



St Andrew's Church of England Junior School – Scheme of Work: Geography Year 6



At St Andrew's our vision statement is 'Shining Light on a World of Possibilities' and we have designed our curriculum to be relevant, exciting and creative, underpinned by our school values and based around our 'curriculum drivers':

- Curiosity, enquiry and creativity
- Community
- Possibilities

Autumn Term – Our Local Area

Year 6	Learning Objective	Key Vocabulary	Lesson Overview	Assessment Questions
Session 1	To explore economic activity as part of a local area study	Economics, imports, exports, industry, products, natural resources	This lesson focuses on the human geography of economics. Research information about the UK's 2020 imports and exports as well as natural resources found in England. To prepare for the lesson you will need to ensure you are aware of examples of products that are found or built near St Andrews, for example, production, farming, factories etc	• Do the children know what the natural resources found in England are? • Do the children know what the key local business and industry are?
Session 2	To explore land use as part of a local area study	Economics, imports, exports, industry, products, natural resources, human geography, residential, commercial, industrial	This lesson focuses on the human geography of land use. To prepare for the lesson you will need to ensure you are aware of examples of residential, commercial and industrial buildings that are near your school, for example, houses, flats, corner shops, petrol station, factories etc	• Can children identify how the land is used around BOS? • Can children differentiate between the different types of land use?
Session 3	To explore settlements as part of a local area study.	Economics, imports, exports, industry, products, natural resources, human geography, residential, commercial, industrial, settlements, markets, ports	This lesson focuses on the human geography of settlements. To prepare for the lesson you will need to ensure you are aware of the original function and the current	• Can children identify the original function and current function around BOS?

			function of the settlement your school is in, for example, port, market town etc.	• Can children clarify how and why people settled around BOS?
Session 4	To explore climate zones as part of a local area study.	Economics, imports, exports, industry, products, natural resources, human geography, residential, commercial, industrial, climate zones, temperature, weather	This lesson focuses on the physical geography of climate zones. To prepare for the lesson you will need to research and print the average temperature and rainfall in your school's local area or ensure your class have access to the internet to explore the Met Office website. If your class will be researching using the internet they will need to know the area the school is in.	• Can children identify what climate zone BOS is in? • Can Children identify physical geography features?
Session 5	To explore rivers as part of a local area study	climate zones, temperature, weather, Ordinance Survey OS, grid reference, physical geography, rivers, tributary	This lesson focuses on the physical geography of rivers. To prepare for the lesson you will need to ensure you are aware which major river is closest to your school and that you know the OS grid reference of the location of your school..	• Can children use maps and grid references to locate the school and other features? • Can children identify physical features? • Do children know the name and location of the nearest river and sea?
Session 6	To explore mountains and hills as part of a local area study	Ordinance Survey OS, grid reference, physical geography, hills, upland areas	This lesson focuses on the physical geography of upland areas. To prepare for the lesson you will need to ensure you are aware of the height of the land your school is on and that you know the OS grid reference of the location of your St Andrews	• Can children identify the height and location of our school? • Can children use OS map to find our school?

Year 6	Learning Objective	Key Vocabulary	Lesson Overview	Assessment Questions
Session 1	To find out about the location and countries of South America.	South America, continent, world map,	Children will identify South America as a continent and start to identify some of its features. They will identify the twelve countries and two territories that comprise South America and locate them on a map.	• Can children locate the continent of South America on a world map? • Can children name the countries of South America? • Can children identify the countries of South America on a map?
Session 2	To find out about the climate in South America.	South America, continent, world map, climate zones, temperate, arid, subtropical	Children will use climate zone maps to explore climate zones around the world before taking a closer look at the various climate zones in South America. They will learn about different climates, such as temperate, arid and subtropical, and describe the features of these climates.	• Do children know that different parts of the world have different climates? • Can children name and locate some of the different climates in South America? • Can children describe some of the different climates in South America?
Session 3	To find out about the major mountain ranges of South America.	South America, continent, world map, climate zones, temperate, arid, subtropical, mountain range, Andes, formation, faults, plates	Children will identify the Andes of South America as the largest mountain range in the world. They will locate the Andes on a map and discover how the Andes were formed. They will also identify some facts about this mountain range and explore how it is used by the people who live on or near the mountains.	• Do children know that the Andes run the length of South America? • Do children know how the Andes were formed? • Do children know some of the ways in which the Andes are used?
Session 4	To find out about the human geography of South America.	South America, continent, world map, climate zones, temperate, arid, subtropical, mountain range, Andes, formation, faults, plates, human geography, physical geography, countries, compare, contrast	Children will recap the difference between human and physical geography before generating questions they could ask about the human geography of South America. They will use facts to find out about the human geography of various countries and use what they have	• Can children describe the difference between human and physical geography? • Can children describe some aspects of the human geography of South America?

			found out to compare and contrast countries.	• Can children present their findings in a variety of ways?
Session 5	To find out about trade and industry in South America.	South America, continent, world map, climate zones, temperate, arid, subtropical, mountain range, Andes, formation, faults, plates, human geography, physical geography, countries, compare, contrast, products, export, import, industry, world trade,	Children will consider the concept of world trade and recognise some of the products we use that may come from South America. They will identify some of the biggest exports of South America and recognise some of their strongest industries.	• Do children know what world trade is? • Can children name some of the biggest exports of South America? • Can children identify some of the main industries in various South American countries?
Session 6	To be able to carry out an in-depth study of a South American country	South America, continent, world map, climate zones, temperate, arid, subtropical, mountain range, Andes, formation, faults, plates, human geography, physical geography, countries, compare, contrast, products, export, import, industry, world trade, territories, research, collate, geographical information	Children will recap the names of the countries and territories of South America. They will then choose one country as a focus of study, using what they already know and carrying out their own research to collate and present information about a South American country.	• Can children use a variety of sources of information to find out about a specific South American country? • Can children select appropriate facts, figures and images to include in their work? • Can children present geographical information in a variety of ways?
Session 7	To compare an area of South America with the UK.	South America, continent, world map, climate zones, temperate, arid, subtropical, mountain range, Andes, formation, faults, plates, human geography, physical geography, countries, compare, contrast, products, export, import, industry, world trade, territories, research, collate, geographical information, difference, similarities	Children will use what they have learnt about South American countries in the previous lessons to compare human and physical features of a region of South America with the UK (BOS). They will research different facts about the two regions and use this research to draw out similarities and differences as well as attempting to use their previous knowledge to explain these similarities and differences.	• Can children name a key difference or similarity between the UK and a region of South America's human geography? • Can children name a key difference or similarity between the UK and a region of South America's physical geography? Can children provide a feasible explanation of one of these similarities or differences?

Summer Term -

Year 6	Learning Objective	Key Vocabulary	Lesson Overview	Assessment Questions
Session 1	To find out about the Earth's climate and areas of extreme temperatures.	hottest, driest, coldest, wettest, equator, poles, weather, conditions, climates, extreme location	In this first lesson the children will be introduced to the hottest, driest, coldest and wettest places on the planet. They will need to think about the location of these places on the planet and use their knowledge to reason why these places may have these extreme climates.	• Do children know that places in the world near the equator are generally hot? • Do children know that the coldest places in the world are by the poles? • Can children describe how climates and weather conditions vary around the world?
Session 2	To find out about the water cycle and the distribution of water across the world.	Water cycle, precipitation, rivers, environments, drought.	Children will investigate the water cycle and how this continuous process creates precipitation and rivers. They will also reflect on what happens to environments when there is drought and who this can affect.	• Do children know that all the water in the world moves in a continuous cycle? • Can children describe the different stages of the water cycle? • Can children describe what a drought is and how they are caused?
Session 3	To find out about extreme weather conditions across the world.	Extreme, weather, rainfall, heat, cold, wet, dry	This lesson explores the different types of extreme weather that can occur around the world and what causes them. The children have the opportunity to reflect on any extreme weathers they have witnessed themselves and research and investigate instances of extreme weather from around the world	• Can children identify and name examples of extreme weather? • Can children explain why some of these examples of extreme weather occur? • Can children communicate their knowledge of extreme weather in a variety of ways?
Session 4	To find out about earthquakes and what causes them.	Earthquake, tectonic plates, movement, community, Richter Scale, maps, key features	Children will learn about earthquakes and how the movement of the tectonic plates cause them. They will explore and discuss the effects that	• Do children know what causes earthquakes?

			earthquakes can have on a community and how earthquakes can be measured using the Richter scale	• Do children know that some places in the world are more prone to earthquakes than others? • Can children use maps to identify areas that are prone to earthquakes?
Session 5	To find out about tsunamis and how they are caused.	Earthquake, tectonic plates, movement, community, Richter Scale, maps, key features, tsunami, world map, features, risk	Following on from the previous lesson the children will use their understanding of earthquakes to describe how a tsunami is created. They will look in detail at the effects of the 2004 Boxing Day tsunami and the lasting effects it had on the environment and the people living there as well as discussing the Tsunami in BOS in 1607.	• Do children know that a tsunami is caused by movement of tectonic plates? • Can children describe the effects of a tsunami? • Can children identify areas of high risk on a world map?
Session 6	To find out what volcanoes are and how they are formed.	Earthquake, tectonic plates, movement, community, Richter Scale, maps, key features, tsunami, world map, features, risk, Volcano, dormant, extinct, volcanic activity	Consolidating their knowledge of the Earth's tectonic plates, the children learn about volcanoes around the world. They will learn to distinguish between active, dormant and extinct volcanoes as well as exploring the connection between the tectonic plates and the locations of volcanic activity.	• Do children know why volcanoes erupt? • Can children convey their knowledge of volcanoes in a variety of ways? • Can children describe volcanoes using geographical and descriptive language?