

Year 6

NC POS	Knowledge	Skills	Vocabulary
<p><b>Locational and Place Knowledge</b></p>	<ul style="list-style-type: none"> <li>6 figure grid references.</li> <li>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</li> <li>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</li> <li>Children to be able to identify main capital cities/oceans etc.</li> <li>Understand the significance of Latitude and longitude.</li> <li>Study of North America</li> <li>Environmental regions, key physical and human characteristics. Major cities, mountain ranges, rivers, lakes, landmarks.</li> </ul>	<ul style="list-style-type: none"> <li>Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers.</li> <li>Understand how these features may have changed over time.</li> <li>Select the most appropriate map for different purposes e.g. atlas to find a country, Google Earth to find a village.</li> <li>Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.</li> <li>Locate the major cities of the world and draw conclusions as to their similarities and differences.</li> <li>Use maps to identify longitude and latitude.</li> <li>Study maps of the USA to identify environmental regions. Compare and contrast these regions.</li> <li>Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.</li> <li>Locate man made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks.</li> <li>Reflect on the importance and value of the tourism industry in these areas.</li> </ul>	<p>hemisphere Equator longitude latitude North / South vegetation climate political map borders continent tourism services manufacturing trade natural resources country capital city region county land use economic activity capital city region land use economic activity</p>
<p><b>Human and Physical Geography</b></p>	<ul style="list-style-type: none"> <li>Earthquakes/natural disasters – floods, tsunamis</li> <li>Study of Modern land and settlements pre and post war compared to modern day.</li> <li>British Trade.</li> <li>Distribution of natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and explain the processes that cause natural disasters.</li> <li>Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.</li> <li>Study photographs, aerial photographs and maps of Morden pre war, post war and present day.</li> <li>Compare maps and aerial photographs.</li> <li>Make comparisons and reflect on the reasons for the differences.</li> <li>Study population numbers throughout the course of WWII and reflect on the reasons for changes.</li> <li>Study pictures of land use during these three periods. Draw conclusions and develop informed reasons for the changes.</li> <li>Study one key building in the locality during the three periods (e.g. hospital) and</li> </ul>	<p>Earth Plate tectonics crust plate boundaries industry primary, secondary and tertiary supply chain energy natural resources compass points</p>

	<ul style="list-style-type: none"> <li>Fieldwork/traffic study</li> </ul>	<p><b>reflect on the changes.</b></p> <ul style="list-style-type: none"> <li><b>Look at maps on different scales and calculate scales on own maps.</b></li> <li><b>Research and present</b> Britain's export trade.</li> <li><b>Ask and answer the following geographical questions:</b> What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn?</li> <li><b>Undertake a traffic survey</b> of the local main road - <b>tally counting</b>, types of vehicle observed, <b>comparing the traffic flow at different times of the day</b>, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses</li> <li><b>Collate the data collected and record it using data handling software</b> to produce graphs and charts of the results.</li> <li><b>Ask Geographical questions e.g.</b> how is traffic controlled? What are the main problems?</li> <li><b>Undertake a street/ noise survey</b> of the local road/ high street</li> <li><b>Undertake a general survey</b> of the local road/ high street:</li> <li><b>Form and develop opinions</b> e.g. Do the pupils like/ dislike the road/street</li> <li><b>Compare road</b> with another busier/ quieter street/ road</li> <li><b>Make suggestions and reflect on own beliefs.</b> Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment?</li> <li>With the children's help, <b>design and carry out a survey of the views of people</b> in the high street to find out what they think are the benefits/drawbacks of closing the high street to traffic.</li> <li><b>Use local maps to find other routes</b> traffic might take.</li> <li><b>Report on</b> the effects of environmental change on themselves and others.</li> <li><b>Select methods for collecting, presenting and analysing data</b></li> <li><b>Analyse evidence and draw conclusions</b></li> </ul> <p><b>Be aware of own responsibility in the world</b></p>	<p>6 figure grid reference street /satellite / bird's eye view compare similarities differences OS map symbols</p>
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