Geography
Year 6 **Summer 2** **Erosion and deposition**

Subject Purpose A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.
Content Area Pupils will collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. (E.g. Plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is. Collect evidence from surveys, photographs and interviews, and present findings to the head teacher and school council.)
Key Vocabulary Physical, human, climate, erosion, vegetation, rivers, mountains.
Extended Opportunities Visit to local coastal area

Knowledge	**Skills**
● Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	● Make sketch maps of areas using symbols, a key and a scale. ● Use digital maps to research factual information about features. ● Present information gathered in fieldwork using a range of graphs and other data presentation techniques.

Learning Objectives							
To be able to explain how erosion can change the landscape.	To be able to explain how land masses can be formed from deposition – rivers link	To use fieldwork to observe changes	To use fieldwork to measure and represent changes	To be able to represent fieldwork in range of graphs and presentational techniques.	To be able to create comparative maps to scale.		



