise information by relevance, and politely critique others.</p> <p><b>Use sources (from History National Curriculum)</b> Start to understand the idea of 'tertiary' sources data. Explain and critique the way geographical 'facts' are used and interpreted to support opinions.</p> <p><b>Present information:</b> <b>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.</b> <b>Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:</b> - for isolated datasets - in longer and coherently-structured pieces of work</p>	<p><b>For Skills &amp; Fieldwork:</b> NNE ENE ESE etc (16 point compass rose isn't official at primary).</p> <p><b>For Location Knowledge:</b> Name and locate <b>European countries and capitals</b> Name and locate <b>Russia, Moscow, St Petersburg</b></p> <p><b>For Human Geography:</b> <b>economy, economic activity, trade links, land use</b></p> <p><b>For Physical Geography:</b> <b>rivers, mountains, natural resources</b>, characteristic,</p>



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<p style="text-align: center;"><b>Summer</b></p> <p><b>Mountains, Volcanoes and Earthquakes</b></p> <p><b>Locational knowledge</b> locate the world's countries and their key physical characteristics</p> <p><b>Physical Geography</b> describe and understand key aspects of physical geography, including mountains, volcanoes and earthquakes</p> <p><a href="https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/">https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/</a></p> <p><a href="https://www.youtube.com/watch?v=S9ty-ta1wyI">https://www.youtube.com/watch?v=S9ty-ta1wyI</a></p> <p><a href="https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes-(1)/">https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes-(1)/</a></p>	<p><b>Keys &amp; symbols:</b> <b>Create complex keys.</b></p> <p><b>Read maps:</b> Confidently use distribution/thematic maps to illustrate an idea or discussion.</p> <p><b>Draw maps / plans:</b> Design and draw distribution/thematic maps.</p> <p><b>Digital maps:</b> Use careful selections from digital maps to illustrate points verbally (eg with .ppt) or in written form (eg .pub, .doc).</p> <p><b>Use images:</b> Carefully select images for a purpose (eg as evidence, or to show reliability).</p>	<p><b>Use a compass:</b> Show awareness of the 16-point compass rose, and compass quadrant bearings.</p> <p><b>Observe/measure:</b> Make reasonable estimations of length, distance, mass, capacity, angle, area and temperature.</p> <p><b>Fluency with converting units, including between metric and imperial from Maths National Curriculum).</b></p> <p><b>Locate:</b> n/a</p> <p><b>Record:</b></p>	<p><b>Ask questions:</b> Regularly ask and answer perceptive questions in geographically valid ways.</p> <p><b>Discern relevance</b> Thoughtfully organise information by relevance, and politely critique others.</p> <p><b>Use sources (from History National Curriculum)</b> Start to understand the idea of 'tertiary' sources data. Explain and critique the way geographical 'facts' are used and interpreted to support opinions.</p> <p><b>Present information:</b> <b>Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate.</b> <b>Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations:</b> - for isolated datasets - in longer and coherently-structured pieces of work</p>	<p><b>For Skills &amp; Fieldwork:</b> NNE ENE ESE etc (16 point compass rose isn't official at primary).</p> <p><b>For Location Knowledge:</b> North and South hemisphere</p> <p><b>For Place Knowledge:</b> <b>region, erosion</b></p> <p><b>For Human Geography:</b> n/a</p> <p><b>For Physical Geography (Year 6)</b> <b>Mountains, volcano, earthquake, epicentre, zenith, focus, tectonic, characteristic, [from Science National Curriculum]</b> <b>igneous, metamorphic, sedimentary, pressure, heat, crystals, fossil, organic</b></p>

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### \*\*\*Important note

The geographical skills and fieldwork element of the Key Stage 2 programmes of study [listed below] are taught throughout each theme across the Key Stage.

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

The graphicacy, fieldwork and practical skills identified above, for each theme, allow relevant skills progression across the Key Stage and ensure coverage of the Key Stage 2 content.