




Year 6 Autumn 1: Incredible India. Geography: India.

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| <p>Enquiry Question:</p> | | <p>Is life in India fair?</p> | | | |
| <p>NC Objectives:</p> | <p>Locational Knowledge:</p> <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, 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 <p>Place Knowledge:</p> <ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. (Progressing to wider world). <p>Physical Geography:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains. <p>Human Geography:</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>Geographical Skills:</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | | <p>Learning Threads: Location, Land Use and Settlement. Water, Weather and Climate. Trade and Economy.</p> | |
| <p>Curriculum Coherence:</p> | <p>Prior Knowledge: EYFS celebrations: Diwali. Y2: Hot and cold countries due to location in the world. Weather patterns and seasons. Continents and oceans. Y3: Mountains, earthquakes, and volcanoes. Y4: Rivers and coasts. Y5: deserts and biomes.</p> | | <p>Future Learning: UK topography. Trade and Tourism.</p> | | |
| <p>Vocabulary: Absolute and relative position. Lines of latitude – equator, tropics of cancer and Capricorn, arctic and Antarctic circle. India. Climate. Physical features: Himalayan mountains, Indo-Gangetic plain, Ganges river & other key rivers, Thar desert, Central plateau, Deccan Plateau, Eastern & Western Ghats. Human Features: cities and landmarks. Mountainous regions. Major rivers. Culture. Diversity. Vegetation.</p> | <p>High Quality Text: When the mountains roared Jess Butterworth</p>  <p>Good descriptions of animals and environment in the Indian jungle.</p> | <p>Misconceptions: Indian is a language. All Indian food is spicy. India is poor. India is always hot and sweaty. All Indians are Hindus.</p> | <p>Substantive Knowledge: Locational Knowledge: The World: On a world map locate the main countries in Asia. Identify their main environmental regions, key physical and human characteristics, and major cities. Identify India and narrow focus. Latitude & Longitude: Identify significant latitude and longitude lines taught across the school. Identify absolute and relative host country position. Place knowledge: Comparing Place: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region in Asia (India). Scale: Using Scale: Describe places at all levels (local, national, international and global) comparing locations with their own location and with each other. Know and understand what life is like in a range of settlement sizes. Physical geography: Describe and understand key aspects of :</p> | <p>Disciplinary Knowledge: Geographical Enquiry: Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and different places. Direction and Location: Use latitude and longitude on atlas maps. Using globes, maps and atlases: Use atlases to find out about other features of places. Recognise a map as a flat globe. Use a variety of thematic maps for specific purposes. Drawing maps: Draw a variety of thematic maps based on own data, such as climatic map, topographical map. Globalisation and interdependence: How actions from other places in the world may affect us locally. Social justice, equality and diversity: Defining poverty. Inequality within and between societies.</p> | <p>Cross Curricular Links: Literacy link: Non-chronological report. Art: Indian artist Raja Ravi Varma. DT: Indian curry. Links to spring RE: Hinduism.</p> |



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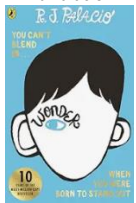
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| | | | <p>Physical geography including coasts, rivers; mountains; climate zones, biomes and vegetation belts in India.</p> <p>Human geography: Human Geography: To identify and locate key human features in India and compare to human features in the UK.</p> <p>Culture: To learn about the culture in India and compare with other cultures we have learnt about across the school.</p> | <p>Concern at injustice of others.</p> | |
| <p>Knowledge Sequence:</p> <p>Links:</p> | <p>Week 1</p> <p>Lesson 1: Where is India and what is its climate like? WALT identify the location of India and explore what its climate is like.</p> <p>Lesson 2: What are the key physical features of India? WALT identify the key physical features of India.</p> | | | <ol style="list-style-type: none"> 1. Y2 Recap continents and oceans and key lines of latitude (Y4 & 5) Recap physical and human features (Y3-5). Pupils will locate India on a map and recognise its absolute and relative location. They will identify the continent its in and the surrounding countries exploring its relative position. Pupils will consider what the climate is like due to its position on Earth and they will identify its different climatic regions. They will learn about India's 3 major seasons: Winter, Summer and Monsoon season and consider when it is best to travel to India. Pupils will record India's surrounding seas, countries and climatic regions on a map. 2. Pupils will identify the key physical features of India – Himalayan mountains, Indo-Gangetic plain, Ganges river & other key rivers, Thar desert, Central plateau, Deccan Plateau, Eastern & Western Ghats and find out some information about these features. They will then record this on a physical map of India. | |
| | <p>Week 2</p> <p>Lesson 3: What are the mountain ranges like in India? WALT: understand the key features of volcanic and fold mountains..</p> <p>Lesson 4: What are the major rivers in India? WALT locate India's major rivers and identify their features and uses.</p> | | | <ol style="list-style-type: none"> 3. They will then record the 5 areas from last week on a physical map of India and the surrounding area. 4. They will identify The Himalayas 5. Recap types of mountains from Year 3. Investigate how the mountains and mountain ranges are formed in The Himalayas. They will identify different types of mountains more locally, describing their features and discuss similarities and differences with those of The Himalayas. Pupil may want to improve their physical feature maps. 6. Pupils will recap learning on river journeys source to mouth from Year 4. They will identify some of | |



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| | | the major rivers in India and describe their features and uses. Pupil may want to improve their physical feature maps from last week. |
| Week 3 Lesson 5: What are the human and physical features of cities and the countryside in India? WALT explore the human and physical features of cities and the countryside in India. WALT explore the contrasting diversity of places in India. | | 7. Pupils will identify and locate some of India's major cities. They will recap the difference between human and physical features before identifying different geographical features in Indian cities. They will describe and compare these features. 8. Pupils will explore life in the Indian countryside and Indian cities through photos and images. They will have case studies about the lives of children who live in different places in India and explore how diverse of a country it is. |
| Week 4 Lesson 7: What challenges are faced by people who migrate to urban Indian areas? WALT identify the challenges faced by people who migrate from rural to urban areas in India. (Double lesson) | | 9. Pupils will identify the advantages and disadvantages of living in an urban area and consider the reasons that many people are moving to urban areas in India. They will learn about the different regions in these areas – slums, inner city and outskirts. They will work in groups with a set amount of money and make tough decisions to see if they could survive their first month in Mumbai. |
| Week 5 Lesson 8: What is the culture like in India? WALT explore India's culture and its influence on other countries. | | 10. Children will explore various aspects of Indian culture including clothing, religion, food and architecture. They will consider how Indian culture has influenced other cultures and identify other areas in the world where there are large numbers of Indian communities. |
| Week 6 Lesson 8: How does India compare to the UK? WALT compare India to the United Kingdom. Lesson 9: Assessment point. | | 11. Pupils will identify similarities and differences in the human and physical features of India and the UK. They will consider why the two countries are so different drawing on their understanding of the geography of each. They will consolidate their understanding of the features of India. |



| Enquiry Question: | What's in a region? | | | | |
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| NC Objectives: | <p>Locational Knowledge:</p> <ul style="list-style-type: none"> - 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. <p>Geographical Skills:</p> <ul style="list-style-type: none"> - 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. | | | Learning Threads: Location, Land Use and Settlement. Physical Processes. Water, Weather and Climate. | |
| Curriculum Coherence: | <p>Prior Knowledge: EYFS: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Y1: Daily and seasonal UK weather in science. Africa and climate in relation to equator. Y2: Weather and seasons. Hot and cold countries. Y4: Water cycle, rivers (floods) and mediterranean climate.</p> | | Future Learning: Y6 Trade and Tourism. | | |
| <p>Vocabulary: British Isles, United Kingdom, Great Britain, London, Edinburgh, Belfast, Cardiff, islands, Shetland, Orkney, Scillys, Isle of Mann. Regions, counties, Hills, mountains, elevation, The Pennines, The Peak District, the Highlands, The North and South Downs, Mourne Mountains, Snowdon, Scafell Pike, Ben Nevis, Snowdon, Slieve Donard. Coastline, seas, ocean. Rivers, tributaries, meanders, source, mouth, delta, flood plains.</p> | <p>High Quality Text: Wonder RJ Palacio  About a child, who looks different and just wants to fit in when he attends a school. Links with PSHE – belonging to a community and our own sense of belonging in a place.</p> | <p>Misconceptions: The UK and Great Britain are the same thing. The UK doesn't have mountains. Humans made our rivers and mountains. A map will include every detail of an area or place. It is always warm in spring and summer in the UK. North is always when we face forwards.</p> | <p>Substantive Knowledge: Locational Knowledge: The UK: Locate and name the main counties and cities in the UK. Locate and name the main counties and cities in the UK. Place knowledge: Sense of own place: Explore the features of Newquay. Scale: Using Scale: Describe places at all levels (local, national, international and global) comparing locations with their own location and with each other. Physical geography: Topic: Name and locate the key topographical features of the UK including coast, features of erosion, hills, mountains, rivers and land use patterns and understand how these features have changed over time. Human geography: Human Geography: To identify and locate key human features in.</p> | <p>Disciplinary Knowledge: Geographical enquiry: Use primary and secondary sources of evidence in their investigations. Direction and location: Use 8 compass points confidently to follow and give directions. Use 6-figure grid references Using maps, atlases and globes: Follow a route on an OS map and describe features shown on the map. Use a scale bar to measure a route on a map. Identify areas of elevation on a map. Drawing maps: Draw a variety of thematic maps based on own data, such as a climatic map.</p> | <p>Cross Curricular Links: Art: Drawing cities James Rizzi and UK 3D relief map.</p> |
| <p>Knowledge Sequence: Links:</p> | <p>Week 1: Lesson 1: What places make up the UK? WALT identify the key geographical places in the UK.</p> | | <p>1. Y2: Recap continents and oceans. Recap relative and absolute position of where the UK is in the world. Recap country groupings in the British Isles and include surrounding islands – Shetland, Orkney, Scillys, Isle of Mann. Recap differences</p> | | |



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| | <p>Lesson 2: What are the UK counties? WALT identify and locate counties in the UK.</p> | <p>between countries in UK and Great Britain. Explore the names of the regions and discuss how the region names link to where they are e.g. South West. Discuss any regions the pupils may have visited before or know about. Recap the names of the 4 capital cities and locate these on a map. Explain that although they are all in the UK, there are large differences between them – look at culture for food, music, traditions, etc. for each country. Explore some iconic landmarks in each country / capital – how are these similar or different? Why are these representatives of the place that you find them? On UK maps, pupils label countries, capital cities, islands, seas and anything else they can think of. Then explore the population differences between the four countries and consider why this might be. Pupils can then learn about UK climatic regions and add these to their map.</p> <p>2. Pupils to learn that the UK is divided into counties and each county has its own council who is responsible for functions such as education, social services and emergency services. (Can discuss changes in education in England to academies to link back to school). Recap different regions in the UK and explain we can use these regions and the compass points to help locate counties. Use clues to identify where specific counties can be found on a map. Pupils to identify, locate and record England's counties.</p> |
| | <p>Week 2: Lesson 3: Which towns and cities are in the UK? WALT locate the UK's towns and cities.</p> <p>Lesson 4: What are the hills and mountains like in the UK? WALT to locate hills and mountains in the UK.</p> | <p>3. Recap UK regions. Pupils learn the difference between a town and a city. Pupils use a map to identify and describe the location of key towns and cities in the UK. Explain the growth of UK cities due to the Industrial Revolution (Y5 learning) and transport growth. Explore changes in land use due to urban growth. Pupils to locate and record key UK</p> |




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| | | <p>cities and create a city fact file of a city to compare with our local city (Truro).</p> <p>4. Recap difference between town, city and village. Explore aerial photos of different UK countries – where might this be? Discuss how the UK has a range of landscapes in each of the countries and it doesn't all look the same. Identify the difference between a hill and a mountain and explore a topographical UK map. Identify key mountain ranges in the UK. Pupils to explore where a mountain can be found, its elevation level and the mountain range it is a part of.</p> |
| | <p>Week 3: Lesson 5: What are our coastlines like? WALT find out about the seas and coasts of the UK.</p> <p>Lesson 6: Where are the UK rivers and what are they like? WALT identify and explore the major rivers in the UK.</p> | <p>5. Define ocean and sea. Investigate the length of the UK coastline and similarities and differences between parts of the coastline. Explore different parts of the coastline and their features in more depth. Consider how erosion has changed the land over time. Pupils define features of coastlines and add these to a map of UK.</p> <p>6. Define a river (recap Y4 rivers, Y5 amazon and Y6 rivers in India). Recap how a river travels and its key features – tributaries, meanders, source, mouth, delta, flood plains. Look at where the key rivers are in the UK on a map and explore the river Severn. Pupils to identify key UK rivers, their source, mouth, length and the countries they pass through. Pupils can show these on a map.</p> |
| | <p>Week 4: Lesson 7: What is around the River Thames? WALT map the river Thames using 6-figure grid references. (Double lesson).</p> | <p>7. Teach pupils procedural knowledge for using 6-figure grid references. Then use maps of the river Thames and 6-figure grid references & OS symbols to identify what we would find around the river and specific types of buildings.</p> |
| | <p>Week 5: Lesson 8: How does the River Thames change on its journey? WALT map the river Thames using scale and elevation.</p> <p>Lesson 9: Assessment Point.</p> | <p>8. Teach procedural knowledge: measuring scale. Use to measure the width of the River Thames in specific grid squares. Recap from Y4 contour lines and use to measure the height of land around the River Thames at specific locations.</p> |



Year 6 Summer 2: Bon Voyage Geography: Trade and Tourism.

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| Enquiry Question: | How important is trade and tourism? | | | | |
| NC Objectives: | <p>Human Geography:</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>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - 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. | | | Learning Threads: Local Area. Trade and Economy. Travel and Transport. Location, Land Use and Settlement. | |
| Curriculum Coherence: | Prior Knowledge: EYFS local area experiences, Y1: what is special about our local area. Y2: Local Industry Trade: Agriculture. Y3: The development of Newquay. Y4: Trade & the Mediterranean. Y5: Rainforest resources and trade. | | Future Learning: Likely Year 7 - 9 Concepts: Weather & Climate, coastlines and rivers, local fieldwork, biomes, population and urbanisation, Natural disasters. | | |
| <p>Vocabulary: Tourism, natural attractions, cultural attractions, Entertainment, culinary experiences, Adventure opportunities, shopping, economy, local economy, trade, import and export, globalisation – economic globalisation, cultural globalisation, political globalisation.</p> | <p>High Quality Text: Why the Whales Came.</p>  <p>Links with trip to Isles of Scilly and comparison of 2 coastal regions trade and tourism.</p> | <p>Misconceptions: It is cheaper to holiday in the UK. Everyone wants a beach holiday. We export a few things. Tourism is always a negative thing or only a positive thing.</p> | <p>Substantive Knowledge: Human geography: Settlements: and land use. To describe and understand key aspects including economic activity and trade links and the distribution of natural resources including energy, food, minerals and water. To explore how important tourism might be to a place.</p> | <p>Disciplinary Knowledge: Geographical enquiry: Collect and record evidence unaided. Analyse evidence, make comparisons, recognise patterns and explain the reasons behind them and draw conclusions. Using maps, atlases and globes: Measure a route or area on GIS maps. Annotate GIS maps with areas, routes, images and labels. Drawing maps: Begin to draw or annotate plans with increasing complexity. Fieldwork: Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations. Communicating geographical information with a wide range of methods including writing at length. To compare local geography with a contrasting settlement that is further afield. – Isles of Scilly. Globalisation and Interdependence: How local actions affect the wider world. How actions from other places in the world may affect us locally.</p> | <p>Cross Curricular Links: Links to history: How has tourism shaped Cornwall's development? Links to trip to Isles of Scilly (Can compare tourism findings).</p> |



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Knowledge
Sequence:
Links:

Week 1:

Lesson 1: Why do places attract tourists?

WALT explore why different places can attract tourists?

Lesson 2: How important is tourism in our local area?

WALT prepare for fieldwork.

1. Recap Y1, 2 & 3: what is special about our local area? What is important to our local area?
Starter: Consider how people come to Cornwall – methods of transport recap. How would people travel around Cornwall when they arrive?
Explore the variety of reasons that a place may attract a tourist – shopping, theatre, historical sites, beach holidays, activities, etc. Then identify reasons might attract a tourist to Cornwall – Historical sites, beach holiday, charming villages, famous landmarks, activity holiday, regular tourist destination. Read the letter from a child writing about their holiday in Cornwall, pupils identify and record all of the key things that have happened / visited that could attract someone to Cornwall. Then explore contrasting environment – London. Consider famous landmarks, historical sites, shops, entertainment, museums, theatres. Pupils read letter from a child that has been on holiday to London and identify all of the reasons that someone might visit there. Can you pupils group their findings into key headings e.g. natural attractions, cultural attractions, Entertainment, culinary experiences, Adventure opportunities, shopping. Recap India – why might a tourist visit there?
2. **Fieldwork Enquiry: Ask:** Develop the Big enquiry question that you will solve in the field to give the pupils a need to know e.g. how important is tourism to our local area? **Collaborate and Select:** Pupils use GIS mapping to plan transect lines for local area. Pupils discuss possible ways that they could find this out and prepare resources for their fieldwork. For instance some pupils may tally chart buildings for tourists – shops, hotels, etc or record this on a map with colour coding and symbols. Some pupils may identify activities that can be completed by tourists in the local area and natural



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| | | resources used for trade. Pupils may consider questionnaires to ask people that work in the tourism sector what they do and how important tourism is for their jobs. All Pupils can also record buildings, land use and industry they observe along a belt transect. |
| Week 2: Lesson 3: Fieldwork. | | 3. Do: Go out and complete fieldwork ensuring that all pupils are collecting geographical data. |
| Week 3: Fieldwork Analysis. Lesson 4: What have I found out about fieldwork in my local area? WALT analyse our results. (Double lesson). | | 4. Analyse the geographical data using graphs and charts for quantitative data, draw a map to scale, showing the different buildings and land use in our local area that supports trade and tourism. Complete graphs where appropriate. Record their analysis e.g. maybe the data suggests tourism is very important because most shops are selling items for tourists and there is a large number of hotels in the local area. Maybe tourism is less important because lots of hotels are now run down etc. |
| Week 4: Lesson 5: What is an economy and how does trade affect our local area? WALT describe and understand economic activity and trade links in the UK and Newquay. Lesson 6: What is globalisation and what impact has it had on trade? WALT understand what globalisation is and how it effects trade. | | 5. Pupils learn what we mean by trade, import and export. Pupils understand what we mean by economy and local economy. Pupils investigate UK economy, imports and exports. Pupils to then look at historical trade in Cornwall – China Clay and Tin. Pupils to investigate Cornwall now and consider what is important for trade. 6. To understand what we mean by globalisation, the different types of globalisation – economic globalisation, cultural globalisation, political globalisation, and consider the effects this has had on trade. Explore benefits and challenges: the movement of factories, cheaper products, less pay, increased connections, more goods, cheaper technology. Pupils to look at case studies on how peoples lives have been affected by globalisation and change in trade industry and consider what |



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| | | type of globalisation it is and if it is a positive or negative effect. |
| | Week 5: Lesson 7: WALT present our findings. | 7. Pupils to explore the importance of trade and tourism in our local area from their fieldwork and learning activities. Pupils to consider what they could do to increase the level of trade or tourism in our local area to support local businesses. Pupils to begin to create a poster, show or presentation to encourage others to support tourism in Newquay. |
| | Week 8: Lesson 10: Complete presentation and present to others. | During School Trip to the Isles of Scilly in summer term, explore the tourism and trade industry in fieldwork task to compare with Newquay. |