

<p><b>Overview of the year:</b>                  This year, students start off learning map skills, looking at a range of different maps in a variety of different scales. Students also look at some key geographical skills such as grid references, compass directions and using scale. Students then look at Weather and how it is created. This work on weather also includes an investigation of micro-climate here at school. In the spring term, students look at food and farming to find out what really is ‘on our plate’ before moving onto to looking at why we live where we live. In our summer term, students look at tropical rainforest characteristics and how we are harming them. Our final topic, <i>Aid in Madagascar</i> pulls together all our learning from the year and looks at what Madagascar can do to improve.</p>	<p><b>Ways to consolidate and extend your learning in Geography:</b></p> <ul style="list-style-type: none"> <li>• TOP READ: Any atlas will help you to learn and is an invaluable resource to have at home to use as a reference. Collins or DK have highly illustrated books with many interesting maps</li> <li>• TOP TV: <i>Seven Worlds, One Planet</i>. A narrated documentary series by David Attenborough that looks at the characteristics, animals and plants of each of the seven continents.</li> <li>• TOP FAMILY VISIT: The Royal Geographical Society has created a treasure hunt in central London. All the resources can be found here: <a href="https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-six/">https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-six/</a></li> <li>• Or why not visit the Greenwich Observatory? Discover the remarkable story behind the reference line for Greenwich Mean Time (GMT).</li> <li>• Kew Gardens is also a good opportunity to see the different ecosystems</li> </ul>
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Half Term	Unit title	Knowledge	Skills	Assessment
1	Map Skills	<ul style="list-style-type: none"> <li>• Knowledge of place – focusing on human and physical features in the UK and Europe</li> </ul>	<ul style="list-style-type: none"> <li>• Cartographic skills – locating places on a map, latitude, longitude</li> <li>• Graphical skills – grid references, scale, compass directions</li> </ul>	Application of map skills based on an OS map extract – how do you get from place A to place B?
2	Weather	<ul style="list-style-type: none"> <li>• Knowledge of place – contrasts between built-up and open areas, different regions of the UK</li> <li>• Knowledge of physical processes – how rain and clouds form, air pressure</li> <li>• Knowledge of human processes – how people are affected by weather</li> </ul>	<ul style="list-style-type: none"> <li>• Graphical/statistical skills – analysing data from graphs</li> <li>• Investigative skills – setting up an investigation on micro-climate at school &amp; West Ham Park</li> <li>• Ability to reach conclusions</li> </ul>	Report on the differences in microclimate between the playground and West Ham Park
3	Resources: Food and farming	<ul style="list-style-type: none"> <li>• Knowledge of place – global supply of food in High income country’s and low income country’s</li> <li>• Knowledge of human processes – different ways of farming</li> <li>• Ability to use the views of different stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Cartographic skills – locating places on a map, latitude and longitude</li> <li>• Graphical/statistical skills – analysing data from graphs</li> </ul>	Comparison PEE paragraphs on different points of view on the advantages and disadvantages of battery hen farming
4	Population and Settlement	<ul style="list-style-type: none"> <li>• Knowledge of place – where do people live in the UK</li> <li>• Knowledge of human &amp; physical processes – why people live in certain areas, population policies in Japan and China</li> </ul>	<ul style="list-style-type: none"> <li>• Cartographic skills – locating places on a map,</li> <li>• Investigative skills – land use surveys</li> <li>• Graphical/statistical skills – analysing data from graphs</li> </ul>	Justification of which location is best placed for a settlement –explain why in PEE paragraphs
5	Tropical Rainforests	<ul style="list-style-type: none"> <li>• Knowledge of place – where tropical rainforests are located</li> <li>• Knowledge of physical processes – climate, adaptation</li> <li>• Knowledge of human processes – causes of deforestation</li> <li>• Ability to use the views of different stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Cartographic skills - locating places on a map,</li> <li>• Graphical/statistical skills – bar charts</li> <li>• Synoptic skills</li> </ul>	Decision Making Exercise with PEE paragraphs on how to sustainably protect a tropical rainforest
6	Aid in Madagascar	<ul style="list-style-type: none"> <li>• Knowledge of place – where Madagascar is located</li> <li>• Knowledge of human processes – what stops Madagascar from being rich, how can it become rich in future?</li> </ul>	<ul style="list-style-type: none"> <li>• Synoptic skills</li> <li>• Cartographic skills</li> </ul>	End of year exam on all topics