

Thomas Gray Primary Geography Scheme of Work (Key Learning) Years 6

Year 6			
Concepts	Autumn 1	Spring	Summer
	World Geography (Survival)	-	Local Geography -Human Geography, Land use and OS Mapwork (Oh I do like to be beside the seaside)
Prior Learning	They should be able to name and locate the continents and some countries of the world. They should be beginning to ask and answer questions that are more causal, They are beginning to use more precise geographical See vocabulary list		The children should be able to name and locate the countries and capital cities of the UK and also many other major cities. They should be beginning to ask and answer questions that are more causal, They are beginning to use more precise geographical vocabulary. They should be familiar with OS maps and some OS symbols. They should be able to use 4/6 figure grid references and know the 8 points of a compass. See vocabulary list
Investigating Places Location and Place knowledge	<ul style="list-style-type: none"> ▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 		<ul style="list-style-type: none"> ▪ Name and locate counties and cities of the United Kingdom (<i>revision</i>).
Investigating Places Human and Physical Geography	<ul style="list-style-type: none"> ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, 		<ul style="list-style-type: none"> ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography - human geography including: types of settlement and land use; economic

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	<p>rivers, mountains, volcanoes and earthquakes.</p> <ul style="list-style-type: none"> - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 		<p>activity; and the distribution of natural resources including energy, food, minerals and water.</p> <p>-</p>
<p>Investigating Places and Patterns Enquiry and Investigation</p>	<ul style="list-style-type: none"> ▪ 		<ul style="list-style-type: none"> ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ▪ Make predictions and test simple hypotheses about people and places.
<p>Geographical Communication Mapping</p>	<ul style="list-style-type: none"> ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps versus Google Earth, and Ordnance Survey maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections. ▪ Use latitude and longitude in an atlas or on a globe. ▪ Use the scale bar on maps. ▪ Read and compare map scales. 		<ul style="list-style-type: none"> ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Understand that purpose, scale, symbols and style are related. ▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Create sketch maps using symbols and a key.

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			<ul style="list-style-type: none"> ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales.
<p>Geographical Communication</p> <p>Fieldwork</p>			<ul style="list-style-type: none"> ▪ Use eight cardinal points to give directions and instructions. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies. ▪ Interpret data collected and present the information in a variety of ways including charts and graphs
<p>Geographical Communication</p> <p>Communication</p>	<ul style="list-style-type: none"> ▪ Use more precise geographical language relating to the physical and human processes detailed in the programmes of study, e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments. 		<ul style="list-style-type: none"> ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop views and attitudes to critically evaluate responses to local geographical issues or events in the news.

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<p>Geographical Communication Technology/ICT</p>	<ul style="list-style-type: none"> ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. ▪ Investigate electronic links with schools/children in other places e.g. email/video communication. 		<ul style="list-style-type: none"> ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use wider range of labels and measuring tools on digital maps. ▪ Use and interpret live data e.g. weather patterns, etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.
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