



Enquiry question/ Concept

What is Climate change and how does it affect us?



Geog Your Memory =

- How weather affects people's day to day lives
- The difference between weather and climate
- The climate of polar, temperate and tropical regions
- The difference between physical and human features and processes
- About greenhouse gases and the causes of global warming
- How living more sustainably could reduce greenhouse gas emissions



Curriculum Content	Skills	Vocabulary
<p>Locational and place knowledge</p> <ul style="list-style-type: none"> • 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 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>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, 	<p>1: Why is Elhaji cleaning shoes on the streets of Banjul? Identify, describe and explain why communities in The Gambia are being affected by changes in weather patterns associated with climate change and evaluate the impact on people.</p> <p>2: Why can't Olivia afford to insure her home? Evaluate a range of evidence, reach a conclusion and make judgements as to the impact on people of changing weather patterns in Victoria in South East Australia.</p> <p>3: Why are people living in Starcross making flood plans? Understand why some coastal communities are having to make flood resilience plans in order to cope better with changes which are occurring in weather patterns and to sea levels and make judgements about what should be included in them.</p> <p>4: Why do Lars and Sofie disagree about how nice the weather is? Reflect upon and evaluate different viewpoints and reach a personal judgement about the implications of changing weather patterns on the people of Greenland.</p> <p>5: Why are people all over the world noticing that the weather they are used to is changing?</p>	<p>Climate change Carbon dioxide Fossil fuels Greenhouse gas Rainfall Climate Weather Drought Desertification Hazard Bush fire Wild fire Natural disaster Heat wave Flood defense Tidal surge</p>





St. Katharine's Primary School Geography Progression Pathway Year 6

<p>mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> 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>Fieldwork and map skills</p> <ul style="list-style-type: none"> 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 	<p>Identify, describe, compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places;</p> <p>6: What have the countries of the world agreed to do about global warming?</p> <p>Understand how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be;</p> <p>Understand how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions;</p> <p>Pupils working at greater depth will also:</p> <p>Understand what the concept of a 'carbon footprint' is and evaluate the most effective measures individuals, organisations and communities might consider taking to reducing their carbon footprint</p> <p>Home Learning opportunity -</p> <p>Describe and explain how each of the main renewable sources of energy works (wind, hydroelectric power, solar, geothermal, tidal or wave energy,) evaluate their advantages and disadvantages and make a judgement regarding which would be most suitable for the poorest countries in the world.</p>	<p>Weather station Inuit Indigenous Renewable Non-renewable Geothermal heat Wind power Biofuel</p>
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Environment


Investigating environmental issues which are affecting their own locality but also on a more global scale.





Enquiry question/ Concept

Who are World Heritage sites for?

Geog Your Memory =

- The difference between physical and human features of environments
- The importance of leisure, recreation and tourism
- About a range of economic activities including farming
- Mountains both in the United Kingdom and globally



Curriculum Content

Skills

Vocabulary

Locational and place knowledge

- 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**

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

1. What is a World Heritage Site?

Observe a range of secondary resources and hypothesis what makes a World Heritage Site.

2. Where are World Heritage Sites located?

Locate other World Heritage sites – evaluate whether they are cultural, natural or mixed. Observe the distribution of sites on WHS website and make conclusions as their distribution..

3. Why is the Jurassic Coast a World Heritage Site?

Explain the Jurassic Coast unique universal value in terms of rocks and formations (fossils through science) Using Digimaps, locate the key human and physical features along the Jurassic Coast.

4. Who looks after the Jurassic Coast?

Reach informed conclusions as to who is responsible for looking after the Jurassic Coast.

5. Why does the Jurassic Coast welcome visitors from all over the world?

Identify and explain the attraction of the area to visitors and evaluate the range of activities that are provided for the visitors.

6. What are the advantages and disadvantages of World Heritage Site status?

Evaluate the advantages and disadvantages of World Heritage Site Status on a local area. **Make informed judgements** as to whether a World Heritage Site status is beneficial to an area.

World
Heritage Site
Cultural
Natural
Fossils
Formations
Arch
Stack
Cove
Erosion
Deposition
Sea defense
Settlement
Tourism





St. Katharine's Primary School Geography Progression Pathway Year 6

Fieldwork and map skills

- 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

Home Learning opportunity –

What are the key human and physical features of another World Heritage Site of my choice.

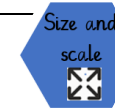
Locate and describe the geographical features of an additional World Heritage Site and explain why it received designation

Inspirational people and places

INSPIRATIONAL PEOPLE & PLACES

Celebrating our local World Heritage Site, the Jurassic Coast.





Enquiry question/ Concept

Do big earthquakes cause the most damage?

Geog Your Memory =

- The distribution and formation of mountains and volcanoes
- How environments all around the world, including their own locality, offer advantages and disadvantages to those who live there
- The difference between physical and human processes and features
- What natural resources are and what economic activity involves
- About trade and how countries import and export goods and services

Curriculum Content

Skills

Vocabulary

Locational and place 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 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

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

1: Why won't Paula and Richard forget 22 February 2011?

Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources

2: How has New Zealand been affected by earthquakes in the past?

Observe and record the distribution of earthquakes in New Zealand over the past two hundred years

3: Why does New Zealand have so many earthquakes?

Identify, describe and explain the causes of earthquakes

Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world

4: Why don't the largest earthquakes always cause the most death and destruction?

Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction

5: Why do most volcanoes happen in the same places as earthquakes?

Identify, describe and explain the causes of volcanoes

Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand

6. Research on own enquiry question about natural hazards.

Plate tectonics

Earth's crust

Earthquake

Aftershock

Epicentre

Richter scale

Natural hazard

Fault line

Settlement

Northern/Southern hemisphere.

Tsunami

Zones of activity





St. Katharine's Primary School Geography Progression Pathway Year 6

<ul style="list-style-type: none">human geography, including: types of settlement and land use. <p>Fieldwork and map skills</p> <ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<p>Home learning opportunity – <i>What is the Ring of Fire and where is it located?</i> <i>Locate, describe and explain why</i> so many earthquakes and volcanoes occur around the Pacific Ring of Fire.</p> <p>Challenge – Understand the concept of 'hazard' in Geography and how both natural and human events can cause hazards for people living in different parts of the world Make a reasoned geographical judgement, using evidence and logical argument, as to whether earthquakes are more dangerous than volcanoes</p>	
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