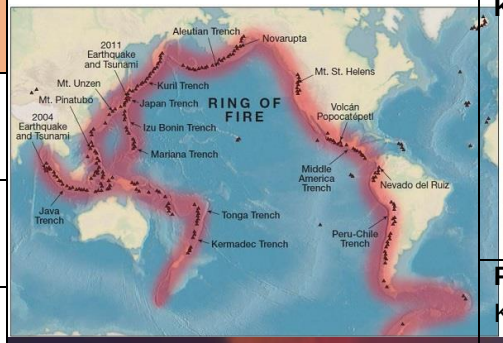
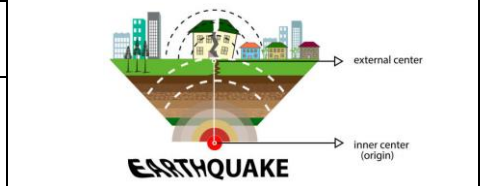
**Alexander Hosea Curriculum Map – Year 6 term 5** **Subject: Geography linked to Changes**

| **Sticky Knowledge**<br>**Natural disasters and migration** |
|---|
| When reading maps we use grid references to identify the location using eastings and northings. We always read across then up and use the bottom left hand corner of the square. |
| 4 figure grid references use eastings and northings to find the correct square. 6 figure grid references break each square into 10 by 10 smaller grid. This gives a more precise location. |
| Know that the landscapes can change due to natural disasters such as floods, volcanoes and earthquakes |
| Know that the earth has tectonic plates - 7 major, 10 minor and 1 micro |
| Locate the 'ring of fire' on a map and understand why volcanoes occur here |
| know what happens when a volcano erupts – case study of Volcán de Fuego 2018 |
| Understand where earthquakes occur and why |
| To understand the different types of migration including; national, international, voluntary, forced, permanent and temporary |
| Explore and know some of the impact of natural disasters on people's lives |
| know that people do not always stay in one settlement, some choose to leave and some are forced |
| |






**Programme of Study statements for the end of KS2:**

- 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: volcanoes and earthquakes

**Future Knowledge:**

KS3 physical and human geography curriculum

**Previous Knowledge:**

Know and locate the continents and oceans
Understand physical features of the earth
Know about seasonal change
Know the difference between climate and weather
Grid references (Y4,Y5)
WW2 unit – Y6

| **vocabulary** | |
|---|---|
| **Inner core** | The deepest, hottest layer of our planet |
| **Outer core** | The layer surrounding the inner core |
| **mantle** | The largest layer of the earth's core |
| **crust** | The outermost layer of the planet |
| **magma** | Hot, liquified rock within the earth |
| **Tectonic plates** | Large slabs that fit together to make up the earth's crust |
| **Oceanic plates** | Plates beneath the ocean |
| **Continental crust** | Crust that makes up the continents. It is much thicker than the oceanic crust |

| | |
|---|---|
| **migration** | The movement of people from one place to another for the short term or permenantly |
| **refugee** | People who have been forced to flee their homes and cross an international border to find safety in another country |

**Cultural Capital**

## Thinking like a Geographer

| maps | enquiry | communication |
|---|---|---|
| - Use the scale bar on maps<br>- Read and compare map scales<br>- Interpret and use thematic maps<br>- Understand that purpose, scale, symbols and style are related.<br>- Recognise different map projections | - Draw increasingly complex comparisons between localities physical and human geographical features<br>- Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?<br>-<br>***Fieldwork within the Outdoor Adventurous unit of PE*** | -Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.<br>-Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm |
| **Visits and visitors:**<br>As detailed in the project overview | **Experiences and events**<br>As detailed in the project overview | **Key texts**<br>See project overview |
| **Community events and links:**<br>Link with Ukrainian community within the village | **Global issues**<br>Natural disasters- around the world volcanoes, earthquakes<br>Refugees and asylum seekers | **Famous people/**<br>See project overview |
| **Life Skills**<br>**See project overview** | **Key places**<br>See project overview | |