


Emmanuel Junior Academy

Year 6 Geography Autumn Term

| Area of Study | Substantive Knowledge and understanding | Vocabulary | Disciplinary knowledge: Mapping | Disciplinary Knowledge: Fieldwork | Disciplinary knowledge: Enquiry |
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| <p>What is North America like?</p>  <p>Concepts Leisure and tourism Globalisation Climate Agriculture Settlement Industry Trade Human movement Diversity Culture Community</p> | <p>Name and locate the different countries in North America, including the Caribbean and Jamaica/Mexico. Name and locate their capital cities.</p> <p>Describe, compare and contrast key physical and human features of regions in North America.</p> <p>Describe the position of Jamaica/Mexico in relation to the Tropic of Cancer, Equator and longitude and latitude. Relate this to its time zone, climate, seasons and vegetation.</p> <p>Describe and understand the human characteristics of an area (Coastal could compare in Summer term) and economic activity including trade links.</p> <p>Understand that products we use are imported as well as locally produced.</p> <p>Know and understand what life is like in a range of settlements including islands and coasts.</p> <p>Describe and understand key aspects of physical geography including coasts.</p> | <p><u>(Y5 retrieval)</u> Tropic of Cancer, Tropic of Capricorn, Equator, Northern Hemisphere, Southern Hemisphere, Arctic Circle, Antarctic Circle, Longitude, Latitude, Prime Meridian, GMT, Satellite view, Biome, Vegetation belt, demographic)</p> <p>Jamaica Caribbean United States of America Mexico Canada Greenland Alaska Central America Mississippi River Rio Grande The Great Lakes San Andreas Fault Rocky Mountains Yellowstone Death Valley Population distribution Eco-tourism Economic Sustainable Globalisation Industry Trade Culture Biodiversity Grid reference tool Topographic map</p> | <p><u>Using and interpreting</u> -Confidently relate maps to each other and to vertical aerial photographs. -Follow routes on maps saying what is seen. -Develop knowledge that purpose, scale, symbols and style are related. -Start to interpret distribution maps and use thematic maps for information. -Start to follow a route on 1:50 000 Ordnance Survey map; describe and interpret relief features.</p> <p><u>Position and Orientation</u> -Confidently use 4 and 6 figure coordinates to locate features. -Confidently apply knowledge of directions and instructions to 8 cardinal points. -Confidently align a map with a route. -Confidently use latitude and longitude in an atlas or globe.</p> <p><u>Drawing</u> -Make sketch maps of an area using symbols and key. -Design maps from descriptions. -Draw thematic maps for example, local, open spaces. -Draw scale plans.</p> <p><u>Symbols</u> -Use standard symbols -1:50 000 symbols and atlas symbols.</p> <p><u>Perspective and scale</u> -Use a range of viewpoints up to satellite. -Use models and maps to talk about contours and slope. -Use a scale bar on all maps.</p> <p><u>Digital map-making range of annotation</u> -Find 6 figure grid reference and check using grid reference tool. -Combine area and point markers to illustrate a theme. -Use maps to research factual information about locations and features. -Use linear and area measuring tools accurately.</p> <p><u>Experience</u> Use a range of different maps for example tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6 figure coordinates, globes, aerial photographs.</p> | <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 and graphs, and digital technologies.</p> <p><u>Possible fieldwork techniques</u> -Make models, annotated drawings and field sketches to record observations. -Draw freehand maps of routes and sites -Relate large-scale plans to fieldwork site, identifying relevant features. -Record selected geographical data on a map or large-scale plan, using colour symbols and a key. -Take digital photographs and annotate with labels or captions. -Make digital audio recordings to create soundscapes. -Use compass and cardinal compass directions to 8 cardinal points. -Collect, analyse and present quantitative data in charts and graphs. -Design fieldwork interviews to establish the range of views held by local people. -Use standard field sampling techniques appropriately e.g. taking water samples. -Design and use a tool to record their feelings about the advantages and disadvantages of a place. Conduct a transect to observe changes in buildings and land use.</p> | <p>What is North America like? What is the climate like in Mexico/Jamaica? What products are imported from Jamaica/ Mexico?</p> <p>GEOGRAPHICAL ENQUIRY</p> <ul style="list-style-type: none"> • Suggest questions for investigating • Use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it |

