

Curriculum Area: Geography

Year Group: 6 (2010-2011)

An Introduction to Year 6

The aims of Geography teaching at Eridge House is to instill in the children a knowledge of the physical world around them and the human interactions within it, to encourage them to explore our world and to foster in them a caring attitude towards it and its people and to develop an understanding of the problems our planet and people face. The scheme of work is geared towards the Creative Curriculum at Eridge House which also includes aspects of the National Curriculum. It is intended to present the highest quality of Geography teaching and to foster links to other areas of the curriculum.

In Year Six our main Creative Curriculum topic is The British Empire. We try to encourage them to learn about regions of Britain and the effect the changing of the British Empire had on locality, water, settlement and environment. We will also focus on the wider world to understand some of the reasons why the way of life differs from place to place, to begin to understand how we are linked to the wider world and to understand a little about the changes that are constantly affecting the physical features of our planet.

Key Stage: 2

Expected Level of Attainment:

Pupils show their knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world. They describe and begin to explain geographical patterns and physical and human processes. They describe how these processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. They recognise some of the links and relationships that make places dependent on each other. They suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them. They recognise how people try to manage environments sustainably. They explain their own views and begin to suggest relevant geographical questions and issues. Drawing on their knowledge and understanding, they select and use appropriate skills and ways of presenting information from the key stage 2 or 3 programme of study to help them investigate places and environments. They select information and sources of evidence, suggest plausible conclusions to their investigations and present their findings both graphically and in writing.

Knowledge, skills and understanding

Teaching should ensure that **geographical enquiry and skills** are used when developing **knowledge and understanding of places, patterns and processes**, and **environmental change and sustainable development**.

Geographical enquiry and skills

- 1 In undertaking geographical enquiry, pupils should be taught to:
 - a. ask geographical questions [for example, 'What is this landscape like?', 'What do I think about it?']
 - b. collect and record evidence [for example, by carrying out a survey of shop functions and showing them on a graph]
 - c. analyse evidence and draw conclusions [for example, by comparing population data for two localities]
 - d. identify and explain different views that people, including themselves, hold about topical geographical issues [for example, views about plans to build an hotel in an overseas locality]
 - e. communicate in ways appropriate to the task and audience [for example, by writing to a newspaper about a local issue, using e-mail to exchange information about the locality with another school].
- 2 In developing geographical skills, pupils should be taught:
 - a. to use appropriate geographical vocabulary [for example, temperature, transport, industry]
 - b. to use appropriate fieldwork techniques [for example, labeled field sketches] and instruments [for example, a rain gauge, a camera]
 - c. to use atlases and globes, and maps and plans at a range of scales [for example, using contents, keys, grids]
 - d. to use secondary sources of information, including aerial photographs [for example, stories, information texts, the internet, satellite images, photographs, videos]
 - e. to draw plans and maps at a range of scales [for example, a sketch map of a locality]
 - f. to use ICT to help in geographical investigations [for example, creating a data file to analyse fieldwork data]
 - g. decision-making skills (for example deciding what measures are needed to improve safety in a local street)

Knowledge and understanding of places

- 3 Pupils should be taught:
 - a. to identify and describe what places are like [for example, in terms of weather, jobs]
 - b. the location of places and environments they study and other significant places and environments.
 - c. to describe where places are [for example, in which region/country the places are, whether they are near rivers or hills, what the nearest towns or cities are]
 - d. to explain why places are like they are [for example, in terms of weather conditions, local resources, historical development]
 - e. to identify how and why places change [for example, through the closure of shops or building of new houses, through conservation projects] and how they may change in the future [for example, through an increase in traffic or an influx of tourists]
 - f. to describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world [for example, comparing a village with a part of a city in the same country]
 - g. to recognise how places fit within a wider geographical context [for example, as part of a bigger region or country] and are interdependent [for example, through the supply of goods, movements of people].

Knowledge and understanding of patterns and processes

4 Pupils should be taught to:

- a. recognise and explain patterns made by individual physical and human features in the environment [for example, where frost forms in the playground, the distribution of hotels along a seafront]
- b. recognise some physical and human processes [for example, river erosion, a factory closure] and explain how these can cause changes in places and environments
- c. **Knowledge and understanding of environmental change and sustainable development**

5 Pupils should be taught to:

- a. recognise how people can improve the environment [for example, by reclaiming derelict land] or damage it [for example, by polluting a river], and how decisions about places and environments affect the future quality of people's lives
- b. recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement [for example, taking part in a local conservation project].

Breadth of study

6 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through the study of two localities and three themes:

Localities

- a. a locality in the United Kingdom
- b. a locality in a country that is less economically developed

Themes

- c. water and its effects on landscapes and people, including the physical features of rivers [for example, flood plain] or coasts [for example, beach], and the processes of erosion and deposition that affect them
- d. how settlements differ and change, including why they differ in size and character [for example, commuter village, seaside town], and an issue arising from changes in land use [for example, the building of new housing or a leisure complex]
- e. an environmental issue, caused by change in an environment [for example, increasing traffic congestion, hedgerow loss, drought], and attempts to manage the environment sustainably [for example, by improving public transport, creating a new nature reserve, reducing water use].

7 In their study of localities and themes, pupils should:

- a. study at a range of scales – local, regional and national
- b. study a range of places and environments in different parts of the world, including the United Kingdom and the European Union
- c. carry out fieldwork investigations outside the classroom.

Spring Term

The British Empire

'Journey to the River Sea' Eva Ibbotson – strong Geography links to 'The British Empire'.

Study the British Isles and countries that have been part of the British Empire covering the formation of the British Empire and the physical, human Geographical features that make up the Empire.

Study how England fits into the wider context of the UK and British Isles. The children could talk about their perceptions of England and those from other countries that have been a part of the British Empire. They could begin to investigate the geography of England by searching for thematic patterns and contrasts, using different types of maps, e.g. weather, relief, settlement, population origins etc.

The children could plan a sightseeing trip for a group of tourists to countries they have studied during the topic.

Summer Term

To Infinity and Beyond

Look at the world from a point of view of people from outer space who have never been to earth! Encourage the development of knowledge about places and their locations so that children can learn about places, where they are and how they are connected.

The children could have a 'passport' in which they record all the places they have 'visited in the course of the topic.

Structure of the earth, main seas and oceans

Study main seas, oceans and the water cycle.

Focus on the fact that approximately 70 percent of the earth's surface is covered by water. Pupils could appreciate the enormity of this amount when they find ways to visually represent the concept of 70 percent e.g they can paint 70% of a paper plate blue, fill a beaker 70% full, or determine seventy percent of the number of pages in a book.

Using a world map, have the pupils locate the world's oceans. The students can draw an ocean They will research the ocean and write a paper titled "If I Were the _____ Ocean" and pretend to be that ocean and could answer questions such as:

- What other oceans can I see?
- What other oceans do I touch?
- What is the largest/smallest animal that lives in me?
- What is my deepest point?
- Do I have any under water mountains or trenches?
- How did I get my name?
- Has a tsunami originated in me within the past hundred years?

Students will create a travel brochure to accompany their ocean. It can include cruise information beaches, scuba or deep-sea diving excursions, animal life, etc.

Look at extreme weather of the ocean--waterspouts, tsunamis, hurricanes, and tropical storms and how these are formed within the oceans and seas. Some experts argue that global warming will lead to an increase of these extreme weather conditions, in addition to coastal flooding.

The children could write a letter to the local MP describing what you've learned and talking about possible measures to be taken, if the class feels action is required.

Excursions & Further Experiences

Fulham Palace

Assessment

This is carried out using Incerts Assessment Entry at the end of the first half of the term and then through written assessment at the end of the second half of the term.

Reporting to Parents

Written reports at the end of every term, therefore three times a year.

Annual parents' open consultation coupled with the Geography department.

Schemes of Work, Texts and Equipment

Eridge House Geography Department works from its own Creative Curriculum, which is linked loosely to the LCP scheme of work and the National Curriculum attainment requirements.

All tools, equipment and materials are provided by the department. In exceptional cases where specialist materials are needed parents may be charged. They will always be notified of this before it happens and will always be charged at cost.

SKILLS PRACTICED;

Geographical enquiry and skills

Knowledge and understanding of patterns and processes

Knowledge and understanding of places

Knowledge and understanding of environmental change and sustainable development