Geography – Year 6

Content

NC objectives - **areas of study**	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
Describe and understand key aspects of physical geography including mountains. Name and locate key topographical features including hills and mountains. Use the eight points of the compass and six figure grid references to build their knowledge of the UK and the wider world. Describe and understand key aspects of physical geography including earthquakes. Use maps, atlases, globes and digital mapping to describe features studied. Describe and understand key aspects of human geography including economic activity and the distribution of natural resources.	<u>How do plate tectonics shape the Earth?</u> Children will be able to recognise hills and mountains on a map. They will be able to find and locate mountains of the UK, beginning to use six figure grid references to describe their position in relation to each other. They will have located major mountains around the world and be able to use their geographical knowledge and vocabulary to make comparisons. <u>How do disasters change our world?</u> Children will understand what a natural disaster is. Children will be able to explain what makes a volcano erupt. Children will know what a volcano is and how they are formed. Children will have explored, and be able to sequence, the process of a volcanic eruption. They will be able to describe the difference between an active and dormant volcano Children will be able to consider and explain the impact earthquakes have on the population of the settlements in the affected area. They will have used maps and atlases to locate volcanoes around the world including the ring of fire. <u>Why are natural resources important?</u> Children will be able to describe life in Arabic countries, based on the human geography of the settlements. They will have been able to compare familiar places to ones they have studied around the world.	mountain, grid reference, mountain range, location, tourism Disasters risk, volcano, friction Natural resources Settlement, trade,	impact	Contour line, topography, bedrock, tectonic plate, peak, agriculture, case study Volcanoes lava, magma, mantle, active, dormant, extinct, tectonic plates, natural disaster, erupt/ion, earthquake, marine, tsunami, tornado monsoon, avalanche, landslide, mudslide, precipitation Natural resources Natural resources, renewable, economy, distribution, MEDC, LEDC

Knowledge

Substantive Knowledge	Disciplinary Knowledge
How does the Earth's crust shape the world? Landscape Lesson 1 and Lesson 2 (Also See Disciplinary) LO: To know what a mountain is. LO: To understand the formation of mountains and key features. Speculate why the landscape is as it is. Know that a mountain is an elevated portion of the Earth's surface. Differentiate between hill and mountain Understand the formation of mountains and key features (exposed bedrock, summit). Use knowledge of plate tectonics to explain how a mountain range is formed. Vocabulary – mountain, hill, bedrock, tectonic plate Lesson 3 LO: To know the names and locations of different mountain ranges. Children to use maps to plot the locations of the following and find associated grid references. Names and locations of the mountain ranges Alps, Himalayas, Rockies, Andes (and Y3 retrieval) Vocabulary – grid reference, mountain range, location Lesson 4 LO: To know the three highest peaks in the UK. Know the three highest peaks of the UK (Ben Nevis, Scafell Pike and Snowdon), their features and location. Know the human geographical links (tourism and farming in those areas). Vocabulary – agriculture, tourism, peak Lesson 5 LO: To know some of the mountains of the world.	Every lesson: Remind the children what it means to be a **cartographer** (map expert)/ **volcanologist** (volcano expert)/ **seismologist** (earthquake expert)/**landscape ecologist)** (landscape expert)and discuss the geographical skills to be used in that lesson to achieve the learning objective. Lesson 2: Working as a cartographer Observe the topographical features of the UK and conduct field work Vocabulary - topography How high can I travel on earth? **Observation:** what key elements can be seen in hills and mountains? Look closely at where major mountains are and consider if there is a pattern to where on Earth these are found. **Diversity:** how do mountains and hills vary (beyond size). Are there links between these variations and where in the world they are located? Lesson 3: working as a land ecologist Observation: what key elements can be seen in hills and mountains? Look closely and consider if there is a pattern to where on earth these are found. Lesson 6: Working as a cartographer How do disasters change our world?

Mountains of the world – case studies of Mt Blanc, Mt Everest, K2, Matterhorn, Mt Kilimanjaro and the rainbow mountains of Peru. Include knowledge of human geography (tourism, farming and religion). Think about others/beyond and beauty – how other people live. Vocabulary – case study <u>Lesson 6</u> <u>LO: To understand grid references and compass points when using a map.</u> Mapwork skills (digital and paper) of compass points and 6 figure grid references. <u>How do disasters change our world?</u> Sustainability Landscape Place <u>Lesson 1</u> <u>LO: To know what a volcano is.</u> Know that a volcano is a hole in the earth's surface that allows hot lava and volcanic ask/gasses to escape from the magma chamber from the Earth's mantle. Vocabulary – lava, magma, volcano, mantle <u>Lesson 2</u> <u>LO: To know why people settle near volcanos.</u> Know the reasons why people settle near volcanoes – discuss the risk vs the benefit and what it is like to live in different parts of the world.(tourism/fertile land) Know the difference between active/dormant and extinct volcanoes. Vocabulary – risk, active, dormant, extinct <u>Lesson 3</u> <u>LO: To know what causes an earthquake.</u> Know that an earthquake is caused when tectonic plates move towards, in opposite directions or in the same direction – caused by friction. This can cause a natural disaster (earthquake, volcanic eruption or the formation of mountain ranges). Vocabulary – tectonic plates, friction, natural disaster, erupt/ion <u>Lesson 4</u> <u>LO: To know the impact of a seismic wave and understand that many earthquakes happen under water.</u>	**Observations:** Watch an earthquake closely, consider the ways in which buildings move. Look at what happens to the land (including landslides). Is there a visible difference in earthquakes of different sizes? Look at how volcanoes are different to normal hills/mountains through studying their appearance. By referring to maps, look at the inhabitation of areas around volcanoes and take note of where settlements are in relation to the different kinds of volcano (dormant, active, extinct). **Similarities and differences:** Make comparisons between natural disasters looking at their causes, the impact they have on the landscape and the impact they have on the local population. Use observations to compare different kinds of volcanoes and whether volcanoes can be classified through using their appearance for clues. **Interpretation:** What does the location of active volcanoes and high-risk earthquake zones tell us about the Earth? What does the areas around volcanoes tell us about the soil in that area? Build understanding of the physical geography of volcanic areas. <u>Lesson 1</u>: Working as a cartographer. **Interpretation**: What does the location of the ring of fire tell us about the Earth? (make connections to T1 mountains) <u>Lesson 2:</u> working as a land ecologist **Observations:** take note of where settlements are in relation to different kinds of volcano (dormant, active and extinct) Mt Fuji (dormant)/Mt Etna (active) /Mauna Kea (Extinct) <u>Lesson 3:</u> working as a seismologist **Observations:** watch an earthquake closely; consider the ways in which buildings moved. Consider how settlements in earthquake prone areas adapt buildings and design a building for a city in Japan. <u>Lesson 5:</u> **Similarities and differences**: make comparisons between natural disasters of tornadoes in UK and North America. Look at the impact they have on the landscape and the local population. <u>Why are natural resources important?</u> **Observations:** take note of Baghdad as a place. Identify human and physical features. What is the landscape of the local area, how is the land used?

To know the impact of seismic waves Know that many earthquakes occur underwater in a marine environment Know how and where a tsunami occurs Consider the impact on a community and what impact it would have on Boston. (others/beyond) Vocabulary – earthquake, marine, tsunami Lesson 5 LO: To understand disasters in UK compared to America. Compare disasters in UK and North America. Know how tornadoes form over land. Vocabulary – tornado, disaster, impact Lesson 6 LO: To know how the water cycle can contribute to cause natural disasters. Retrieval water cycle (Year 3). Know how the water cycle's precipitation can cause natural disasters: mudslides/landslides/avalanches/monsoons. Explore the impact of natural disasters. Vocabulary – monsoon, avalanche, landslide, mudslide, precipitation Why are natural resources important? Connections Lesson 1 LO: To understand renewable and non-renewable energy/ resources. To understand renewable and non-renewable energy/resources and where they are found in the world. Vocabulary – renewable, resources Lesson 2 LO: To know some advantages and disadvantages of different energy sources (Impact on the environment and the beauty of the natural world) Understand why un environmentally friendly energy sources are still used, such as coal and other fossil fuels (cost, lack of available alternatives). Renewable requires technology, did chn notice any patterns when looking at where renewable and non-renewable energy was used (poorer countries tend to rely on fossil	**Similarities and differences:** compare to our own town and local economy. Consider what challenges are faced and how these compare to those faced in our local area. Lesson 2- working as a land ecologist **Observe** the physical features of Baghdad and its location. What is the landscape of the local area? How is the land used? **Similarities and differences:** how is land used in our local area of Boston? – compare Lesson 3 Diversity: How do countries gain power? Make connections to land use and settlements. Lesson 4: visit/teams from a windfarm/renewable source – how do you think renewable energy production will impact MEDC/LEDCs? Where is there the most scope for solar power to be collected? Look at the liss of MEDCs and LEDCs – do children think this will change?

fuels, technology tends to cost a lot so richer countries can afford renewable options)? Lesson 3 <u>LO: To know what constitutes a good place to have a settlement.</u> Retrieval - know what makes a good place to have a settlement. Use to make connections to history learning (the Silk Road and founding of Baghdad) and successful civilizations – why were they successful – water, trade routes, armies could move easily. Study Baghdad, understand why this was a successful settlement (walled city - human feature, between Tigris and Euphrates - physical feature) Making links with history when exploring the environment and the river's impact on the settlement. Vocabulary – settlement, trade, distribution <u>Lesson 4</u> <u>LO: To know about the economy in the Arabic states of the Persian Gulf.</u> Know about the economy in the Arabic states of the Persian Gulf. Know what an MEDC (a developed country) and an LEDC (Less developed country) is. Organise a visit/teams from a windfarm/renewable source – how do you think renewable energy production will impact MEDC/LEDCs? Where is there the most scope for solar power to be collected? Look at the list of MEDCs and LEDCs – do children think this will change? Vocabulary – more economically developed country (MEDC), less economically developed country (LEDC), economy <u>Lesson 5</u> <u>LO: To understand that natural resources are limited</u> Mining and deforestation are ways of collecting natural resources, what are the problems associated with these? Gems from Egypt (mining, Yr4 retrieval), timber from Brazil (deforestation, Amazon Yr3 and 5 retrieval) are examples of resources many people in all countries want. Debate: who is responsible for the damage to the environment – governments allowing it or customers demanding the goods? What will happen when all the resources have gone?	

Concepts			
Sustainability	**Place**	**Landscape**	**Connections**

SKILLS		
Mapping/cartography	Compass understanding	Fieldwork
Use as wide a range of maps as possible. Identify and label places and features on maps. Analyse the similarities and differences between two or more places. Create own maps and evaluate their effectiveness.	Describe position with reference to the four compass points. Identify the direction of movement. Create directional instructions.	Classify environmental features such as “human” or “physical”. Investigate the characteristics of an environment. Compare two different environments. Observe changes in an environment.

ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This ‘distance travelled’ from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.