Year 6 Geography LTP	Curriculum Substantive Concepts		
	Weather and Climate, Human Impact, Climate Action, Settlements and Land use, Population and Migration, Rivers		
	Autumn	**Spring**	**Summer**
Unit of work	How can we prevent a climate crisis for our future?	How does flooding impact our local area and that of others around the world?	How can we make our local area more sustainable?
Values	**Friendship and Love** How can we show love and appreciation for our world and creatures within it? Appreciate the importance of demonstrating a love for our planet now to prevent any further climate change.	**Respect and responsibility** How can we responsibly treat our rivers and flood plains to ensure settlements aren't destroyed in the future?	**Perseverance and Hope** How do we work collectively to make our local area sustainable? Sharing hope for a sustainable future for our local area.
Link to programme of study	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	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	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.
What we need to know	Climate is a long-term weather pattern over a large region or globe Our Carbon Footprint is the total amount of Green House Gases produced and released into the atmosphere. Greenhouse Gases are increasing due to a variety of factors Fossil Fuels are burned for energy and non-renewable	The course of a river can have flood plains. Flooding impacts humans all over the world, including Bangladesh. Floods can take place days after the original rain. Flooding impacts on people, the environment and the economy. Flooding takes place in key locations in Worcester regularly	Sustainability is the avoidance of depletion of natural resources Cities across the world are finding ways to be sustainable including vertical forests, electric cars and solar panels on schools. A fieldwork survey can collate a selection of data about an area of interest

	The World's temperature is increasing. Rising sea levels are causing flooding across the world including Pakistan. Extreme weather is increasing due to climate change. We can reduce our carbon footprint. Energy can be sourced using renewable sources	Surveying people is a form of fieldwork Housing developments are not built on flood plains.	Conclusions can be drawn based on fieldwork data
Cross curricular opportunities	Maths: Data handling PSHCE: Global citizenship Science: Evolution and inheritance Literacy: Persuasive speech *What can you do to make a difference?*	Literacy- Balanced argument. Should we build on flood plains? Maths- Data handling Science- The water cycle	Maths: Data handling Literacy: Informative letter to local councillor of findings.
Links to prior knowledge (footprints)	Eco systems in Brazil Climate crisis as a result of deforestation Bush Fires in Australia	Formation of a river Location of Worcester within the River Severn Climate Change increasing the amount of extreme weather.	Flooding of the River Severn Location of Worcester within the River Severn
Vocabulary	Climate, fossil fuels, sustainability, extreme, temperature, deforestation, greenhouse gases	Flooding, flood water, settlement, impact, Flood defence, dams, barrier, embankment, dredging	Flooding, data handling, conclusion, evaluation, comparison
Excellence **Enjoyment** **Everyone**	**Excellence-** Recognise the excellence of geographers and scientists who have started to design solutions to the climate crisis. Aspire for excellence in our world and a sustainable future.	**Excellence-** Recognise the excellence of geographers and scientists who have started to design solutions for flooding solutions. **Enjoyment-**Enjoy visiting our local area, speaking to local citizens and observing flood defences first hand. Enjoy campaigning for solutions for the future.	**Excellence-**Appreciate the excellence of people within our community who are working towards a sustainable future. **Enjoyment-**Enjoy exploring our local community and creating solutions for the future.

Everything	**Enjoyment**- Enjoy using maps, globes and atlases to look at our world from a variety of perspectives. Enjoy how beautiful our planet is **Everyone**- Everyone deserves to live in a location where climate change won't impact their lives in a negative way. Everyone is responsible for our planet. **Everything**- Understand the impact we are having on our planet. Understand how changes over time can be both positive and negative.	**Everyone**- Everyone deserves to live in a location that is not at significant risk of flooding and land destruction. Everyone is responsible for the planet. **Everything**-Know that flooding impacts our local community annually. Know that climate action can help to prevent further flooding in the future.	**Everyone**- Everyone in our community has to take responsibility to create a sustainable future for Worcestershire. **Everything**- Know that Red Hill can have a sustainable future and options are available for our city.
Disciplinary Knowledge	**Graphicacy skills:** • Use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied. . • Confidently use distribution/thematic maps to illustrate an idea or discussion • Interpret and construct pie charts and line graphs based on data and calculate and interpret the mean as an average (from Maths NC). • Compare and then carefully select images for a purpose (e.g. as evidence or to show reliability) **Fieldwork Enquiry and Practical Skills:** • Apply age-appropriate maths knowledge to understanding of geography (e.g. length, distance, mass, capacity, area, scales, negative numbers for temperature, converting between metric and imperial measures, calculating volume)	**Graphicacy skills:** • Use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied. . • Confidently use distribution/thematic maps to illustrate an idea or discussion • Create scale-bars on maps and draw to scale for maps/sketches, comparing own drawing to other maps and evaluating accuracy. • On digital maps, use linear and area measuring tools confidently to illustrate ideas and make appropriate selections from maps to inform research **Fieldwork Enquiry and Practical Skills:** • Evaluate own observations, compare them with others and draw conclusions. • Apply age-appropriate maths knowledge to understanding of geography (e.g. length, distance, mass, capacity, area, scales, negative numbers for temperature, converting between metric and imperial measures, calculating volume)	**Graphicacy skills:** • Use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied. • Confidently use distribution/thematic maps to illustrate an idea or discussion. • Design/draw distribution/thematic maps. • Create scale-bars on maps and draw to scale for maps/sketches, comparing own drawing to other maps and evaluating accuracy. • Create own complex keys using mathematical concepts (e.g. size of symbol for quantity using metric/imperial equivalents). • Use six figure grid references to identify and describe locations. • Interpret and construct pie charts and line graphs based on data and calculate and interpret the mean as an average (from Maths NC). **Fieldwork Enquiry and Practical Skills:**

			• Complete enquiries based on own suggested questions and offer suggestions for future enquiries based on results. • Use a compass confidently and show awareness of the 16-point compass rose and compass quadrant bearings (e.g. 103 ° = S 77 ° E). • Apply age-appropriate maths knowledge to understanding of geography (e.g. length, distance, mass, capacity, area, scales, negative numbers for temperature, converting between metric and imperial measures, calculating volume)