

Geography curriculum map 2024/2025 – Year 6

Year 6	<p>Subject content</p> <p>Key stage 2 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. Pupils should be taught to:</p> <p>Locational knowledge- 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, 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 ♣ 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)</p> <p>Place knowledge ♣ 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> <p>Human and physical geography ♣ 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</p> <p>Geographical skills and fieldwork ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ 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</p>
Locational Knowledge	
Retrieval	<p>Year R: Locational Knowledge-Name and locate the name of your address, town and country, classroom, school. -Name and locate characteristics of Kent. My house is located in. My new school is located in. My community is located in my school. My class is located in my community. Located in my classroom are toilets, pegs, classroom, top playground, lower playground, my outdoor area, areas creative area, maths area, reading area, writing area, carpet, desk, my table my book bag box, my water bottle container. Journey: My road, My village, My town. Iwade Sittingbourne. Villages, Towns & Cities: Iwade & Bobbing village. Sittingbourne Town. Maidstone local town. London local City. Sittingbourne and surrounding villages are located in the United Kingdom. Thames Estuary where water is enclosed by Kent. Island of Sheppey. Minster beach – An Island surrounded by water connected to Kent by two bridges.</p> <p>Year 1 Locational Knowledge Name the world’s seven continents [Europe, North America, South America, Asia, Africa, Oceania and Antarctica]. To know that The U.K. is part of Europe. Name and locate the four countries and capital cities of the UK. [England (London), Scotland (Edinburgh), Wales (Cardiff) and Northern Ireland (Belfast)]. Name the world’s five oceans [Atlantic, Pacific, Indian, Arctic and Southern]. The location of hot and cold areas in the world. Retrieve the name and location of countries studied in Year 1 and 2, including countries from Africa topic.</p> <p>Year 2 Locational Knowledge</p>

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	<p>Identify characteristics of the UK's surrounding seas and oceans [Atlantic Ocean to the west; English Channel to the South until it joins the; North Sea in the east; Atlantic to the west; Irish Sea (separates Great Britain from Ireland). Y2T1 Children to understand that the English Channel links to the rest of Europe. Y2T1 Identify the equator and North and South Poles. Y2T3 Year 3 Locate the world's countries using maps focussing on Europe (including the location of Russia), concentrating on capitals and major cities]. Europe Capital ©,and other major cities Italy Rome © France Paris© Germany Berlin ©, Munich. Greece Athens © The Netherlands (not Holland) Russia (covers Europe and Asia) Moscow ©,Saint Petersburg Understand that the earth is split into sections. [Northern Hemisphere (children must know that we live here and all of Europe is found here), and Southern Hemisphere (Australia (Y2T4) and most of Africa (Y1T4- children to recall countries covered) is here). Year 4 Locate the world's countries to include Europe and North and South America. South America Capital © and other major cities Brazil Brasilia ©,Sao Paulo, Rio de Janiero. Some countries that the Amazon Rainforest runs through.Africa Democratic Republic of Congo Kinshasa © Be able to identify the location and significance of: equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic circles Year 5 Locate the world's countries Understand what longitude and latitude are. To understand what the Greenwich Median is- a line from North to South. Every place on earth was measured in terms of its distance east or west. To understand time zones are dependent on an area's location compared to GMT. Be able to name and locate counties and cities within the UK [To know there are multiple counties. To be able to name counties near children's locality Kent, East Sussex, West Sussex, Greater London, Surrey, Essex] Understand how these have changed over time- change of name and location based on who has rules over the country. Concentrate on environmental regions, key physical and human characteristics and major cities.</p>					
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	WWII	Windrush	The Impact of Dickens	Can we save the tiger?	Great Adventures	The Greatest Show
	Locational Knowledge					
New knowle dge	To locate the countries involved in World War Two including the Allies and Axis. To locate key battle areas (Europe, Pacific).	Locate the Caribbean and key countries whose population migrated to the UK.		Name and locate countries and continents where tigers live (India, Bangladesh, Russia, China, Southeast Asia). Identify tiger habitats on world maps and globes. Understand how the distribution of tigers relates to biomes (tropical rainforest, grasslands, mangroves).	Be able to name and locate topological features [see below] and land use patterns- Year 5 , in the UK Know that Mount Snowdon is the highest mountain in England and Wales. Know that Ben Nevis is the highest mountain in the UK. Know that Scarfell Pike is the highest mountain in England.	

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					<p>Know that the River Severn is the longest in England. Know the river Medway is a local river. Know the river Thames runs through London, our capital city.</p> <table border="1"> <tr> <td>Mountains</td> <td>Rivers</td> </tr> <tr> <td>Ben Nevis-highest in the UK</td> <td>Severn-longest in the UK.</td> </tr> <tr> <td>Snowdon-highest in England and Wales</td> <td>Medway-local.</td> </tr> <tr> <td>Scarfell Pike-highest in England</td> <td>Thames</td> </tr> </table>	Mountains	Rivers	Ben Nevis-highest in the UK	Severn-longest in the UK.	Snowdon-highest in England and Wales	Medway-local.	Scarfell Pike-highest in England	Thames	
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Vocabulary	Axis, Allies, names of key countries involved in the war.	Caribbean, countries in the Caribbean covered that were involved in Windrush.		Population, tiger, countries in which tigers live, savannah.	Ben Nevis, Snowdon, Severn, Medway, Thames, Scarfell Pike. Any retrieval vocabulary needed for children.									
	Place knowledge													
Retrieval	<p>Year R; Weathers - Sunny, rainy, warm, ice, snow sleet, fog, cloudy, grey, cold, freezing, Rainbows, storms – thunder, lightning, dry, shadows Season: Autumn, Winter, Spring Summer - appropriate clothes Migration: Birds travel to warmer countries when it starts to get cold. Murmuration: Birds fly over l wade school in murmuration. Climate: birds fly to warmer climates Woodlands: Hibernation: Hedgehogs, badgers and mice hibernate for the winter. Observe trees with no leaves. The sun is up for a shorter period of time and so leaves do not grow. Trees look silhouette like Temperature: Ice can appear in outdoor classroom. Melting ice heat or salt. Salting the outdoor area for safety. Night time we face away from the sun. Day time we face the sun. New plants start to grow – snowdrops, daffodils, blossom, buds, leaves Beaches: Clean beaches Contrast/ diversity to Paraguay beach rubbish, giant ocean garbage patch. Littering. Changing environments. Find materials in our local environment including rubbish. Plastic, card, paper, glass. What does sea glass, sea weed, rock, shells, pools, stones, materials, litter, recycling look and feel like? The wind and waves rub materials along the shore making them smooth</p>													

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	<p>Year 1 To locate the North and South Pole and know that they are cold areas of the world. The location of hot and cold areas in the world [Deserts, North Pole and South Pole] Study Sittingbourne, Isle of Sheppey and local villages, focussing on human characteristics [town, village, factory, farm, house, office, shop] To know other human characteristics that may not be found in Sittingbourne and surrounding villages [port harbour, city] Study Sittingbourne, Isle of Sheppey and local villages, focussing on physical characteristics [beach, cliff, coast, river, estuary [to know that the water around the Isle of Sheppey is an estuary], soil, valley, vegetation, season and weather]. To know other physical characteristics that may not be found in Sittingbourne, Isle of Sheppey and surrounding villages [forest, hill, mountain, ocean, sea].</p> <p>Year 2 Location of hot and cold areas of the world in relation to the Equator and North and South Poles [the closer to the equator, the hotter a place is, the further away (North and South Poles) the colder a place is. Y2T3 Understand similarities and differences in the geography of a small area of the UK and a small areas of a contrasting non-European country. Y2T4 Understand key similarities and differences in physical and human geography of a region of the UK and a region within a European country.</p> <p>Year 3 Locate the world’s countries using maps focussing on Europe (including the location of Russia), concentrating on capitals and major cities, environmental regions and humans and physical characteristics. Y3T5 Understand that the earth is split into sections. [Northern Hemisphere (children must know that we live here and all of Europe is found here), and Southern Hemisphere (Australia (Y2T4) and most of Africa (Y1T4- children to recall countries covered) is here). Y3T5</p> <p>Year 4 Locate the world’s countries to include Europe and North and South America. Concentrate on environmental regions, key physical and human characteristics and major cities. Y4T1 Be able to identify the location and significance of: equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic circles. Y4T1 Be able to describe physical geographical features: the water cycle. Y4T4</p>						
	Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic	WWII	Windrush	The Impact of Dickens	Can we save the tiger?	Great Adventures	The greatest show
	New Knowledge		Caribbean was not built up. It was mainly farmland and generally very poor. People moved because of the promise of a better life in London.		Describe the characteristics of the biomes tigers live in (climate, vegetation, water sources, prey species). Compare the different habitats across countries where tigers are found. Explore local human communities and how they interact with tiger habitats (e.g., farming, villages).		

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		London was built up, was one of the richest places in the world.				
Vocabulary		Rich, poor, Caribbean, migration, London, farmland.		Biomes, savannah, vegetation, water, prey, countries where tigers live, human, communities, interaction.		
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	WWII	Windrush	The Impact of Dickens	Can we save the tiger?	Great Adventures	Great Adventures
Human & Physical Geography (See above for retrieval- linked with place knowledge)						
New Knowledge	Be able to understand key aspects of human geography including: economic activity including trade links and distribution of natural resources including energy, food, minerals and water.	Retrieval from Year 3 about: What is migration Why do people migrate?		<p>Physical: Understand what features of tiger habitats support their survival (forest cover, rivers, prey).</p> <p>Human: Investigate human impacts on tiger habitats:</p> <ul style="list-style-type: none"> • Deforestation and habitat loss • Human-tiger conflict (livestock predation, danger to humans) • Poaching for fur, bones, and traditional medicine <p>Explore consequences for both tigers and humans.</p>		
Vocabulary	Economic activity, trade links, distribution, water, food, energy.	Migration, migrate, any retrieval needed for the children from Year 3.		Tiger, habitat, survival, forest, river, prey, deforestation, habitat loss, conflict, poaching, medicine.		
Geographical skills and fieldwork						
Retrieval	<p>Year R Use maps to identify our school, sea (blue), land (rock/ dessert) and vegetation (green) Use aerial photographs and plan perspectives to recognise roads. Geo Enquiry: What can we find at school? Photographic evidence – tech camera Geo Enquiry: How can we travel? Data collection – tech results Trip: Walk to church and nature reserve – photographic evidence. Geo Enquiry: What can you see at night? Data collection – tech results Trip/ visitor: Sittingbourne town & Library – Space information books</p>					

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	<p>Geo Enquiry: What wildlife is in our town? Sample collection. Tech photo evidence. Trip: Walk to church and nature reserve – photographic evidence. Geo Enquiry: Is our town safe? Tech Skype local station Trip/ visitor: Police stations/ hospital Geo Enquiry: Drive to Island and trip to the beach collections Tech – SATNAV Trip: Minster beach</p> <p>Year 1 Use simple compass directions- [North, East, South, West] Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied in this topic. Use observation skills to study the geography of the school and its grounds and the key human and physical features (see above) of Sittingbourne, Isle of Sheppey and surrounding villages.</p> <p>Year 2 Use simple locational and directional language to describe the location of features and routes on a map [near, far, right, left]. Use aerial photographs and plan perspectives to recognise landmark and basic human and physical features. Devise a simple map, using and constructing basic symbols in a key. Use world maps, atlases and globes to identify countries, continents and oceans studied in Key Stage 1..</p> <p>Year 3 Use maps and atlases (including symbols and keys) to locate countries studied and build upon knowledge of the United Kingdom and Europe.</p> <p>Year 4 Use maps, atlases and globes to locate countries studied and describe features studied. Be able to use the eight points of a compass [North, North-East, East, South-East, South, South-West, West, North-West]</p> <p>Year 5 Be able to use four figure grid references to build on their knowledge of their local area.</p>					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	WWII	Windrush	The Impact of Dickens	Can we save the tiger?	Great Adventures	Great Adventures
	<p>Geographical skills and fieldwork</p> <p>Fieldwork- must be progressive. The activity may be the same, however the knowledge and skills being used must be progressed. The focus should be on the children applying the new knowledge gained in this term. Retrieval practice should be done but must not be the main focus</p>					
New Knowledge	Use maps, atlases, globes and digital/computer mapping (Digimaps for schools) to locate countries	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Suggest practical solutions or conservation measures to protect tiger	Use maps, atlases, globes and digital/computer mapping (Digimaps for schools) to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Digimaps for schools) to locate countries

