

	Geography	Science	History
<p>Programme of Study</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>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.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of 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.</p> <p>Describe and understand key aspects of 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.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p>

	Geography	Science	History
Year 6 Learning Intention (skills)	<p>Describe the climatic similarities and differences between two regions.</p> <p>Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.</p> <p>Describe the climatic similarities and differences between two regions.</p> <p>Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p> <p>Explain how climate change affects climate zones and biomes across the world.</p> <p>Describe the distribution of natural resources in an area or country.</p> <p>Explain how humans function in the place they live.</p> <p>Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.</p>	<p>Classify living things, including microorganisms, animals and plants, into groups according to common observable characteristics and based on similarities and differences.</p> <p>Use and construct classification systems to identify animals and plants from a range of habitats.</p> <p>Identify how animals and plants are adapted to suit their environment, such as giraffes having long necks for feeding, and that adaptations may lead to evolution.</p> <p>Ask and answer deeper and broader scientific questions about the local and wider world that build on and extend their own and others' experiences and knowledge.</p> <p>Plan and carry out a range of enquiries, including writing methods, identifying and controlling variables, deciding on equipment and data to collect and making predictions based on prior knowledge and understanding.</p>	<p>Describe some of the greatest achievements of mankind and explain why they are important.</p> <p>Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>Present a detailed historical narrative about a significant global event.</p>

	Geography	Science	History
Year 6 Knowledge	<p>Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.</p> <p>A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.</p> <p>The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.</p> <p>Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions.</p> <p>The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the Arctic and Antarctic regions include glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice.</p> <p>Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.</p> <p>Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water.</p> <p>The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.</p> <p>Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.</p> <p><i>Specific knowledge: Antarctica is a continent, located south of the Antarctic Circle (66.5°S). Most of the landscape is ice-covered mountains, glaciers or ice sheets. The South Pole (90°S) is the most southern geographical point on Earth. The Antarctic has long, cold, dark winters and cool, light summers.</i></p> <p><i>The Arctic is the area that is north of the Arctic Circle (66.5°N). The Arctic region is made up of the Arctic Ocean, surrounded by the continents of Europe, Asia and North America. Physical features of the Arctic include ice sheets, ice caps, mountains and hills, large rivers and lakes, tundra (areas</i></p>	<p>Scientists classify living organisms into broad groups according to their characteristics. Vertebrates are an example of a classification group. There are a number of ranks, or levels, within the biological classification system. The first rank is called a kingdom, the second a phylum, then class, order, family, genus and species.</p> <p>Classification keys help us identify living things based on their physical characteristics.</p> <p>An adaptation is a physical or behavioural trait that allows a living thing to survive and fill an ecological niche. Adaptations evolve by natural selection. Favourable traits help an organism survive and pass on their genes to subsequent generations.</p> <p>Questions can help us find out about the world and can be answered using a range of scientific enquiries, including fair tests, research and observation.</p> <p>A method is a set of clear instructions for how to carry out a scientific investigation, including what equipment to use and observations to make. A variable is something that can be changed during a fair test. A prediction is a statement about</p>	<p>A great achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.</p> <p>Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.</p> <p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p> <p>Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.</p> <p><i>Specific knowledge: Great achievements within Antarctic exploration include Captain Cook's crossing of the Antarctic Circle, in the 1770s; Captain James Clark Ross' discovery of Mount Erebus, the Ross Sea and the Ross Ice Shelf; and the</i></p>

of permanently frozen soil) and some coniferous forest. The Arctic has long, cold, dark winters and cool, light summers.

Latitude and longitude enable locations on Earth to be identified in relation to the equator and the Prime Meridian. Latitude and longitude are measured in degrees.

There are five major lines of latitude. These are the equator at 0°, the Tropics of Cancer (23.5°N) and Capricorn (23.5°S) and the Arctic (66.5°N) and Antarctic (66.5°S) Circles.

The Arctic region has cold winters and cool summers. Average Arctic temperatures range from -43°C to 13°C depending on the season and location. The Antarctic region has cold winters and cool summers. Antarctica is the coldest, windiest and driest place on Earth. Average temperatures range between -60°C and -20°C

The boundaries of the polar regions are marked by the Arctic and Antarctic Circles. The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced. It is the tilt towards the Sun that creates near-constant daylight, known as polar day or Midnight Sun. The tilt away from the Sun creates near constant darkness, known as polar night.

There are two oceans in Earth's polar regions. The Arctic Ocean is in the north polar region. The Southern Ocean is in the south polar region. They are the world's two smallest oceans.

Icebergs are large pieces of frozen freshwater that have calved from glaciers, ice shelves or larger icebergs. Glaciers are slow-moving masses of ice that are made of compacted snow. Mountains are raised pieces of land that are usually covered in snow and ice. Ice fields are large areas of connected glaciers. Tundra is land where it is too cold for trees to grow as the ground is permanently frozen (permafrost). Boreal forests are large areas of land just south of the Arctic Circle where coniferous trees grow.

Natural resources in the Arctic include oil, gas, metals, minerals, fish, wood and freshwater. Combinations of these natural resources can be found in every country in the Arctic Circle and under the Arctic Ocean.

Traditionally, indigenous people in the Arctic adapted to the cold, harsh conditions by hunting and eating animals native to the area, such as seals, whales and walruses and using reindeer skins to keep warm. Many lived nomadic lifestyles following reindeer herds.

Today, many indigenous people in the Arctic live in permanent settlements and have a modern lifestyle, but some still follow traditional ways of life.

Visitor numbers are currently low in Antarctica, cruise ships are well regulated, there are no hotels or facilities for permanent residents, and tourists are asked to follow strict guidelines to ensure the land and wildlife isn't damaged.

what might happen in an investigation based on some prior knowledge or understanding.

Specific knowledge: Vertebrates, or chordates, can be subdivided into five groups: amphibians, birds, fish, mammals and reptiles.

expedition to reach the South Pole by Shackleton, Amundsen and Scott, between 1901 and 1916 during the Heroic Age of Antarctic Exploration.

The decisions Robert Falcon Scott made during his final attempt to reach the South Pole, including his refusal to use dogs to pull sledges, taking inadequate food supplies, and asking Bowers to join the team during their final push to the South Pole, all negatively affected the expedition and were factors in its failure.

Ernest Shackleton was an explorer who travelled to the Antarctic. In 1914 he began his third expedition, the Imperial Trans-Antarctic Expedition' sailing on Endurance. His ship became stuck in sea ice, eventually sinking in 1915. In 1916, the team were rescued, with not a single member having set foot on Antarctica.

The 'unsinkable' RMS Titanic set sail from Southampton, on 10th April 1912, to cross the Atlantic Ocean. On 14th April, the Titanic hit an iceberg and sank three hours later, killing approximately 1500 people. Around 700 people survived and were rescued by the SS Carpathia.