

Emmanuel Junior Academy

Year 6 Geography Summer Term

Area of Study	Substantive Knowledge and understanding	Vocabulary	Substantive knowledge: Mapping	Disciplinary knowledge: Fieldwork	Disciplinary knowledge: Enquiry
<p>Why is our coastline changing?</p>  <p>Concepts Leisure and Tourism Climate Water Cycle Erosion and Weathering Settlement Industry Trade Pollution/climate change Conservation Human Impact</p>	<p>Retrieval from North America unit e.g. trade links Jamaica and other coastal areas.</p> <p>To describe and understand the human characteristics of a coastal area and the economic activity.</p> <p>Explain how types of industry in an area have changed over time.</p> <p>Describe and understand the key aspects of physical geography of coasts.</p> <p>Describe and understand a range of key physical processes and the resulting landscape features-coastal erosion.</p> <p>Name and locate coastlines in the UK and know how they have changed over time, including North Yorkshire Coast.</p>	<p>Retrieval of UK Countries, counties, cities, seas, 5 oceans</p> <p>Flamborough Head North Sea North Yorkshire Holderness Coast Cornwall Coast Northumbrian Coast Pembrokeshire Coast West Scotland Coast Jurassic Coast</p> <p>Harbour Port Pier Promenade Resort Groyne Sea Wall Human Management Sustainable</p> <p>Erosion Sediment Deposition Longshore drift Cliffs Stacks Stumps Undercut Cave Chalk Wave tide shoreline</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>How has the North Yorkshire coastline changed? How has industry changed on the North Yorkshire Coast?</p> <p><u>GEOGRAPHICAL ENQUIRY</u></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

