



Claremont Primary and Nursery School Geography Curriculum

Year 6: Arctic Adventures – Why do we need to pay attention to climate change?

NC link: Locational Knowledge

Objectives:

- Be able to locate the North and South Poles on a map
- Be able to understand how biomes affect the vegetation in an area
- Be able to know the human and physical features of Arctic and Antarctic polar regions
- Be able to compare and contrast how people in the Arctic adapted to the conditions in the past and present
- Be able to understand and explain the impact of climate change

Substantive Knowledge:

- Understand that climates can be compared using information about precipitation and temperature
- Describe the causes and consequences of climate change
- Know that the polar oceans (Arctic and Southern) are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs
- Describe physical features of the Arctic and Antarctic regions
- Describe the effect of the tilt of the Earth on the levels of daylight in the polar regions
- Know why the South and North Poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly
- Know the five major lines of latitude (equator, tropics of Cancer and Capricorn, Arctic and Antarctic circles)
- Describe the physical and human geographical features of the Arctic and Antarctic polar regions
- Compare and contrast how people in the Arctic adapted to the conditions in the past and present
- Know how the distribution of and access to natural resources affect life in a settlement
- Understand the importance of tourism and the impact on many regions and countries – linked to tourism in Antarctica
- Know about climate change and its potential impact on our lives

Disciplinary knowledge (Think like a geographer):

- Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with
- Reflect on the key changes that have occurred in buildings, trade and population
- Understand the consequence of ignoring climate change

Key Vocabulary:

climate zone hemisphere indigenous nomadic settlement natural resource pollution boreal forest glacier ice field ice shelf iceberg mountain tundra polar day polar night



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Year 6: Mexico! – How does life in Mexico compare to life in Nottingham?

NC link: Place knowledge

Objectives:

- Be able to locate Mexico on a map
- Be able to know the similarities and differences between Mexico and Nottingham
- Be able to use maps, atlases and computer mapping to locate Mexico and its capital

Substantive Knowledge:

- Know the names of, and locate, a number of South or North American countries
- Know about time zones and work out differences
- Know where countries in the British commonwealth are situated
- Know key differences between living in the UK and in a country in either North or South America (Mexico)
- Know how a continent's climate can vary and impact on people's lives

Disciplinary knowledge (Think like a geographer):

- Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with

Key Vocabulary:

North America, South America, Mexico, maps, atlas, region, country, capital city



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Year 6: Survival of the fittest – Where am I going?

NC link: Human and physical geography and Skills and Fieldwork

Objectives:

- Be able to locate Dovedale on a map
- Be able to read an Ordnance Survey map of the local area and know what most of the OS symbols stand for
- Be able to use six-figure grid references
- Be able to use a map of the local area to navigate to a place of interest
- Be able to make a sketch map of the local area using symbols, a key and a scale.
- Be able to set up a geographical fieldwork line of enquiry with a hypothesis

Substantive Knowledge:

- Know the names of and locate some of the world's deserts
- Know why industry is important to the world

Disciplinary knowledge (Think like a geographer):

- Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. (Dovedale)
- Understand how to use digimaps
- Be familiar with topographical maps and know about contours
- Understand how to use six figure grid references
- Set up a geographical fieldwork enquiry, starting with a hypothesis
- Review, apply and consider next steps as a result of their geographical enquiry
- Create journey booklets, to include maps, sketches and samples to capture what a place is like
- Create map displays to communicate their fieldwork investigations

Key Vocabulary:

Ordnance Survey map, six-figure grid reference, easting, northing, latitude, longitude, Prime Meridian (Greenwich Meridian)