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 **Red Hill Riches**	To know the difference between weather and climate. To know what greenhouse gases are. To know what fossil fuels are and why they are burned for energy. To know that burning fossil fuels are contributing to extra greenhouse gases.	To know the key elements and features of a river and the water cycle To know how human activity can affect rivers and the river basin To know that floods can take place days after the original rain. To know how flooding impacts on people, the environment and the economy.	To know how to conduct a survey in their locality Worcester. To know how to access Google Earth to view locations from a birds eye perspective. To know how to use OS and Google Maps to locate the survey area.

	To know that deforestation is contributing to extra greenhouse gases. To know that the climate has changed over periods of time including the ice age. To know that the World's temperature is increasing. To know that ocean temperatures are increasing and causing coral reefs to die. To know that rising sea levels are causing flooding across the world including Pakistan. To know that forest fires are being caused by increased temperature and are affecting countries such as Australia. To know that extreme weather is increasing due to climate change. To know that humans and animals are impacted negatively due to climate change. To know what we can do to reduce our carbon footprint. To know how we can source energy sustainably. To know that Red Hill is powered by solar panels.	To know key locations in Worcester where flooding takes place regularly To know how people are affected by floods in Worcester including Browns restaurant and The Old Rectifying House. To know how to survey people and the impacts of flooding on their lives. To know how flood defences in Worcestershire are reducing the impact on humans eg. Bewdley To know why housing developments are not built on flood plains.	To know how to generate a hypothesis. To know how to gather useful data linked to climate change To know how to collect data on flooding in Worcestershire To know how to compare data to another location To know how to draw conclusions based on data collection To know how to fully evaluate findings. To know sustainable alternatives for the fieldwork study.

Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

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** **Everything**	**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. **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.	**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. **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.	**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. **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.

Key knowledge for assessment *Kahoot/Quizziz* **(link to key knowledge)**	Where are the Galapagos Islands located? How are the ecosystems in the Galapagos Islands unique? The islands inspired what theory by Charles Darwin? What is El Nino? What impact is it having?	Why are flood defences needed? Name 3 advantages of flood defences. Name 3 disadvantages. Name 3 different types of flood defence.	How can I create a survey? How can data be analysed to create a finding? Name 3 forms of sustainability
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)