

Geography	Year 6	Comparative Geography	Summer term 2018-19
<b>Key Vocabulary:</b> human, physical, population, climate, ethnic groups, environment, peaks, landmarks, equator, latitude, longitude, coniferous, grasslands, tropics,			
<b>Factual Knowledge:</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>• Recognise physical features of a region</li> <li>• Recognise human features of a region</li> <li>• The main physical and human features of Oxford</li> <li>• Name the highest peaks in Europe</li> <li>• Know which countries in Europe use the euro</li> <li>• Identify key landmarks in Europe's</li> <li>• Know key rivers and mountains in Europe</li> <li>• Know that climate varies around the world</li> <li>• Name the key human and physical features of Sicily</li> <li>• Name the key human and physical features of Alaska</li> <li>• Be able to compare the three regions by referring to the physical and human features</li> </ul>	<b>Skills:</b> Children will be able to: <ul style="list-style-type: none"> <li>• Recognise physical and human features of a given area</li> <li>• Compare and contrast geographical regions referring to physical and human features</li> <li>• Name and locate the world's most famous rivers in an atlas</li> <li>• Name and locate the world's most famous mountainous regions in an atlas</li> <li>• Explain how location fits in to the wider geographical location with reference to human and economical features.</li> <li>• Answer questions by using a map</li> <li>• Use maps, aerial photos, plans and e-resources to describe what a locality might be like</li> <li>• Describe how some places are similar and dissimilar in relation to their human and physical features</li> <li>• Identify and name the Tropics of Cancer and Capricorn</li> </ul>	<b>Possible Activities:</b> <ul style="list-style-type: none"> <li>• Create a fact file of Oxford</li> <li>• Find the highest peaks, rivers, mountain ranges in Europe</li> <li>• Research famous European landmarks</li> <li>• Create a fact file about Sicily</li> <li>• Create a fact file about Alaska</li> <li>• Write a Rough Guide for Travellers, comparing the three regions.</li> </ul>	
<b>Social, Moral, Spiritual and Cultural Education, and Promotion of British Values:</b> Spiritual - students to reflect upon the landscapes and environments we study within lessons and be curious about the world in which we live and to ask questions about future events. Moral - students understand the issues faced by people in different parts of the world and develop an opinion towards them. Encourage pupils to take responsibility for their actions; for example, respect for property, care of environment, and developing codes of behaviour. Social - pupils develop personal qualities which are valued in a civilised society, for example, showing respect for differing opinions. Social issues and the needs of diverse groups of people are also common themes that are explicitly recognised on a regular basis such as the need to create a sustainable society. Cultural – Children to investigate the cultures of the three regions we will study and consider how they are different and similar to the culture they know best. Work together to help one another – children will work in groups and share results when carrying out research. We treat one another with respect. Children will show respect for each other's thoughts and ideas during discussions. We know that our behaviour affects our rights and the rights of others - children will behave in a way that allows everyone to learn and achieve their potential; We know that we need to work in boundaries to make safe choices.			

## Assessment and evaluation

<p>Children will know what physical and human features are. They will be able to find human and physical features of an area with some support. They will be able to use an atlas to locate rivers and mountain ranges in Europe. They will know that climate varies around the world. They will be able to write an explanation of the three areas studied making simple comparisons</p>	<p>Children will know what physical and human features are. They will be able to find human and physical features of an area independently. They will be able to use an atlas to locate rivers and mountain ranges in Europe and recognise which countries use the Euro. They will know that climate varies around the world and that areas closer to the equator are warmer. They will be able to write an explanation of the three areas studied by highlighting similarities and difference.</p>	<p>Children will know what physical and human features are. They will be able to find human and physical features of an area independently. They will be able to use an atlas to locate rivers and mountain ranges in Europe and recognise which countries use the Euro. They will know that climate varies around the world and that areas closer to the equator are warmer. They will be able to distinguish between different land types and give some use for these different land types. They will be able to write an explanation of the three areas studied by highlighting similarities and difference.</p>
<p><i>Initials of children working below the expected level, with details of attainment:</i></p>	<p><i>Initials of children broadly reaching the expected levels of attainment:</i></p>	<p><i>Initials of children exceeding the expected level with details of attainment:</i></p>
<p><b>Evaluation against Learning Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Using senses to explore the world around them</li> <li>• Showing a 'can do' attitude</li> <li>• Paying attention to details</li> <li>• Persisting with activity when challenges occur</li> <li>• Showing satisfaction in meeting their own goals</li> <li>• Thinking of ideas</li> <li>• Making links and noticing patterns in their experience</li> <li>• Making predictions</li> </ul>		