

Year 6 Geography

Unit 1 – Autumn 1 Countries of the World Indonesia and Natural Disasters

Geographical Enquiry

- Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?
- Make predictions and test simple hypotheses about people and places.
- Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.
- Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.
- Use appropriate search facilities when locating places on digital/online maps and websites.
- Use wider range of labels and measuring tools on digital maps.
- Start to explain satellite imagery.
- Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc.
- Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.
- Investigate electronic links with schools/children in other places e.g. email/video communication.

Geographical Skills

- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- Relate different maps to each other and to aerial photos.
- Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.
- Understand that purpose, scale, symbols and style are related.
- Recognise different map projections.
- Use latitude/longitude in a globe or atlas.
- Use models and maps to discuss land shape i.e. contours and slopes.
- Use the scale bar on maps.
- Read and compare map scales.
- Draw measured plans.
- Identify, describe and interpret relief features on OS maps.

- Use six figure coordinates.
- Create sketch maps using symbols and a key.
- Use a wider range of OS symbols including 1:50K symbols.
- Know that different scale OS maps use some different symbols.
- Use eight cardinal points to give directions and instructions.
- Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.

Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability

- Indonesia: Describe and understand key aspects of: 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.
- 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 night).

Example activity for 'expected' standard

Can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and understand what life is like in cities and in villages and in a range of settlement sizes, Understand different regions have changed due to natural disasters and how it is different to other regions, can use four-figure grid references and find six-figure grid references, can describe height and slope from a map and read and compare map scales and use this to show changes in land due to natural disasters. (e.g. make top trumps cards about different countries of the World, different natural disasters, research into how the area is changing, using a range of digital sources including historical maps, images and newspapers, use live data tracking logs of natural disasters around the World and present findings over a week. Take part in a debate on how to change the way of life in Indonesia.).

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Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability

- Name and locate counties and cities of the United Kingdom.
- Study a region of the United Kingdom – Wales

Example activity for 'expected' standard

Can use a range of maps and resources to locate and describe several physical and human environments in the UK and how they change, can recognise broad land-use patterns of the UK, can use four-figure and six-figure grid references, describe height and slope from a map, read and compare map scales and make detailed maps of areas using symbols, a key and a scale, can present information gathered in fieldwork using a range of graphs, can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques (e.g plan and carry out an enquiry to investigate an aspect of Plas Menai; collect evidence from surveys, photographs and interviews, and present findings to the head teacher and school council. Write own orienteering hunt around the area.).