

Y6 Geography	TERM 1		TERM 2		TERM 3	
	Dangerous Earth		Ancient Maya		Ancient Egyptians The country we live in (Glaciation: the Cairngorms, Grampian Mountains)	
	<p>Key knowledge</p> <p>To know that San Francisco is located in California, USA and sits on the San Andreas Fault, a transform fault.</p> <p>To know that a fault line is a fracture between two blocks of rock.</p> <p>To know that the Earth is made up of four layers: crust, mantle, outer core, inner core.</p> <p>To know that the Earth’s crust is broken into plates. Heat rising and falling inside the mantle creates convection currents which move the plates. The movement of the plates, and the activity inside the Earth, is called the theory of plate tectonics.</p> <p>To know that earthquakes occur when tension is released from inside the crust.</p> <p>To know that volcanoes are caused when magma rises through cracks or weaknesses in the Earth’s crust.</p> <p>To know there are four types of plate boundary: constructive, destructive, collision and transform. Each one produces a different geographical feature.</p> <p>To know the key aspects of mountain formation.</p> <p>To know there are five main types of mountains: fault block, fold, dome, volcanic and plateau.</p> <p>To know there have been two major earthquakes in San Francisco in the last 100 years. The next major one is predicted to happen soon.</p> <p>To know that measures are in place to protect people from the effects of an earthquake.</p> <p>To understand the impact of natural disasters on settlements and land use.</p> <p>To know that different maps allow us to explore different aspects of a place.</p>	<p>Key skills</p> <p>To be able to use a range of maps, atlases and globes to locate countries and describe features studied including digital maps, physical maps, economical maps, Pacific-centred maps.</p> <p>To be able to use the eight points of a compass to build their knowledge of the wider world.</p> <p>To be able to use 4- and 6-figure grid references to locate place.</p> <p>To be able to use maps to suggest other countries at risk of natural disasters.</p> <p>To be able to describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes.</p> <p>To be able to describe and understand key aspects of human geography.</p> <p>To be able to label and explain the features of a glacial landscape.</p> <p>To be able to use a range of data sources to understand natural disaster hotspots (their causes, processes and impacts), e.g. maps, GIS, photos, diagrams.</p> <p>To be able to understand the causes, processes and effects of earthquakes and tsunamis on the physical environment and population.</p> <p>To be able to understand how volcanoes are formed, different types of volcano, the process of volcanic eruptions and their physical effect on the environment (focus on Pompeii).</p> <p>To be able to understand and discuss the interaction of physical and human processes (e.g. to interpret the relationship between settlement and volcanic location and activity, to understand the role of new technologies in protecting human populations, to explore change over time).</p> <p>To be able to understand how geographical knowledge originates, is debated and revised (e.g. study of Pompeii).</p> <p>To be able to form a reasoned response to the enquiry question, considering different perspectives.</p> <p>To be able to choose the relevant maps to develop their knowledge.</p> <p>To be able to synthesise information from a range of different sources to understand the human and physical geography of a place and the processes that form it.</p>	<p>Key knowledge</p> <p>To know that modern Mexico is located in central America (part of the North American continent).</p> <p>To understand the location of Maya civilisation.</p> <p>To know that different maps allow us to explore different aspects of a place.</p>	<p>Key skills</p> <p>To be able to use a range of maps, atlases and globes to locate countries and describe features studied including digital maps, physical maps, economical maps, Pacific-centred maps.</p> <p>To be able to describe and understand key aspects of human geography.</p> <p>To be able to understand how geographical knowledge originates, is debated and revised (e.g. study of Pompeii).</p> <p>To be able to choose the relevant maps to develop their knowledge.</p> <p>To be able to synthesise information from a range of different sources to understand the human and physical geography of a place and the processes that form it.</p> <p>To be able to use a wide range of maps, atlases, globes and digital mapping technology to locate a place and describe features.</p>	<p>Key knowledge</p> <p>To know that Egypt is in the northeast corner of the African continent.</p> <p>To know that Egypt borders Libya, Israel and Sudan, the Mediterranean Sea and Red Sea.</p> <p>To know that the River Nile runs through Egypt.</p> <p>To know that different maps allow us to explore different aspects of a place.</p> <p>To know that a glacier is a slowly moving mass or river of ice formed by the accumulation and compaction of snow.</p> <p>To know the last Ice Age ended 10,000 years ago.</p> <p>To know that glaciers from this time shaped many features that we can see in the landscapes of the UK today.</p> <p>To know, understand and accurately use the terms ‘United Kingdom’, ‘Great Britain’, ‘British Isles’.</p> <p>To know and understand how the change in global temperatures has impacted the world’s glaciers.</p> <p>To know that the UK landscapes have been shaped by glaciers during the last Ice Age.</p>	<p>Key skills</p> <p>To be able to use a range of maps, atlases and globes to locate countries and describe features studied including digital maps, physical maps, economical maps, Pacific-centred maps.</p> <p>To be able to use the eight points of a compass to build their knowledge of the wider world.</p> <p>To be able to use 4- and 6-figure grid references to locate place.</p> <p>To be able to describe and understand key aspects of human geography.</p> <p>To be able to understand how geographical knowledge originates, is debated and revised.</p> <p>To be able to form a reasoned response to the enquiry question, considering different perspectives.</p> <p>To be able to choose the relevant maps to develop their knowledge.</p> <p>To be able to synthesise information from a range of different sources to understand the human and physical geography of a place and the processes that form it.</p> <p>To be able to use a wide range of maps, atlases, globes and digital mapping technology to locate a place and describe features.</p> <p>To be able to read OS maps of the UK.</p>

		To be able to use a wide range of maps, atlases, globes and digital mapping technology to locate a place and describe features.					
Enquiry/question/outcome/activity/genre of unit/text Is San Francisco a safe place to live? What is the structure of the Earth? How is the structure of the Earth linked to earthquakes, volcanoes and tsunamis?			Enquiry/question/outcome/activity/genre of unit/text How have glaciers shaped the landscape in the UK? To understand the geography of the ancient Maya.			Enquiry/question/outcome/activity/genre of unit/text To understand the geography of the ancient Egyptians.	
Key vocabulary (tier 2) aspect map atlas movement capital natural city north civilisation ocean collide perspective continent physical country place danger population dangerous prevent describe process destruction protected digital reason disaster relationship distance release Earth resource east revise economic risk environment river feature safe form settlement formation south geographer structure geography technology globe tension human transform impact transport landscape west layer world locate		Key vocabulary (tier 3) cartography OS map compass Pacific convergent plate core plate boundaries crust San Francisco divergent tectonic plates earthquake transform eruption tropic fault tsunami fault line USA fracture volcanic grid reference volcano hemisphere magma mantle	Key vocabulary (tier 2) aspect natural atlas north capital ocean city perspective civilisation physical collide place continent population country prevent describe process destruction protected digital reason distance relationship Earth release east resource economic revise environment risk feature river geographer safe geography settlement globe south human structure impact technology landscape temperature layer transform locate transport map west mountain world		Key vocabulary (tier 3) ablation loch abrasion Maya accumulation OS map arête plucking cairngorm pyramidal peak cartography ribbon loch Central America River Nile compass scree moraine corrie snout debate tarn deposition topography freeze-thaw transform weathering tropic glaciation truncated spur glacier u-shaped valley Grampian grid reference hanging valley hemisphere iceberg	Key vocabulary (tier 2) aspect ocean atlas perspective capital physical city place civilisation population continent process country protected describe reason destruction relationship digital release distance resource Earth revise east risk economic river environment safe feature settlement geography south globe structure globe technology human transform impact transport landscape west layer world locate locate map natural north	Key vocabulary (tier 3) Africa Red Sea cartography River Nile compass transform grid reference tropic hemisphere Mediterranean OS map