






Geography Unit of Work Year 6 Autumn			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>Coasts of the UK</div> <div></div>	<ul style="list-style-type: none"><li>Y1: Our Country and Seas</li><li>Y3: The North West</li><li>Y5: Life around the Mersey</li></ul>	<ul style="list-style-type: none"><li>Spr: Globalisation</li><li>Sum: Human Impact</li></ul>	<ul style="list-style-type: none"><li>???</li></ul> <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	National Curriculum Subject Content:		
	<ul style="list-style-type: none"><li>Pupils should be taught to: name and locate <b>regions, counties and cities</b> of the United Kingdom and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and <b>understand how some of these aspects have changed over time</b></li><li>Pupils should be taught to: 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.</li><li><i>Pupils should be taught to: Identify the position 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)</i></li><li><i>Pupils should be taught to: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></li><li><i>Pupils should be taught to: Know and name 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</i></li></ul>		
Geographical Enquiry			
How are UK coastal regions changing and are we to blame?			
Key Concepts			
place, space, scale, environmental, <b>interconnections</b> , <b>impact &amp; sustainability</b> , cultural diversity movement, our common home, <b>rivers</b> , <b>weather &amp; climate</b>			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive & Procedural Knowledge	<ol style="list-style-type: none"><li>Know the UK region and county that Thurston, Blackpool, Brighton and St Ives are located</li><li>Know how coastal features form</li><li>Know some of the coastal features found at Thurston</li><li>Know what weathering and erosion mean and how they change the landscape</li><li>Know how the coast has changed since the 1890s</li><li>Know the impact that human geography is having on our physical coastline</li></ol>		weathering, erosion, coastal, bay, dune, headland, inland, coast, stack, arch
	Working Geographically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	<ol style="list-style-type: none"><li>Record 6 figure grid references and coastal direction for each coastal region using Digimap</li><li>Use aerial and oblique images to describe and label coastal features</li><li>Produce a sketch map of the fieldwork site and take observations throughout the day</li><li>Understand and communicate some news reports of coastal erosion</li><li>Use Digimap to measure distance of coastal erosion over three time periods at Thurston</li><li>Predict using fieldwork notes and a sketch diagram how the coast may change in the future</li></ol>		grid reference, coastal direction, observations,
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none"><li>Know where 4 coastal settlements are found in the UK</li><li>Know that the Wirral peninsula is found between two major river estuaries</li><li>Know and identify coastal features of the UK and explain how they form</li><li>Know what weathering and erosion mean and how they change the landscape</li><li>Know how the coastal landscape has changed over time</li></ul>		<u>Disciplinary</u> <ul style="list-style-type: none"><li>Place: I can compare coastal regions using maps at a range of scales using 6 figure grid references</li><li>Space: I can explain and communicate why these regions have changed</li><li>Interconnections: I can produce a report and prediction of future physical change</li><li>Impact: I can understand how change in physical geography impacts human settlements</li></ul>	
Significant people/places			

Geography Unit of Work Year 6 Spring			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>Globalisation</div> <div></div>	<ul style="list-style-type: none"><li>Y4: Water in School</li><li>Y5: Life around the Mersey</li></ul>	<ul style="list-style-type: none"><li>Y6: Human Impact</li><li>KS3 Curriculum</li></ul>	<ul style="list-style-type: none"><li>???</li></ul> <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	<b>National Curriculum Subject Content:</b>		
	<ul style="list-style-type: none"><li>Pupils should be taught to: describe and understand key aspects of economic activity including trade links, and the distribution of natural resources including, food, minerals and water</li><li>Pupils should be taught to: locate the world’s countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li><li><i>Pupils should be taught to: Identify the position 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)</i></li><li><i>Pupils should be taught to: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></li><li><i>Pupils should be taught to: Know and name 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</i></li></ul>		
Geographical Enquiry			
Is globalisation always a good thing for everyone?			
Key Concepts			
place, <b>space</b> , <b>scale</b> , environmental, <b>interconnections</b> , impact & sustainability, <b>cultural diversity</b> <b>movement</b> , <b>our common home</b> , rivers, weather & climate			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive & Procedural Knowledge	<div>7. Know where some of the things that we buy come from</div> <div>8. Know what trade is and some of the world’s biggest importers and exporters</div> <div>9. Know what a corporation is</div> <div>10. Know how mass produced equipment affects other people</div> <div>11. Know how goods reach or leave the UK sustainably</div> <div>12. Know how we can make ethical choices of goods</div>		corporation, distribution, export, import, manufactured,
	Working Geographically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	<div>7. Contribute to a class map of interconnected countries and analyse patterns in data</div> <div>8. Analyse what natural resources makes a country a good exporter</div> <div>9. Compare the similarities and differences between a corporation and a country</div> <div>10. Debate some of the moral and ethical issues associated with mass production</div> <div>11. Plot the route of a good or commodity across the world using maps at different scales</div> <div>12. Evaluate the impact of a particular ethical scheme</div>		interpret, evaluate, ethical, interdependence, disparity
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none"><li>Know where some common commodities and natural resources come from or go to</li><li>Know how and why some goods reach or leave the UK through trade links</li><li>Know that we are linked to people in other parts of the world through trade, economy, technology and culture</li><li>Know how to locate the world’s countries using digital technology, atlases, globes and maps at a range of scales</li><li>Know how to locate the continents, equator, hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles on a globe or map</li></ul>		<u>Disciplinary</u> <ul style="list-style-type: none"><li>Space: I can show understanding of the different nature of countries which leads to trade of goods or commodities</li><li>Scale: I can interpret maps and aerial views at different scales to understand trade routes and ports</li><li>Interconnections: I can explain the significance of the world’s countries working together in trade and its mutual benefit</li><li>Cultural Diversity: I can show understanding of ethical trade and its impact on people and places around the world</li></ul>	
Significant people/places			

Geography Unit of Work Year 6 Summer			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
<div>Human Impact</div> 	<ul style="list-style-type: none"><li>Y2: Hot and Cold Places</li><li>Y4: Natural Disasters</li><li>Y5: Climate &amp; Biomes</li></ul>	<ul style="list-style-type: none"><li>KS3 Curriculum</li></ul>	<ul style="list-style-type: none"><li>???</li></ul> <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p>
	<b>National Curriculum Subject Content:</b>		
	<ul style="list-style-type: none"><li>Pupils should be taught to: locate the world’s countries, using maps to focus on <b>S. America</b> concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li><li><i>Pupils should be taught to: Identify the position 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)</i></li><li><i>Pupils should be taught to: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></li><li><i>Pupils should be taught to: Know and name 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</i></li></ul>		
Geographical Enquiry			
Do humans use resources in a sustainable way?			
Key Concepts			
place, space, scale, environmental, interconnections, impact & sustainability, cultural diversity movement, our common home, rivers, weather & climate			
	Knowledge (1-6)		Key Vocabulary
Intended Substantive & Procedural Knowledge	13. Know the location of Brazil, Ecuador, Chile & Venezuela on the continent of South America 14. Know where the Galapagos archipelago is 15. Know what is meant by sustainable use of resources 16. Know what the Great Pacific Garbage patch is and how it happened 17. Know a number of ways humans have impacted our planet 18. Know the main ways humans have impacted a chosen research site in South America		Galapagos, archipelago, sustainable, resource,
	Working Geographically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	13. Use Digimap software to find the countries and capitals of South America and create a sketch map of the continent 14. Research and debate the laws on human settlement and impact in the Galapagos 15. Communicate the impact of exploitative use of resources 16. Use satellite mapping to show the journey of a piece of plastic found in the GPGP 17. Carry out a focused depth study of one area, the interaction between natural and human environments and consider ways to improve the future of people’s lives and the Earth		interaction, consequence, management, exploitative, degrading, ethics
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none"><li>Know the name of and locate countries in South America</li><li>Know that the Galapagos islands are an archipelago of Ecuador on the equator</li><li>Know a number of ways humans have impacted our planet</li><li>Know what is meant by sustainable use of resources</li><li>Know how to locate the continents, countries and oceans, using maps, atlases, globes and computer mapping at a range of scales</li></ul>		<u>Disciplinary</u> <ul style="list-style-type: none"><li>Place: I can show understanding of why humans are not allowed to live on most of the Galapagos archipelago</li><li>Scale: I can track the movement of plastic that is found in the Great Pacific Garbage patch</li><li>Environmental: I can research and communicate what sustainability is</li><li>Impact: I can carry out a focused in depth study looking at human impact and changes in the area of study</li></ul>	
Significant people/places			

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	Knowledge (1-6)		Key Vocabulary
Intended Substantive & Procedural Knowledge	19. Know where some of the things that we buy come from 20. Know what trade is and some of the world’s biggest importers and exporters 21. Know what a corporation is 22. Know how mass produced equipment affects other people 23. Know how goods reach or leave the UK sustainably 24. Know how we can make ethical choices of goods		corporation, distribution, export, import, manufactured,
	Working Geographically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	18. Contribute to a class map of interconnected countries and analyse patterns in data 19. Analyse what natural resources makes a country a good exporter 20. Compare the similarities and differences between a corporation and a country 21. Debate some of the moral and ethical issues associated with mass production 22. Plot the route of a good or commodity across the world using maps at different scales 23. Evaluate the impact of a particular ethical scheme		interpret, evaluate, ethical, interdependence, disparity
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<u>Substantive</u> <ul style="list-style-type: none"><li>Know where some common commodities and natural resources come from or go to</li><li>Know how and why some goods reach or leave the UK through trade links</li><li>Know that we are linked to people in other parts of the world through trade, economy, technology and culture</li><li>Know how to locate the world’s countries using digital technology, atlases, globes and maps at a range of scales</li><li>Know how to locate the continents, equator, hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles on a globe or map</li></ul>		<u>Disciplinary</u> <ul style="list-style-type: none"><li>Space: I can show understanding of the different nature of countries which leads to trade of goods or commodities</li><li>Scale: I can interpret maps and aerial views at different scales to understand trade routes and ports</li><li>Interconnections: I can explain the significance of the world’s countries working together in trade and its mutual benefit</li><li>Cultural Diversity: I can show understanding of ethical trade and its impact on people and places around the world</li></ul>	
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Key Concepts			
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	Knowledge (1-6)		Key Vocabulary
Intended Substantive & Procedural Knowledge	25. Know the location of Brazil, Ecuador, Chile & Venezuela on the continent of South America 26. Know where the Galapagos archipelago is 27. Know what is meant by sustainable use of resources 28. Know what the Great Pacific Garbage patch is and how it happened 29. Know a number of ways humans have impacted our planet 30. Know the main ways humans have impacted a chosen research site in South America		Galapagos, archipelago, sustainable, resource,
	Working Geographically (1-6)		Key Vocabulary
Intended Disciplinary Knowledge	24. Use Digimap software to find the countries and capitals of South America and create a sketch map of the continent 25. Research and debate the laws on human settlement and impact in the Galapagos 26. Communicate the impact of exploitative use of resources 27. Use satellite mapping to show the journey of a piece of plastic found in the GPGP 28. Carry out a focused depth study of one area, the interaction between natural and human environments and consider ways to improve the future of people’s lives and the Earth		interaction, consequence, management, exploitative, degrading, ethics
Assessment Outcomes			
<u>Substantive</u> <ul style="list-style-type: none"><li>Know the name of and locate countries in South America</li><li>Know that the Galapagos islands are an archipelago of Ecuador on the equator</li><li>Know a number of ways humans have impacted our planet</li><li>Know what is meant by sustainable use of resources</li><li>Know how to locate the continents, countries and oceans, using maps, atlases, globes and computer mapping at a range of scales</li></ul>		<u>Disciplinary</u> <ul style="list-style-type: none"><li>Place: I can show understanding of why humans are not allowed to live on most of the Galapagos archipelago</li><li>Scale: I can track the movement of plastic that is found in the Great Pacific Garbage patch</li><li>Environmental: I can research and communicate what sustainability is</li><li>Impact: I can carry out a focused in depth study looking at human impact and changes in the area of study</li></ul>	
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