

The Piggott School: Charvil Primary



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Geography Year 6

	Autumn Economic Activity, Trade Links and Migration	Spring UK (counties and topographical features)	Summer OS Maps (compass use and six figure grid references)
Content Declarative Knowledge 'I know'	<ul style="list-style-type: none"> *describe and understand economic activity including trade links *understand the distribution of natural resources both globally and within the UK *describe and explain how humans can impact the environment both positively and negatively using examples *know the global population has grown significantly since the 1950s *know that migration is the movement of people from one country to another *know that natural resources can be used to make energy 	<ul style="list-style-type: none"> *know the name of many counties in the UK *know the name of many cities in the UK *confidently name the twelve geographical regions of the UK *know that London and the South East regions have the largest population in the UK 	<ul style="list-style-type: none"> *know what an OS map is and what some of the key symbols are *know what contour lines are and how they show relief *know what a six figure grid reference is and how it can be used
Skills Procedural Knowledge 'I know how to'	<ul style="list-style-type: none"> *use maps to explore wider global trading routes *suggest reasons why the global population has grown significantly in the last 70 years *describe the 'push' and 'pull' factors that people may consider when migrating 	<ul style="list-style-type: none"> *identify how topographical features studied have changed over time (erosion) *locate major cities in UK *locate key physical features in UK *identify significant environmental regions on maps *locate many counties in the UK *locate the twelve geographical regions of the UK 	<ul style="list-style-type: none"> *confidently use the key on an OS map to name and recognise key physical and human features in regions studied *accurately use 6-figure grid references to locate features on a map *confidently locate features using the 8 points of a compass *follow a short pre-prepared route on an OS map *plan a journey to another part of the world using 6-figure grid references and the 8 points of the compass

Vocabulary	Economic activity, primary activities, secondary activities, tertiary activities, quaternary activities, red collar workers, pink collar workers, white collar workers, buy, sell, exchange, goods, services, trade links, port, airport, internal distribution	United Kingdom, England, Northern Ireland, Wales, Scotland, landlocked, counties, seas, oceans, mountains, rivers, stack, coast, cliff, erosion, rock slide, cave, undercut, arch, contour line, topographical features, physical geography, physical features, gabion, long shore drift, groyne, sea wall, rip rap, coastal management	Ordnance Survey, symbols, six figure grid references, key, scale
Key Questions	<p>Perspectives: What is economic activity?</p> <p>Interactions: How do trade links affect economic activity?</p> <p>Interactions: Why might people migrate?</p>	<p>Place: What are the counties, major cities and twelve geographical regions of the UK?</p> <p>Skills: How can we use a topographical map to learn about the relief of the land?</p> <p>Processes: How is erosion affecting the coastline of the UK?</p>	<p>Skills: How can we plan a simple route using an Ordnance Survey map?</p> <p>Skills: How can we use an Ordnance Survey key?</p> <p>Skills: How can we use six figure grid references to locate places?</p>
Assessment	Pupils to create a two page spread time line to show how economic activity, trade links and migration have changed over the last 200 years in the UK	Pupils to create a presentation about the physical features of one of the 12 geographical regions of the UK	Pupils to use an Ordnance Survey map plan and walk a route and around the local area to suit a brief
Cross Curricular Links/Character Education	Mutual respect and tolerance: understanding of different cultures and how cultures have evolved	Consideration of how differing communities face different challenges based on changes to physical geography (erosion)	PE: orienteering
	Spirituality: enjoyment/fascination of world around them, opportunities for reflection		