

Whitefield Primary School - Long Term Curriculum Overview - Year 6

Geography

<p>Year 6</p>	<p><u>How groovy were the Greeks?</u></p> <p><u>Geographical Enquiry</u> Can they Use 6 figure grid references to identify Greece and its cities, the main mountain ranges and the longest rivers? Do they understand how these features may have changed over time? Can they select the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village? Can they compare maps and aerial photographs?</p>	<p>LC1 - Who was guilty of Duncan's murder?</p> <p>LC2 - How can you light up your life? (Science - light)</p>	<p>LC1 -What is it like to be shipwrecked? LC2 - Could you be the next Nintendo apprentice? (Science - electricity)</p> <p><u>NORTH AMERICA- Link to Titanic</u> (see Royal Geographical Society teaching sequence for ideas) Can they Use maps to identify longitude and latitude? Can they study maps of the USA to identify environmental regions. Compare and contrast these regions? Can they locate the key physical and human characteristics. Relate these features to the locality? e.g. population sizes near tourist landmarks/rivers, transport links to mountains. Can they</p>	<p>LC1 -what was it like to be and Ancient Egyptian? LC2 - Could Spiderman really exist? (classification & micro organisms)</p> <p><u>Geographical Enquiry</u></p> <p>Can they identify Egypt and the countries that boarder it on a map? (check maps on progression table) Can they identify the River Nile and understand how it may have changed over time? Can they make a comparison using photographs? Can they ask and answer geographical questions about the country? Do they understand the importance of the River Nile? (Organised flooding to make fertile land) Do they know what is</p>	<p>LC1 - How did WW2 affect the lives of the people of Liverpool?</p> <p>LC 2 - Is how we look important? (Evolution and inheritance)</p> <p>Study photographs, aerial photographs and maps of Morden pre war, post war and present day.</p> <p>Can they compare maps and aerial photographs? Can they make comparisons and reflect on the reasons for differences? Can they study population numbers throughout the course of WWII and reflect on the reasons for changes? Can they study pictures of land use during these periods? Can the draw conclusions and develop informed reasons for the change? Can they study one key building in the locality during the three periods? Can they look at maps on different scales and calculate scales on own maps? Can they research and present Britain's export trade. Can they ask and answer geographical questions? What are our main export businesses? Which countries do we</p>
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