

Year 6 Autumn	NC Objective: 	Key Skills: 	Key Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Autumn 1 Topic: Location, Location, Location – WW2 Enquiry: How did WW2 impact Stourport on Severn's landscape?	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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) 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	Geographical enquiry - Suggest questions for investigating - Use primary and secondary sources of evidence in their investigations. - Collect and record evidence unaided - Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it Style of Map - Use OS maps. - Confidently use an atlas. Using Maps - Follow a short route on an OS map. Describe features shown on OS map. - Locate places on a world map. Representation - Use/recognise OS map symbols;	- Great Britain, France, Germany, Italy, Russia are located in Europe. - Other countries involved in WW2 including the USA and Japan. - The continents of the countries involved in WW2. - The location of the Prime/Greenwich Meridian on a map. - The landscape of Stourport has changed due to WW2 and its impacts on land use.	Stourport- On- Severn Equator Hemisphere Prime Meridian OS map Land use	Prerequisite learning: Children will build on prior knowledge of how land use has changed in Stourport due to WW1 and will build upon that knowledge. New Learning: - Where are the countries involved in WW2? - What continents are these countries located in? - What happened to the landscape in my local area post WW2?

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	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. Fieldwork- How did World War 2 affect the landscape of Stourport on Severn?				
Autumn 2 Topic: Pharaohs, Pyramids and Papyrus Enquiry: How did the river Nile help the Ancient Egyptians become a successful civilisation?	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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) describe and understand key aspects of: 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	Using Maps • Locate places on a world map. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Style of Map • Confidently use an atlas.	• To locate Egypt and recognise it is in the continent of Africa. • The River Nile has many important uses and is a key resource to the country. • Some of the physical and human features of the River Nile Delta.	Subject knowledge vocabulary Africa North East Equator Desert River Silt/silting Topic Vocabulary Egypt Nile Pyramid Nile Delta	Prerequisite learning: • Understanding that Egypt is in the continent of Africa. • The formation of a river (Year 3 Flow). New Learning: • Where is Egypt? • What physical and human features of the River Nile delta are present? • What natural resources/trade links does the River Nile provide for Egypt?

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Year 6 Spring	NC Objective: 	Key Skills: 	Key Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Spring 1 Topic: A Pollution Solution Enquiry: How can we identify the most polluted part of the school grounds?	describe and understand key aspects of: 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 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 Fieldwork Enquiry – How can we identify the most polluted part of the school grounds?	Geographical Inquiry - Suggest questions for investigating - Use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on the larger scale; contrasting and distant places - Collect and record evidence unaided - Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it. Drawing Maps - Draw a variety of thematic maps based on their own data. Scale/Distance - Draw/use maps and plans at a range of scales.	- To understand plastic pollution starts on land and how water (like rivers and drains) carries litter to the ocean. - To name and find the huge 'garbage patches' in the ocean. - To know why plastic is dangerous for marine animals and their homes. - To know the difference between things that rot quickly and things that last forever. - To know the three main ways (Reduce, Reuse, Recycle) we can fight ocean pollution.	pollution source debris tributary mouth gyre microplastic ingestion food-chain biodegradable non-biodegradable decompose recycle	Prerequisite learning: Children have previously learnt about the human impact on the environment including littering and noise pollution. Children have also looked at where our bread/food comes from around the world. New Learning: - Where does ocean pollution come from? - How does litter travel to the sea? - Where does the plastic go? - Why is plastic dangerous for marine life? - How long does it last? - How can we save our oceans?
Spring 2 Topic: All Roads Lead to Baghdad Enquiry: How did the 'silk route' help Ancient Baghdad	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Direction/Location - Use 8 compass points confidently and accurately; - Use 4 figure co-ordinates	- That Baghdad was part of a trade route called the Silk Road. - The location of Baghdad.	Asia Middle East Iraq Baghdad Tigris Euphrates	Prerequisite learning: Children have learnt about international trade links in Year 4 from Rome, another major trading location.

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become so successful?	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) describe and understand key aspects of: 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	confidently to locate features on a map. - Begin to use 6 figure grid refs; use latitude and longitude on atlas maps - Use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on the larger scale; contrasting and distant places - Confidently identify significant places and environments	- The major cities along the Silk Road. - Baghdad was a large stop on the Silk Road due to its geographical position. - Baghdad's position between China and Europe meant it was an extremely important trading city. - Local goods such as ceramics were traded as well as many goods - silk and porcelain from China, spices and perfumes from India, glass and carpets from Persia (Modern day Iran), coral and ivory from Siam (Modern day Thailand)	Economy Globalisation	Children have also learnt the impact of successful trade to a population. New Learning: - Which countries did the Silk Road extend to? - What happened to ancient Baghdad as a result of the trade? - Which goods and resources were traded from different countries? - Why do you think the development of the Silk Road helped facilitate Globalisation? - How has the Baghdad market changed over time?
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Year 6 Summer	NC Objective: 	Key Skills: 	Key Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Summer 1 Topic: All Roads Lead to Baghdad	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their	Direction/Location Use 8 compass points confidently and accurately;	- That Baghdad was part of a trade route called the Silk Road. - The location of Baghdad.	Asia Middle East Iraq Baghdad Tigris	Prerequisite learning: Children have learnt about international trade links in Year 4

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Enquiry: How did the 'silk route' help Ancient Baghdad become so successful?	environmental regions, key physical and human characteristics, countries, and major cities 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) describe and understand key aspects of: 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	• Use 4 figure coordinates confidently to locate features on a map. • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps • Use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Confidently identify significant places and environments	• The major cities along the Silk Road. • Baghdad was a large stop on the Silk Road due to its geographical position. • Baghdad's position between China and Europe meant it was an extremely important trading city. • Local goods such as ceramics were traded as well as many goods - silk and porcelain from China, spices and perfumes from India, glass and carpets from Persia (Modern day Iran), coral and ivory from Siam (Modern day Thailand)	Euphrates Economy Globalisation	from Rome, another major trading location. • Children have also learnt the impact of successful trade to a population. New Learning: 1. Which countries did the Silk Road extend to? 2. What happened to ancient Baghdad as a result of the trade? 3. Which goods and resources were traded from different countries? 4. Why do you think the development of the Silk Road helped facilitate Globalisation? 5. How has the Baghdad market changed over time?
Summer 2 Topic: Changes – All About Me! Enquiry: How will my journey to school change when I go to High School?	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 Fieldwork- How will my journey to school change when I go to High School?	• Follow a short route on an OS map. Describe features shown on OS map. • Use 8 compass points confidently and accurately; • Use/recognise OS map symbols; • Draw/use maps and plans at a range of scales.	• Key physical and human features along routes to school. • Comparisons between journeys identifying differences. • Mapping journey's using the understanding of the local area and mapping skills.	6 figure grid reference Ordnance Survey Geographical Information Systems collate data record observe data handling charts results compare contrast locality measure conclusions	Prerequisite learning: • Children have previously undertaken local fieldwork in the area. • Children understand physical and human features and can apply this knowledge to this fieldwork. New Learning: 1. What human and physical features do I

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					currently observe on my journey to school? 2. What route will I take when I go to High School? 3. What human and physical features will I see on my new journey to High School? 4. Can I identify the location of the High School on a range of maps?
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