KNOWLEDGE OVERVIEW GRID

	Subject: Geography			Year Group: Year 6	
	Autumn 1/2	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	History unit of study across both half terms. (Anglo Saxons / Vikings)	**Natural disasters** **Recap Earth structure/EQ/Vol** **(Main focus: Tsunamis, Flooding, Wildfires)**	**Mountains** **(inc different types of volcanoes)**	**History unit of study** **(Ancient Greece)**	**Be Geography Ready**
NC Objectives Covered **(Taken directly from the National Curriculum)** **Red= substantive knowledge** **Blue= disciplinary knowledge**		**Locational knowledge** Locate the world's countries, 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) **Human and physical geography** Describe, understand and explain key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, -human geography, including: types of settlement and land use, economic activity including how these are affected by natural disasters. **Geographical skills and fieldwork** -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Locational knowledge** Locate the world's countries, concentrating on their key physical characteristics. 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), 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). **Human and physical geography** Describe, understand and explain key aspects of: -physical geography, including: climate zones, mountains. -human geography, including: types of settlement and land use, economic activity found in mountainous regions. **Geographical skills and fieldwork** -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		**Locational knowledge** 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 **Human and physical geography** 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 **Geographical fieldwork** use the eight points of a compass, 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 **Geographical fieldwork** Use a range of fieldwork methods 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 and choose appropriate ways to record this data.
Previous Knowledge **-What have children learnt previously that will support this next step?**		Children have learnt about the continents of the world in KS1 so should be able to locate the world's continents and oceans. Children in y6 have previously learnt about the Earth's structure and how tectonic activity creates earthquakes and volcanoes (yr3).	Children in y6 have previously learnt about the Earth's structure and how tectonic activity creates earthquakes and volcanoes - they will apply this knowledge when looking at where, why and how mountains form.		

Misconceptions **-What are the common misconceptions in knowledge for this unit?**		If there are less trees, there will be less fires. Earthquakes can always be predicted so there is no need to worry. Natural disasters affect poor countries more than rich countries. *(This section should be updated as it is taught with any misconceptions the children).*	Children think that all mountains are also volcanoes or can become volcanoes. Children misunderstand the length of time it takes for mountains to form. Children think that all mountains form at plate boundaries. *(This section should be updated as it is taught with any misconceptions the children have).*		
Learning Sequence **-Detail the learning sequence using key questions in an ordered sequence.** **-The questions should have a sequential build up to answer the overall learning challenge.**		1. How does the structure of the Earth create earthquakes and volcanoes? (recap) 2. What is a Tsunami and why do they occur? 3. How is the world impacted by floods? 4. Can flooding be prevented? 5. Do wildfires contribute to the natural eco-system? 6. Is human activity causing an increase in wildfires? 7. What can we do to mitigate the impact of natural disasters? (Global, national, local strategies).	1. Where are the world's and UK's major mountains? 2. How are different mountain types formed? 3. How are different types of volcanoes formed? 4. Can I use lines of longitude and latitude to locate mountains and volcanoes? 5. Can I research a mountain range? 6. How does tourism impact mountainous regions?		**The purpose of this unit is to recap, consolidate and gain deeper understanding of key geographical skills in preparation for year 7. The learning sequence therefore may be adapted to ensure thorough understanding. For example, moving on from compass points due to strong understanding, or spending an extra lesson consolidating six figure grid references if needed.** 1. Where are the continents, oceans and UK on a world map? 2. What are compasses used for? 3. What is an aerial photograph? 4. What are symbols used for on a map? 5. What is digital mapping? 6. What is a six-figure grid reference?
Knowledge Showcase **-What will children know and be able to do by the end of the unit?** **-What will the children produce to demonstrate this knowledge?**		**Presentation/debate** Children in groups to think of the best way to help a town being repeatedly flooded. Groups to take different roles e.g. government, local council, family household. Groups to present their idea e.g. housing flood defence, sea wall, dam upstream etc.	**Mountain fact file** Children to make a fact file about a mountain of their choice. Children should include: Name and height How it was formed If it is part of a mountain range Where it is in the world – longitude and latitude		

Knowledge Sentences **-Using the end points, what are the key statements children need to remember by the end of the unit?** **(I know that…)** **(To share with children when it is taught during the unit)**		1. I know that the movement of the Earth's tectonic plates causes earthquakes and volcanoes. 2. I know that a Tsunami is a wave that starts for out in the ocean and grows in size as it approaches land. I know that Tsunamis are caused by earthquakes which occur under water but can also be caused by volcanic activity. 3. I know that flooding happens all around the world. I know that in 2023, 32 million people worldwide were impacted by flooding, including being injured or losing their homes. 4. I know that flooding is a natural occurrence that cannot always be stopped, but there are many ways to prevent it. I know that flooding can be prevented by building dams and sea walls, changing land-use and installing flood barriers. 5. I know that wildfires are a natural part of many ecosystems and can help renew grasses, plant species and create new habitats for animals. 6. I know that campfires, burning debris and land clearance have increased wildfires. I know that global warming has increased temperatures and heatwaves, increasing the likelihood of wildfires. 7. I know that there are many schemes in place to reduce global warming and reduce community vulnerability to natural disasters. I know that most Tsunamis occur with the Pacific Ring of Fire. I know that Tsunamis can reach up to 30m in height by the time they reach land and they cause both immediate and long-term damage. I know that the deadliest Tsunami on record happened due to an earthquake in the Indian Ocean on Boxing Day 2004 - 230,000 people died.	1. I know that a mountain is defined in the UK as a landform which rises higher than 610m above sea level. 1. I know that the highest mountain in England is Scafell Pike, the highest mountain in Scotland is Ben Nevis, the highest mountain in Wales is Snowdon (Yr Wyddfa) and the highest mountain in Northern Ireland is Slieve Donard. 1. I know that the highest mountain in the world is Mount Everest (Nepal/China - 8848m). 2. I know that mountain types are: fold, fault-block, volcanoes, dome. 3. I know that types of volcanoes include: cinder cone, composite and shield. 4. I know that we use lines of latitude to find out how far north or south a place is. These lines run parallel to the Equator. I know we use lines of longitude to find out how far east or west a place is. These lines run from the top of the Earth to the bottom. 5. I know that a mountain range is a series of mountains in a line connected by high ground. 6. I know that tourism has brought increased economic activity to mountainous regions. I know that excessive tourism has impacted fragile mountain ecosystems and biodiversity.		1. I know where to locate the continents, oceans and UK on a world map. (Sheet 1) 2. I know how to use a compass to navigate the school grounds. (Sheet 2 and 8) 3. I know that I can identify human and physical features on an aerial photograph of Bramhope. (Sheet 4) 3. I know that I can use an aerial photograph to make a plan of Bramhope Primary School. (Sheet 5) 4. I know that symbols represent key features on a map. (Sheet 6) 5. I know that Digimaps can be used to map areas digitally. (Sheet 7) 6. I know that six-figure grid references are used to locate smaller locations on a map. (Sheet 9)

Key Vocabulary **(To share with children and add to working walls/knowledge mats)**			**Core, mantle, crust** **Tectonic plates** **Ring of Fire** **Earthquake** **Volcano** **Tsunami** **Flood** **Wildfire**	**Core, mantle, crust** **Tectonic plates** **Ring of Fire** **Volcano – cinder cone, composite, shield.** **Magma** **Lava** **Ash** **Mountain – fold, dome, fault-block**		**Mapping** **Digital mapping** **Digimaps** **Compass** **Six figure grid references** **Aerial potograph** **Human and physical features**
What does this look like at Bramhope?	**Enrichment Activities (trips, residentials, speakers, SMSC)**			Prime VR – Mount Everest ***To share the day with Year 4 – South America as minimum of 4 x ks2 classes.*** ***www.Primevr.co.uk***		Geographical Association National Fieldwork Festival.
	Physical Resources (artefacts)					
	Cross Curricular learning (Include opportunities for writing and quality texts)		Floodland (English text) Guided reading non-fiction to add to key knowledge			
	Local Learning including outdoor learning	How sustainable is our community and our school?				
	Opportunities for cultural Diversity		Learning about indigenous people.			