Shavington Primary
Geography Curriculum

Year 6- Why does population change?

National Curriculum- KS End Point

- 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
- 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
- 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 within North or South America
- Describe and understand key aspects of: 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
- Use maps, atlases, globes and digital/computer mapping to locate Countries and describe features studied
- 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.

Sticky Knowledge

- To know that the global population has grown significantly since the 1950s.
- To know which factors are considered before people build settlements.
- To know migration is the movement of people from one country to another.
- To know the name of many countries and major cities in Europe and North and South America.
- To know the name of many counties in the UK.
- To know the name of many cities in the UK.
- To confidently name the twelve geographical regions of the UK.
- To know that London and the South East regions have the largest population in the UK.
- To know the global population has grown significantly since the 1950s.
- To know which factors are considered before people build settlements.
- To know migration is the movement of people from one country to another.
- To know some negative impacts of humans on the environment.
- To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.
- To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.
- To know that a pie chart can represent a fraction or percentage of a whole set of data.
- To be aware of some issues in the local area.
- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods

Vocabulary

air pollution, birth rate, cartogram, climate, climate change, conclusions, death rate, deforestation, densely populated, digital technologies, fossil fuels, greenhouse gases, impact, improvements, involuntary, Likert scale, migrants, migration, natural increase, noise pollution, population, population density, population distribution, pull factors, push factors, qualitative, quantitative, refugee, region, sparsely populated, voluntary

Unit Outcomes

- Identify the most densely and sparsely populated areas.
- Describe the increase in global population over time.
- Begin to describe what might influence the environments people live in.
- Define birth and death rates, suggesting what may influence them.
- Define migration, discussing push and pull factors.
- Explain why some people have no choice but to leave their homes.
- Describe the causes of climate change, explaining its impact on the global population.
- Suggest an action they can take to fight climate change.
- Calculate the length of a route to scale.
- Follow a selected route on an OS map.
- Use a variety of data collection methods, including using a Likert scale.
- Collect information from a member of the public.
- Create a digital map to plot and compare data collected from two locations.
- Suggest an idea to improve the environment.

Shavington Primary
Geography Curriculum

Prior Learning	Key Question(s):	Future Learning
•	• How is the global population changing? • What are birth and death rates? • Why do people migrate? • How is climate change impacting the population? • How is population impacting our environment?: Data collection • How is population impacting our environment?: Findings	

Golden Threads

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
• 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)'.	• 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 within North or South America'. • 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'	• Describe and understand key aspects of 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'. • 'Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	• 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 • 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.'

Shavington Primary
Geography Curriculum

Year 6- Where does our energy come from?

National Curriculum- KS End Point

- 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
- 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
- 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 within North or South America
- Describe and understand key aspects of: 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
- Use maps, atlases, globes and digital/computer mapping to locate Countries and describe features studied
- 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.

Sticky Knowledge

- To know the name of many countries and major cities in Europe and North and South America.
- To know the name of many cities in the UK.
- To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.
- To know that natural resources can be used to make energy.
- To know some positive impacts of humans on the environment.
- To know some negative impacts of humans on the environment.
- To know that contours on a map show height and slope.
- To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.
- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods

Vocabulary

Biofuel, coal, consumption, contour line, crude oil, dam, emissions, energy source, hydropower, natural gas, non-renewable, nuclear power, Prime Meridian, producer, regenerate, renewable, replenish, sea level, solar power, time zone, urban planner, wind power, six-figure grid reference

Unit Outcomes

Describe the significance of energy.
Give examples of sources of energy and their trading routes.
Define renewable and non-renewable energy.
Discuss the benefits and drawbacks of different energy sources.
Describe the significance of the Prime Meridian.
Identify human features on a digital map.
Discuss how transport links have changed over time.
Locate UK cities on a map.
Use six-figure grid references to identify features on an OS map.
Consider and justify the location of energy sources.
Design and use interview questions.
Plot points on a sketch map.

Shavington Primary
Geography Curriculum

Prior Learning	Key Question(s):	Future Learning
• Identify the most densely and sparsely populated areas. • Describe the increase in global population over time. • Begin to describe what might influence the environments people live in. • Define birth and death rates, suggesting what may influence them. • Define migration, discussing push and pull factors. • Explain why some people have no choice but to leave their homes. • Describe the causes of climate change, explaining its impact on the global population. • Suggest an action they can take to fight climate change. • Calculate the length of a route to scale. • Follow a selected route on an OS map. • Use a variety of data collection methods, including using a Likert scale. • Collect information from a member of the public. • Create a digital map to plot and compare data collected from two locations. • Suggest an idea to improve the environment.	• Why is energy important? • What is renewable energy? • How does the United States generate energy? • How does the United Kingdom generate energy? • What is the best way to generate energy? • Where is the best place for a solar panel on the school grounds?	• Give examples of issues in the local area. • Identify questions to be asked to find the relevant data. • Justify which data collection method is most suitable. • Design an accurate data collection template. • Identify areas along a route that are best for data collection. • Discuss how to mediate potential risks. • Collect data at points located on an OS map. • Manage risks during a fieldwork trip. • Identify any outcomes from data collected. • Map data digitally. • Describe the enquiry process.

Shavington Primary
Geography Curriculum

Golden Threads			
Locational Knowledge	**Place Knowledge**	**Human and Physical Geography**	**Geographical Skills and Fieldwork**
• 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 • 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 • 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)	• 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 within North or South America	• Describe and understand key aspects of: 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	• 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 • 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

Shavington Primary
Geography Curriculum

Year 6- Can I carry out an independent fieldwork enquiry?

National Curriculum- KS End Point

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- 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 within North or South America
- Describe and understand key aspects of: 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
- Use maps, atlases, globes and digital/computer mapping to locate Countries and describe features studied
- 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.

Sticky Knowledge

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- To know the name of many cities in the UK.
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- To know some positive impacts of humans on the environment.
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- To know that contours on a map show height and slope.
- To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.
- To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.
- To be aware of some issues in the local area.
- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods

Vocabulary

Analyse, audience, city, data, data collection methods, enquiry, evidence, impact, improvement, issue, justify, plot, presenting, process, recommendation, region, risk, route, subjective, viewpoint

Unit Outcomes

- Give examples of issues in the local area.
- Identify questions to be asked to find the relevant data.
- Justify which data collection method is most suitable.
- Design an accurate data collection template.
- Identify areas along a route that are best for data collection.
- Discuss how to mediate potential risks.
- Collect data at points located on an OS map.
- Manage risks during a fieldwork trip.
- Identify any outcomes from data collected.
- Map data digitally.
- Describe the enquiry process.

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Geography Curriculum

Prior Learning	Key Question(s):	Future Learning
• Describe the significance of energy. • Give examples of sources of energy and their trading routes. • Define renewable and non-renewable energy. • Discuss the benefits and drawbacks of different energy sources. • Describe the significance of the Prime Meridian. • Identify human features on a digital map. • Discuss how transport links have changed over time. • Locate UK cities on a map. • Use six-figure grid references to identify features on an OS map. • Consider and justify the location of energy sources. • Design and use interview questions. • Plot points on a sketch map.	• Developing an enquiry question • Creating data collection methods • Mapping a route • Collecting the data • Analysing the data • Presenting the data	KS3 Curriculum.

Golden Threads

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
• 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		• Describe and understand key aspects of: 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	• 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 • 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