



# Year 6 Scheme of Work 2022-2023

<u>Statutory requirements (National Curriculum)</u>	<u>Leighton essentials</u>	<u>Suggested activities</u>
<p style="text-align: center;"><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on <b>South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>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)</li> </ul>	<p>Use atlases and globes to locate countries around the world. Discuss what they already know.</p> <p>World-geography-games.com to locate the countries of South America.</p> <p>Discuss the different features from the essentials list in the sessions over the term.</p> <p>Look at the capital cities of the countries in South America in atlases and using World-geography-games.com</p> <p>Create fact file on a country in South America of their choosing giving them the different features to be included which will include physical and human characteristics</p>
<p style="text-align: center;"><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America</li> </ul>	<p>Compare features of South America and locality during the sessions.</p>

America		
<p><b>Human and physical geography</b></p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul>	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes.</li> <li>human geography, including: types of settlement and land use, economic activity including <b>trade links</b>, and the distribution of natural resources including <b>energy, food, minerals</b></li> </ul>	<p>What is the climate like in South America? Children to look at the different climates and use atlases to find information. Greater depth to find data and present it as graphs to compare different locations which could include the UK as a comparison</p> <p>The Andes – children to research and present findings about the Andes and their uses to include human geography</p> <p>Gist Warehouse visit looking at where food comes from and how far it has travelled. Could they find examples from South America?</p> <p>Human geography</p> <p>Trade and industry</p> <p>Children to create an in depth study of a country in South America and produce an information leaflet which includes many of the features looked at during the sessions</p>
<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass, 4- and 6-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</li> <li>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</li> </ul>	<p><u>All within context</u></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass, 6- 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</li> </ul> <p>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</p>	<p>National Trust – 50 things to do before you are 113/4</p> <p>Complete cold task - Discuss maps with children and ask them to draw a map from their house to school as a starting assessment piece.</p> <p>Chn to use dictionaries or the internet to research the meaning of key words.</p> <p>Discuss who The National Trust are.</p> <p>Stick in the 50 things to do list and colour in which ones they have already done.</p> <p>Visit Queen’s Park and complete some of the 50 things to do and look out for the physical, human and historical features.</p> <p>Research Queen’s Ark – history, why it was built, human and physical features, who designed the park</p>

technologies	and graphs, and digital technologies	etc. Chn to write a persuasive letter to the headteacher about wanting the rest of the school to visit the park. Ordnance Survey maps of the local area – look at 6 then 8 figures and locate different places and write references for different places/ symbols in their books. Chn to use both OS Maps and Google Maps to plan a route to Queen’s Park. Going deeper activity – what do you think OS maps might look like in 20 years’ time? Link to land use. Hot task - chn are to draw a map from their home to school. They can use OS Maps or Google Maps to help them.
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