

Year Group: 6

Term: Spring → Summer

Enquiry: What can we do?

### NC Links

**THE FOCUS OF THIS UNIT IS TO BE DETERMINED BY CHILDREN'S OWN INTERESTS AND CURRENT GEOGRAPHY THEMES IN CURRENT AFFAIRS - THIS MAY LINK TO A RANGE OF THESE NC LINKS.**

- To locate world's countries, using maps.
- To locate environmental regions, key physical and human characteristics, countries, and major cities or areas chosen to study.
- To identify position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, Prime/Greenwich Meridian and time zones.
- To describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- To describe and understand key aspects of human geography, including trade links and distribution of natural resources including energy, food, minerals and water.
- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- To use the 8 points of a compass, 6-figure grid references, symbols and key to build their knowledge of the UK and the wider world.
- To 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.

### Other Curriculum Links

Literacy - Writing

Maths - Data Collection

PSHE - Citizenship

ICT - Microsoft Excel, PowerPoint & Word

Science - Animals

Science - Living Things, Animals

### Links to Rights Respecting

Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

### Unit Overview

Children will use the range of geographical skills and knowledge they have gained in previous units and use them to carry out their own investigations. They will spend time researching geographical issues in current affairs, a feature of their local environment or further their study of a region or issue they have previously covered in school. The aim of the unit is to encourage children to consider the world around them, how it affects them and, most importantly, consider what they can do to make a difference.

### Possible Visits/Visitors

### Essential Subject Skills to be covered

**THE FOCUS OF THIS UNIT IS TO BE DETERMINED BY CHILDREN'S OWN INTERESTS AND CURRENT GEOGRAPHY THEMES IN CURRENT AFFAIRS - THIS WILL DETERMINE SOME OF THE SUBJECT SKILLS THAT WILL BE USED.**

#### Locational knowledge

- To demonstrate the ability to use maps to locate their chosen region of study.
- To identify key characteristics of their chosen region and understand their significance.

#### Place knowledge

- To recognise the human and physical features of their chosen region and consider how they compare to other areas.

#### Human and physical geography

- Consider the significance of the physical and human geography of their chosen area of study and which of these features are relevant to the geographical issue they are researching (e.g. natural resources and sustainable farming).

#### Geographical skills and fieldwork

- To demonstrate confidence when using a range of maps, atlases, digital/computer mapping.
- To confidently use 8 points of a compass and 6-figure grid references to refer to locations.
- To confidently use fieldwork to observe, measure, record and present information.

### Overall Learning Outcomes

This unit allows children to use the geographical skills and knowledge they have developed throughout school in a context of their choosing. They will apply their geographical awareness to consider aspects of human or physical geography, or an environmental issue to explore and investigate associated features, possible causes and effects and begin to consider how they will impact their own lives or

the lives of others. As part of their exploration, they will consider their own roles and responsibilities within society, at a local, national or global level. They will carry out fieldwork (real or virtual), make observations and present their research in a variety of ways and use these to influence a project of their choice to consider what they could do to change/improve a situation. This could include something related to their local area such as proposed changes to local land use, or a more global issue such as the recent Covid-19 pandemic, or a topic from a previous unit such as sustainable farming or how to make a difference to a child in poverty in the UK or abroad. Children will be encouraged to carry out research, present their findings and proposals for a project for change and consider whether they can implement a project as their legacy in school.

**Learning Intentions (for use in self assessment at end of topic)**

**THE FOCUS OF THIS UNIT IS TO BE DETERMINED BY CHILDREN'S OWN INTERESTS AND CURRENT GEOGRAPHY THEMES IN CURRENT AFFAIRS - THIS WILL DETERMINE SOME OF THE LEARNING INTENTIONS**

- To demonstrate a good knowledge of the world's continents and countries.
- To demonstrate a good knowledge of the UK counties and cities.
- To demonstrate a good knowledge of our local area.
- To demonstrate a good awareness of the human and/or physical geography of a chosen region.
- To confidently use maps, atlases, globes and digital/computer mapping to support their geographical research and observations.
- To use fieldwork appropriately to observe, measure, record and present their chosen research.

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**Possible Activities**

- School-based project:
- Recycling
  - Nature garden
- Project with a local focus
- Land use project
  - Focus on food poverty
- Project with global focus
- Climate change
  - Covid-19
  - Australian bushfires

**Suggested Strategies for Recording Learning**

- Identifying features of contrasting regions by looking at maps and satellite images.

- Observations of children's geographical language during mapwork, fieldwork and discussions.
- Photographs of children carrying out fieldwork.
- Observations of fieldwork - photos and relevant comments from children.
- Exercise books - examples of data collection, children's own maps etc.