

# 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><b>Why is our coastline changing?</b></p>  <p><b>Concepts</b>            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><b><u>GEOGRAPHICAL ENQUIRY</u></b></p> <ul style="list-style-type: none"> <li>• Suggest questions for investigating</li> <li>• Use primary and secondary sources of evidence in their investigations.</li> <li>• Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>• Collect and record evidence unaided</li> <li>• 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</li> </ul>

