

Year 6 Geography Curriculum 2023-2024						
<b>Disciplinary Focus</b>	<b>Subsidiary enquiry questions</b>	<b>Key vocab (not exhaustive)</b>	<b>Contextual World Knowledge</b>	<b>Geographical Understanding</b>	<b>Geographical enquiry and skills</b>	<b>Rationale</b>
<p><b>Earthquakes</b></p> <p><i>How do earthquakes affect people and environments?</i></p> <p><b>Interaction</b></p>	<p>*Preliminary introduction to tectonic plates* use Year 3 Summer 1 Lesson 1 of Opening Worlds</p> <ol style="list-style-type: none"> <li>1. What is an earthquake? (the day that everything shook)</li> <li>2. Why do earthquakes happen?</li> <li>3. What is the San Andreas Fault?</li> <li>4. How can we measure earthquakes?</li> <li>5. What are the effects of earthquakes?</li> <li>6. How do humans live with earthquakes?</li> </ol> <p><b>Big task</b> - What are the effects of earthquakes on people and on the environment? Whole class discussion and explanation (Could make it into a write-up)</p>	<p>Earthquake, tremors, aftershocks, visible, tectonic plates, plate boundary, fault line, San Andreas fault,, friction, epicentre, tsunami, focus, seismic waves, seismograph, seismogram, magnitude, Richter scale, immediate effects, tidal wave, devastate, liquid mud, environment, rubble, landslide, subsidence, prone, absorb, rubber, drill</p>	<p>Identify <b>what</b> an unfamiliar landscape is.</p> <p>Understand <b>what</b> the physical process of an earthquake is.</p>	<p>To understand <b>how</b> and <b>why</b> an earthquake occurs</p> <p><b>How</b> humans live in earthquake zones and adapt their settlements.</p>	<p>Thematic maps:</p> <ul style="list-style-type: none"> <li>• Map of the world – latitude and comparison of New Zealand to locality of UK</li> <li>• Map of the world- tectonic plates</li> <li>• Map of continents – epicentre and seismic waves</li> </ul> <p>Photos:</p> <ul style="list-style-type: none"> <li>• Before and after photos</li> <li>• Seismograph photos</li> <li>• Effects of earthquake on people/environment</li> </ul> <p>Videos:</p> <ul style="list-style-type: none"> <li>• before and after Christchurch earthquake</li> <li>• Following San Andreas Fault</li> <li>• Effects of earthquake on people and environment</li> <li>• Humans reacting to earthquake in school</li> </ul> <p>Diagrams of the earth – layers</p> <p>Richter scale</p> <p>Table/graph- magnitude of earthquakes</p>	<p>In early KS2 the children focussed on familiar landscapes – rivers and coasts. They are now learning about an abstract process which is unfamiliar to them – earthquakes.</p> <p>We are also developing the children’s geographical skills by altering their interactive lenses; the impact of an earthquake on humans.</p>
<p><b>North and South America</b></p> <p><i>What are the pros and cons of living in a mega city?</i></p> <p><b>Diversity</b></p>	<ol style="list-style-type: none"> <li>1. What is the physical and human geography of North and South America?</li> <li>2. What is a megacity?</li> <li>3. What are megacities in Brazil like?</li> <li>4. Why do humans migrate between rural areas and cities?</li> <li>5. What is a favela?</li> <li>6. What diversity can be identified within a favela?</li> </ol> <p><b>Big task:</b> To what extent do the places where people live vary across North and South America?</p>	<p>North America, South America, Central America, combined population, Canada, northerly, Brazil, megacity, New York City, natural disasters, Lima, sustain, São Paulo, Tropic of Capricorn, Rio de Janeiro, Christ the Redeemer, populous, the Americas, makeshift, favelas, grid, locate, eastings, northings, four-figure grid reference, favela, outskirts, Sewers, stereotypes, portrayed, favela.</p>	<p>To know where North and South America are within the world and compared to the UK.</p> <p>To know where Brazil and its megacities are within South America.</p> <p>To know what diversity there is <u>between</u> and <u>within</u> places (within North and South America, between places in South America and the UK).</p>	<p>Why there is a population distribution in North and South America.</p> <p>Why there is urban-rural migration in Brazil between rural areas and cities.</p> <p>How stereotypes of favelas are formed and how to challenge these.</p>	<p>4-figure references</p> <p>Thematic maps</p> <ul style="list-style-type: none"> <li>• Satellite maps</li> <li>• Political maps</li> <li>• Physical maps</li> </ul> <p>Atlases</p> <p>Globes</p> <p>Compass directions</p> <p>Place or not? – discerning place based on photo</p>	<p>This unit provides an opportunity to build from the more familiar to the less familiar. The children will be able to explore the diversity of a large and far away continent.</p> <p>This unit also links to previous units on South America. Previously in lower KS2 the focus was on the physical geography of South America. Within this unit the focus is on human geography within South America, including population distribution, urban-rural migration, megacities and informal settlements (favelas).</p>

<b>Local Landscapes- Dartmoor</b>						
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