Year 6 – Geography Autumn Term

Topic: Earthquakes Fertile question: Why are some earthquakes more deadly than others? Lesson sequence	Key knowledge	Key skills
1. What is the structure of the earth? 2. How is the earth's crust divided up? 3. What are the different types of plate margin? 4. Where do earthquakes happen? 5. What happens during an earthquake? 6. How you measure earthquakes? 7. What are the impacts of earthquakes? 8. How do people and places predict, prepare and protect against earthquakes? 9. Two earthquake Case studies – India and North/South America 10. Revision and end of topic assessment	*Name and be able to describe the four sections of the earth. *Know and be able to describe how the earth's crust is divided up into tectonic plates. *Describe and explain what happens at the four different plate boundaries. *Describe and explain where earthquakes occur. *Know and be able to describe the different types of seismic wave associated with an earthquake. *Be able to explain why the impacts of the earthquakes do not affect people and place equally. *Be able to identify and describe primary and secondary impacts of earthquakes. *Know and be able to explain how earthquakes are measured using the Richter scale. *Be able to describe and explain how people and places prepare and protect against earthquakes. *India, Bhuj earthquake – 2001 *South America, Chile earthquake – 1965 *North America, San Francisco earthquake – 1909	* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Use of aerial and satellite photographs. * Interpret and extract information from different types of maps, graphs and charts. *Interpret and extract information from different types of maps, graphs and charts. *Demonstrate the ability to: identify questions and sequences of enquiry write descriptively, analytically and critically communicate their ideas effectively. *Develop thinking like a geographer skills - be able to communicate information in ways suitable for a range of target audiences.

Year 6 – Geography Spring Term

Topic: The United Kingdom Fertile question: What makes the UK so diverse? Lesson sequence	Key knowledge	Key skills
1.What countries make up the United Kingdom? 2. How is the United Kingdom organised? 3. What are the physical and human features of the UK? 4. What is the UK's weather and climate like? 5. What is it like to live in the city? 6. What is it like to live in the countryside? 7. How has land use in the UK changed? 8. What is North Eastern England like? 9. What is South Eastern England like? 10. What is Eastern England like? 11. What is South West England like? 12. What is Western England like? 13. How is energy created in the UK? 14. What impact are humans having on the UK's environment?	To know the countries that make up the United Kingdom. To know and be able to explain how the UK is run – to know the role of government, parliament and local governments. To know the and be able to locate the main human and physical features of the United Kingdom. To be able to describe what the UK's weather is like. To be able to describe and explain how and why the UK's climate varies. To know the difference between the city and the countryside. To compare and contrast life in the cities and countryside. Through regional studies, describe and explain the differences and changes in land use in the UK. Including farming, transport, tourism and National Parks. To know and be able to explain how the UK produces its energy. To describe and explain how humans are impacting the UK's environment.	* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. *Grid references. * Use of aerial and satellite photographs. * Interpret and extract information from different types of maps, graphs and charts. *Interpret and extract information from different types of maps, graphs and charts. *Demonstrate the ability to: identify questions and sequences of enquiry write descriptively, analytically and critically communicate their ideas effectively. *Develop thinking like a geographer skills - be able to communicate information in ways suitable for a range of target audiences.

Year 6 – Geography Summer Term

Topic: Settlements Fertile question: Why do we live where we do? Lesson sequence	Key knowledge	Key skills
1. What is a settlement? 2. What functions do settlements have? 3. What are the factors that affect the site of a settlement? 4. Why do settlements change over time? 5.Fieldwork in Dorchester. 6. Fieldwork write up. 7. Revision and end of unit assessment.	*Know and be able to define what a settlement is. *Know the difference between site, settlement and situation. *Describe and explain settlement functions, giving named examples. *Know and explain the factors that affect the site of a settlement. *Describe and explain how settlements change over time.	* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Use of aerial and satellite photographs. * Interpret and extract information from different types of maps, graphs and charts. *Interpret and extract information from different types of maps, graphs and charts. *Demonstrate the ability to: identify questions and sequences of enquiry write descriptively, analytically and critically communicate their ideas effectively. *Develop thinking like a geographer skills - be able to communicate information in ways suitable for a range of target audiences. *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.