





Geography
Year 6

Big Idea	What is it like to live in the United Kingdom now and what will it be like in the future?		How do my local area and region fit into the wider world?
National Curriculum	<p style="text-align: center;">Key stage 2</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p style="text-align: center;">Pupils should be taught to:</p> <p style="text-align: center;">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, <ul style="list-style-type: none"> • key physical and human characteristics, countries, and major cities • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • night) <p style="text-align: center;">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 <p style="text-align: center;">Human and physical geography</p> <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, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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 style="text-align: center;">Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and 		

	<p style="text-align: center;">describe features studied</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 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. 		
Unit Link	Local Area - Oddizzi		United Kingdom - Oddizzi
Unit name	 United Kingdom		 Local area
Focus Geographer	 Danny Dorling		 Sir Humphry Davy
Concepts	Main Disciplinary Concepts Similarities & differences, research and enquiry, map skills		Main Disciplinary Concepts Fieldwork, map skills, research and enquiry, cause and consequence
	Main Substantive Concepts – always Place Human processes, cultural awareness and diversity, interdependence Physical processes, environmental impact, sustainable development		Main Substantive Concepts – always Place Interdependence, space, scale, human processes, environmental impact

<p>Skills</p>	<p>Lesson 1: I can identify physical features of the UK's countries. Lesson 2: I can examine and compare region populations. Lesson 3: I can place key physical features of the UK on a map using grid references. Lesson 4: I can explain how the economy of the UK has developed over time. Lesson 5: I can identify the main features of a National Park and compare these to other tourist locations.</p>		<p>Lesson 1: I can locate my local area in relation to the wider world. Lesson 2: I can use distance and compass points to identify the approximate location of a place. Lesson 3: I can use fieldwork to gather evidence on how an urban place is meeting people's needs. Lesson 4: I can locate places on a Ordnance survey map using symbols and a six-figure grid reference. Lesson 5: I can collate and present geographical fieldwork.</p>
<p>Knowledge</p>	<p>Lesson 1: I know Great Britain includes England, Wales and Scotland and that the United Kingdom includes England, Wales, Scotland and Northern Ireland. Lesson 2: I know the names of different regions in the UK. Lesson 3: I know key physical features of the UK such as mountains, beaches and rivers. Lesson 4: I know that the four main industries within the UK are agriculture, manufacturing, retail and finance. Lesson 5: I know the names of National Parks within the UK.</p>		<p>Lesson 1: I know local, regional, national and international links to our local area. Lesson 2: I know how to use a scale on a map. Lesson 3: I know how a place can meet people's needs. Lesson 4: I know how to read a six-figure grid reference. Lesson 5: I know how Newquay/Truro is providing for its population.</p>
<p>Vocabulary</p>	<p>landmark county mountain range National Park region industry coastline retail manufacturing finance</p>		<p>local regional national international scale bar radius urban centre six-figure grid reference symbol key</p>

Career Links



Town and Regional Planner



Mining engineer