



Geography Medium Term Planning

Year 6

Key Concept Overview

It is important to recap previous content and geographical ideas covered through the contexts for learning so that this knowledge can be built upon across the school. This document shows the learning journey through each key concept, showing where and when each has been previously considered. Where a concept is first visited, it will need to be introduced to explain what this key area of learning means in order for the children to see the

Key Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Navigation	<p>To be able to talk about where I live.</p> <p>To know that places can be represented on a map.</p> <p>To know the name of my street and of Bricknell Avenue.</p>	<p>To be able to create a simple map, use photographs and use the 4 main directions on a compass. To identify features of my school</p> <p>To be able to name the 4 countries of the United Kingdom and the waters which surround them.</p> <p>To know my own address.</p> <p>To locate Hull, London (as the capital) and the 4 countries on a UK map.</p> <p>To be able to use a globe to locate the north/south poles and equator.</p>	<p>To be able to look use photographs to find landmarks in my area and create basic maps using a key.</p> <p>To be able to use simple compass directions and directional language to find locations on a map.</p> <p>To be able to name the capital cities of the countries in the UK.</p> <p>To be able to name and locate the world's oceans and locate them on a map, globe and atlas.</p>	<p>To be able to use the 8 points on a compass to create maps and plan routes.</p> <p>To be able to use various sources to identify locations around the world.</p> <p>To be able to locate major countries and understand how they are separated by borders.</p> <p>To be able to find where the Arctic and Antarctic Circles would be on a map.</p>	<p>To be able to plan a journey from my city using the 8 points of a compass.</p> <p>To be able to use ordnance survey maps for Hull and identify key features.</p> <p>To be able to identify the Equator, Northern and Southern hemispheres on a globe.</p> <p>To be able to find the countries and main cities in the UK and to explain the difference between the British Isles, Great Britain and the UK.</p>	<p>To be able to use 4 figure grid reference to navigate ordnance survey maps.</p> <p>To be able to use digital mapping technology to find physical features of an area.</p> <p>To be able to understand scale factor.</p> <p>To be able to identify the position of the Northern and Southern Hemisphere, Equator, Tropic of Cancer and Capricorn.</p> <p>Using a map, I can locate the world's countries of Europe, North and South America.</p>	<p>To be able to use 6 figure grid reference to navigate ordnance survey maps.</p> <p>To be able to read and calculate distances from a scale factor.</p> <p>To be able to use longitude and latitude to help me understand time zones.</p> <p>To be able to recognise environmental regions including the key physical and human features of European and North and South American countries.</p> <p>To be able to locate countries using digital mapping.</p>
 Fieldwork	<p>To know how to work collaboratively.</p> <p>To be able to use evidence and photos from books.</p> <p>To be able to use my senses to explore the world.</p> <p>To be able to talk with and listen to others about what I have noticed.</p>	<p>To be able to use my own words to express my ideas and what I can observe (see).</p>	<p>To be able to look use photographs to find landmarks in my local area and create basic maps using a key.</p>	<p>To be able to follow a structure for presenting fieldwork investigations, present my findings using graphs/charts and explain them.</p>	<p>To be able to observe, measure, and record physical features around where I live.</p> <p>To be able to explain trends or patterns by making comparisons and considering cause and consequence.</p>	<p>To find out about human and physical features using different types of fieldwork to observe, measure and record.</p> <p>To be able to use observations and data from fieldwork to draw conclusions supported by what I know.</p>	<p>To be able to collect and measure information accurately (rainfall, temperature, wind speed) and to be able to present my findings with appropriate vocabulary, graphs and tables to help me to draw conclusions,</p>

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 <p>Economic Activity</p>					<p>To be able to describe how the land use in my local region and how the physical features of landscape has impacted this.</p> <p>To describe the key features of different settlements, compare them and explore how they have changed over time.</p> <p>To explain the importance of ports and how they impact trade around the world.</p>	<p>To be able to explain why most cities are situated by rivers.</p> <p>To be able to understand food miles and their impact on the environment.</p>	
 <p>Tectonic Activity</p>			<p>To be able to name and locate the continents on a map, globe and atlas.</p>	<p>To be able to understand the structure of the earth and tectonic plates.</p> <p>To be able to understand how volcanoes work and where some of the most famous ones are.</p> <p>To be able to describe and understand what happens during earthquakes.</p>			
 <p>Human Features</p>	<p>To be able to talk about how I travel to school and what I pass on my journey.</p> <p>To be able to point out interesting features on a walk.</p> <p>To know that people live in other parts of the city, country and world.</p> <p>To know that people have different jobs</p> <p>To know that there are lots of different people and respect the differences.</p> <p>To pick out some man-made features</p>	<p>To be able to describe some of the human features around me and explain whether I like it or not.</p>	<p>To be able to describe the physical features of a place.</p> <p>To be able to describe what a village, town, and a city may need and to say why.</p>	<p>To be able to compare how places within the UK are similar or not based on their human features.</p>	<p>To be able to compare the UK with a contrasting place in terms of their human features.</p>	<p>To be able to compare places in relation to their human features (including within an area European country).</p>	<p>To be able to recognise key human characteristics of countries and major cities in Europe and North/South America and use this to make comparisons.</p> <p>To be able to describe human features using digital mapping.</p>

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 <p style="text-align: center;">Physical Features</p>	<p>To know that there are different countries and environments and how some of these may be different to ours.</p> <p>To pick out some natural features in the school grounds.</p>	<p>To be able to describe some of the physical features around me and explain whether I like it or not.</p> <p>To be able to name the waters which surround the UK.</p>	<p>To be able to describe the physical features of a place.</p> <p>To be able to compare where I live with another place outside of Europe.</p> <p>To be able to name and locate the world's oceans and locate them on a map, globe and atlas.</p>	<p>To be able to describe the features of mountains.</p> <p>To be able to compare how places within the UK are similar or not based on their physical features.</p>	<p>To be able to compare the UK with a contrasting place in terms of their physical features.</p>	<p>To be able to compare places in relation to their physical features (including within an area of European country).</p> <p>To be able to describe and explain rivers and how they have shaped the land alongside the water cycle and name some of the world's famous rivers.</p>	<p>To be able to recognise key physical features (including environmental regions of European and North and South American countries) and use this understanding to draw comparisons.</p> <p>To be able to describe physical features using digital mapping.</p> <p>To be able to describe the key features of different climate zones, biomes and vegetation belts.</p>
 <p style="text-align: center;">Natural Resources</p>					<p>To be able to differentiate between renewable and non-renewable sources of energy.</p> <p>To be able to explain how energy use has changed over time.</p>	<p>To be able to understand food miles and their impact on the environment.</p>	
 <p style="text-align: center;">Sustainability</p>	<p>To know how to care for the natural environment.</p>	<p>To be able to explain how some of what humans do can affect the world and to think of some everyday actions to reduce waste and save energy.</p>	<p>To be able to describe some of the ways that the world's climate is changing and to understand what we can do daily to reduce our waste, save energy and create a more sustainable world.</p>	<p>To understand some of the effects of climate change and to understand what humans can do to prevent these changes.</p>	<p>To understand the responsibility that humans have over sustainable energy in the future.</p>	<p>To be able to explore strategies that humans can use to reduce our negative impact on the environment.</p>	<p>To understand the concept and impact of deforestation on a local and global scale.</p>
 <p style="text-align: center;">Climate and Landscape</p>	<p>To be able to talk about the different kinds of weather.</p> <p>To be able to talk about changes in the natural world throughout the year.</p>	<p>To be able to explain how the weather changes throughout the year and name the 4 seasons.</p>	<p>To be able to find hot and cold areas of the world.</p>				<p>To understand that climate is the usual condition of the weather, rainfall, humidity, and wind in a place.</p> <p>To know and understand the feature of the 6 main climates and landscapes.</p>

Spring Term- Our Incredible Earth- Lessons

Prior Learning	<p>What types of weather are there and how to they link with our seasons?</p> <p>What are the 7 continents and the names of some of their major countries?</p> <p>How do I read and use 4 figure grid references?</p> <p>How are scales used on maps to show distances?</p> <p>What differences can be found between environmental regions around the world?</p>
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Key Vocabulary	<p>Grid reference, Atlas, Ordinance survey, longitude, latitude, time zone, continents, countries, borders, symbols, humidity, biome, climate, vegetation, polar, temperate arid, tropical, Mediterranean, tundra, deciduous forest, dessert, rainfall, population, deforestation, sustainability, tectonic plates, volcanoes, mountains, tourism</p>
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<u>Key Concept</u>	<u>Second order Concept</u>	<u>Lesson sequence</u>	<u>Suggested teaching sequence and Objectives</u>	<u>End point</u>
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 <p>Climate and Landscape</p>	<ul style="list-style-type: none"> Significance Enquiry Similarity and Difference 	Lesson 1	<p><u>Overall Objective:</u> To understand that climate is the usual condition of weather, rainfall, humidity and wind in a place.</p> <p><u>Learning Outcome:</u> I understand that climate is the usual condition of the weather, rainfall, humidity and wind in a place.</p> <p>Weather and climate - BBC Bitesize</p> <p>See what the children already know about climate but ensure that they understand the progression from this just being about weather.</p>	<p><u>Big Question:</u> What is meant by the term 'climate'?</p> <p>Produce a concept map and make connections between different elements of climate.</p>
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 <p>Climate and Landscape</p>  <p>Fieldwork</p>	<ul style="list-style-type: none"> Significance Enquiry Continuity and Change 	Lesson 2	<p><u>After this lesson, children will be collecting data in the background until lesson 10</u></p> <p><u>Overall Objective:</u> To be able to collect and accurately measure information (e.g. rainfall, temperature, wind speed etc.).</p> <p><u>Learning Outcome:</u> I collect and accurately measure information.</p> <p>Children will use the outdoor thermometer and rain gauge to collect data as well as making a note of sunrise and sunset daily in our local environment. This will be a collection over time and will lead to the children analysing and then being able to compare data with that from another region.</p>	<p><u>Big Question:</u> How is best to collect data over time?</p> <p>Use a table to gather the data over time.</p>
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<u>Key Concept</u>	<u>Second order Concept</u>	<u>Lesson sequence</u>	<u>Suggested teaching sequence</u>	<u>End point</u>
 <p>Navigation</p>	<ul style="list-style-type: none"> • Significance • Enquiry 	Lesson 3	<p><u>Overall Objectives:</u> To be able to use different types of mapping to locate countries and describe physical and human features.</p> <p><u>Learning Outcome:</u> I can use maps, atlases, globes and digital/computer mapping to locate countries and describe physical and human features.</p> <p>Use Digimaps and atlases to find the main locations of the 7 natural wonders of the world and make note of their physical features, continent and hemisphere, main country. Find 3 examples of human features too such as landmarks.</p>	<p><u>Big Question:</u> Where can I find some renowned human and physical geographical elements in the world?</p>
 <p>Climate and Landscape</p>	<ul style="list-style-type: none"> • Similarity and Difference • Enquiry 	Lesson 4	<p><u>Overall Objective:</u> To be able to describe and explain the key physical features of different climate zones, biomes and vegetation belts.</p> <p><u>Learning Outcome:</u> I can describe key physical features of different climate zones, biomes and vegetation belts.</p> <p>Biomes - BBC Bitesize</p> <p>Woodlands, tundra, deserts, savannah, grassland, rainforests.</p>	<p><u>Big Question:</u> What are the key features of these different biomes?</p>
 <p>Climate and Landscape</p>	<ul style="list-style-type: none"> • Enquiry • Significance • Similarity and Difference 	Lesson 5	<p><u>Overall Objective:</u> To be able to explain the key features of each of the 6 main climates and landscapes (polar, temperate, arid, tropical, Mediterranean and tundra).</p> <p><u>Learning Outcome:</u> I can explain the key features of each of the 6 main climates and landscapes.</p> <p>Children to use their understanding of climate and it's elements to classify features suited to different climates and landscapes. Children to identify examples of where</p>	<p><u>Big Question:</u> What are the key features of these 6 main climates and landscapes?</p>

<u>Key Concept</u>	<u>Second order Concept</u>	<u>Lesson sequence</u>	<u>Suggested teaching sequence</u>	<u>End point</u>
 <p>Navigation</p>	<ul style="list-style-type: none"> • Significance • Enquiry • Written and Oral Expression 	<p>Lesson 6</p>	<p><u>Overall Objective:</u> To understand what longitude and latitude means and how they relate to timezones around the world.</p> <p><u>Learning Outcome:</u> I know what longitude and latitude means.</p> <p>Latitude and longitude - BBC Bitesize</p> <p>The children have previously explored the equator, arctic circles and the hemispheres. Children need to understand that the longitude and latitude are measured in degrees from 0 as the meridian and the equator.</p> <p>They should understand that every point on earth has it's own coordinates of longitude and latitude which follows on from their understanding of grid references (longitude then latitude).</p>	<p><u>Big Question:</u> What does the longitude and latitude of a location tell us?</p> <p>Children to online searches to find the longitude and latitude of natural wonders and to identify their position on a world map.</p>
 <p>Navigation</p>	<ul style="list-style-type: none"> • Significance • Enquiry 	<p>Lesson 7</p>	<p><u>Overall Objective:</u> To understand what longitude and latitude means and how they relate to timezones around the world.</p> <p><u>Learning Outcome:</u> I know what longitude and latitude means and how they relate to time zones around the world.</p> <p>Recap the differences between longitude and latitude and identify key countries and which wonders are in/near them on maps.</p> <p>Recap understanding of the Earth's rotation and movement around the sun from Year 5 Science. Use</p>	<p><u>Big Question:</u> Why do we have different timezones on Earth and how does the longitude and latitude relate to this?</p> <p>Children to complete activity working out times around the world based on time difference.</p>

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 <p>Human Features</p>  <p>Physical Features</p>	<ul style="list-style-type: none"> • Similarity and Difference • Significance • Written and Oral Expression 	<p>Lesson 8</p>	<p><u>Overall Objective:</u> To be able to compare places (including North or South America) in relation to their human and physical features.</p> <p><u>Learning Outcome:</u> I describe how some places are similar and dissimilar in relation to their human and physical features (including North or South America).</p> <p>Children should be using atlases and online researching and should be comparing using their new understanding of biomes, vegetation belts, longitude and latitude and time zones to form these comparisons. They should be comparing at least 3 locations.</p>	<p><u>Big Question:</u> What are the similarities and differences between these two places?</p> <p>Children to produce a comparison table or paragraph of explanation.</p>
 <p>Fieldwork</p>	<ul style="list-style-type: none"> • Enquiry • Written and Oral Expression 	<p>Lesson 9, 10</p>	<p><u>Overall Objective:</u> To be able to present findings from fieldwork using appropriate terminology graphs, tables and draw conclusions based on evidence.</p> <p><u>Learning Outcome:</u> I can present my findings from fieldwork using appropriate terminology, graphs and tables and draw conclusions based on evidence.</p> <p>Children to create a scatter graph to help them explore a relationship between both rainfall and temperature data that they have been collecting. They need to draw a correlation/conclusions from their results.</p> <p>Children of a LA should produce a graph which uses bars to show rainfall and a graph for temperature to explore patterns.</p> <p>Children should then be provided with the information of rainfall and temperature in a contrasting region for them to be able to build comparisons. They should include their data about sunrise and sunset and include this whilst considering the position of the locations on the planet.</p>	<p><u>Big Question:</u> What is the a correlation between the rainfall and temperature in our local area and how does this compare with the data of another region?</p> <p>Children to produce findings as a graph and in a conclusive paragraph.</p>

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 <p>Sustainability</p>	<ul style="list-style-type: none"> Responsibility Cause and Consequence 	Lesson 10	<p><u>Overall Objective:</u> To be able to understand the concept and impact of deforestation on a local and global scale.</p> <p><u>Learning Outcome:</u> I understand the concept and impact of deforestation on a local and global scale.</p> <p><u>Deforestation - Biodiversity and the effect of human interaction on ecosystems - AQA - GCSE Biology (Single Science) Revision - AQA - BBC Bitesize</u></p> <p>Children to understand what deforestation is and the various reasons for why it happens. They then need to assess the negative impacts it has and evaluate whether they believe the impacts are more important than the positives that it brings.</p>	<p><u>Big Question:</u> What is the impact of deforestation for us on a local and global scale and what are your feelings towards it?</p>
 <p>Navigation</p>	<ul style="list-style-type: none"> Significance 	Lesson 11	<p><u>Overall Objective:</u> To be able to use Ordnance Survey symbols and 6 figure grid references.</p> <p><u>Learning Outcome:</u> I can use Ordnance Survey symbols and 6 figure grid references.</p> <p>They have already explored using OS symbols in Year 5 so this should be consolidating prior knowledge.</p> <p>Furthermore, recap 4 figure grid references from the previous year and introduce 6 figure as the next step.</p>	<p><u>Big Question:</u> How can I use 6 figure grid references to find locations on OS maps?</p>
 <p>Navigation</p>	<ul style="list-style-type: none"> Significance Enquiry 	Lesson 12	<p><u>Overall Objective:</u> To be able to read and calculate distances from a scale.</p> <p><u>Learning Outcome:</u> I can read and calculate distances from a scale.</p> <p>Children were first exposed to scale factor in maps last year.</p> <p>Teach scale factor and discuss the use of a ratio e.g. 1cm:3km.</p> <p>Use string for the children to look at the OS maps and calculate the distance between two sets of 4 figure grid references or symbols at particular grid references.</p> <p>For LA children, they could round to the nearest cm to avoid the use of decimal numbers, HA could be more</p>	<p><u>Big Question:</u> How can I use scale factor to find out the actual distance between these two points?</p> <p>Children to make a note of the 2 grid references, the string measurement and then the actual measurement following the use of the scale factor.</p>