

**Sandon Primary Academy – Geography**  
**Year 6**

**Whole School definition of Geography:**

*Where we learn about and locate countries around the world thinking about the physical and human features which we can see within the environment.*

Autumn Term – Earthquakes	Spring Term – United Kingdom	Summer Term – Climate change and sustainability
<p><b>National Curriculum links</b></p> <p><b>Human and Physical Geography:</b> describe and understand key aspects of physical geography, including: volcanoes and earthquakes - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>National Curriculum links</b></p> <p><b>Locational Knowledge:</b> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Human and Physical Geography:</b> 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><b>Geographical skills and fieldwork:</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Place knowledge:</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,</p>	<p><b>National Curriculum links</b></p> <p><b>Locational Knowledge:</b> 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><b>Human and Physical Geography:</b> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>Geographical skills and fieldwork:</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<p><b>Objectives:</b></p> <p><b>Lesson 1:</b> Explain why earthquakes occur (VR- to explore an earthquake)</p> <p><b>Possible resources:</b></p> <p><u>Online Pages:</u> 1. What is an earthquake? 2. Why and where? 3. The earth's plates 4. Why do plates move?</p> <p><u>KS2 Activities:</u> 1. KWL 2. What is an earthquake? Frayer model 3. The Earth's plates</p> <p><u>Word Mat:</u> Earthquakes Guided Reading: Earthquakes </p> <p><b>Lesson 2:</b> Locate where famous earthquakes have occurred and find out some key facts.</p> <p><b>Possible resources:</b></p> <p><u>Online Pages:</u> 1. Why and where? 2. When do they occur? 3. Massive quakes</p> <p><u>Map Resource:</u> Blank world map</p> <p><u>KS2 Activity:</u> Earthquakes – Big ideas Quiz: Volcanoes and Earthquakes</p> <p><b>Lesson 3:</b> Write a report about a famous earthquake</p> <p><b>Possible resources:</b></p> <p><u>Online Pages:</u> 1. Massive quakes 2. The size of quakes</p> <p><u>KS2 Activities:</u> Written report – A massive quake – Presented report- TV Interview.</p> <p><u>Word Mat:</u> Earthquakes</p> <p><b>Lesson 4:</b> Identify the effect of earthquakes on land and people.</p> <p><b>Possible resources:</b></p> <p><u>Online Pages:</u> The effects of quakes</p> <p><u>KS2 Activities:</u> 1. How do earthquakes affect people? 2. How do earthquakes affect the land?</p> <p><b>Lesson 5:</b> Identify the help people need after an earthquake (Hot seating)</p> <p><b>Possible resources:</b></p> <p><u>Online Page:</u> Help for quake victims </p> <p><u>Films:</u> 1. ShelterBox – Japan three years on 2. ShelterBox – What we do</p> <p><u>KS2 Activities:</u> 1. Earthquake survival kit 2. Aid for survivors of an earthquake</p>	<p><b>Objectives:</b></p> <p><b>Lesson 1:</b> Compare and contrast the different countries of the UK.</p> <p><b>Possible resources:</b></p> <p><u>Films:</u> Bird's eye tour of: 1. England 2. Scotland 3. Wales 4. Northern Ireland</p> <p><u>Online Map:</u> Interactive OddPod Map</p> <p><u>Atlas Activity:</u> The United Kingdom Map Resource: 1. UK countries 2. UK capitals, seas and oceans </p> <p><u>Quiz:</u> United Kingdom</p> <p><b>Lesson 2:</b> Identify where I live in the UK and locate the UK's major cities. (Using grid references and ordnance survey maps)</p> <p><b>Possible resources:</b></p> <p><u>Online Map:</u> Interactive OddPod Map</p> <p><u>Map Resources:</u> 1. The United Kingdom 2. The Regions of England 3. UK Countries and Capitals 4. UK Cities and Capital Cities</p> <p><u>Atlas Activities:</u> 1. A road trip around the UK 2. Counties hunt</p> <p><u>Films:</u> Fly over the UK's capital cities 1. London 2. Edinburgh 3. Cardiff 4. Belfast</p> <p><b>Lesson 3:</b> Identify physical characteristics of the United Kingdom.</p> <p><b>Possible resources:</b></p> <p><u>Online Page:</u> Landscape - Physical</p> <p><u>KS2 Activity:</u> UK Physical Features</p> <p><u>Atlas Activities:</u> 1. A day trip from the city 2. Three Peaks Challenge</p> <p><u>Word Mat:</u> Physical Geography</p> <p><b>Lesson 4:</b> Understand how people have affected the United Kingdom's landscape.</p> <p><b>Possible resources:</b></p> <p><u>Online Pages:</u> 1. Landscape – Human 2. Living in the UK </p> <p><u>KS2 Activities:</u> 1. UK Human Features 2.</p> <p><u>Word Mat:</u> Human Geography</p> <p><b>Lesson 5:</b> Describe and explain the sorts of industries in which people in the United Kingdom work. (Link back to the children's work in year 2 on the pottery industry) (Present)</p>	<p><b>Objectives:</b></p> <p><b>Lesson 1 and 2: • Understanding Climate Change</b></p> <p>To understand what climate change is and what causes it. • To explain the difference between weather and climate. • To describe the difference between climate change and global warming.</p> <p><b>Possible resources:</b></p> <p>1. Rising temperatures on land, air and oceans - Awesome Arctic Experiments - Less Snow and Ice: A Warmer World?</p> <p>2. Rising sea levels - Awesome Arctic Experiments - What Causes the Sea Level to Rise?</p> <p>3. Changing where animals and plants can live - Awesome Arctic Experiments - Ocean Currents and the Role of the Arctic.</p> <p><b>You tube video - <a href="https://www.youtube.com/watch?v=myZAvqqp9Jc">https://www.youtube.com/watch?v=myZAvqqp9Jc</a></b></p> <p><b>Climate Change and the arctic PowerPoint.</b></p> <p><b>Lesson 3:</b> Conduct fieldwork linked to climate change and our local area. An example question could be- Is climate change a problem in our area? However, allow the children a chance to choose/direct the line of enquiry. Plan out the enquiry. Think about equipment they would need, data they need to collect and data collection methods they will use.</p> <p><b>Lesson 4:</b> Conduct the fieldwork/enquiry. Gathering data (Use of VR &amp; Ipads if needed)</p> <p><b>Lesson 5:</b> Collate and analyse the data. Children to present back their findings to answer their enquiry question. (Children to choose a method of presenting such as powerpoint, posters etc.  </p>

**Possible resources:**

Film: Land use and economic activity in the UK Online Page: Economy

KS2 Activity: The UK Economy

Atlas Activity: A day trip to a National Park

Word Mat: Human Geography

**Lesson 6:** Understand the different types of energy sources used in the United Kingdom. Evaluate the advantages and disadvantages of wind energy.

**Possible resources:**

Online Pages: 1. Energy 2. Electricity and Gas 3. Renewable Energy 4. London Array wind farm

Films: 1. How and where is energy generated in the UK? 2. Learn about the London Array 3. Discover what it is like to work on a wind turbine

KS2 Activities: 1. Investigating UK Energy 2. UK Energy 3. Renewable Energy 4. An Introduction to Wind Energy 5. UK Wind Energy: the London Array Atlas Activity: Find that energy source!

Guided Reading: UK Energy Show What You Know: 1. The UK, Mountains and National Parks LKS2

**Key Vocabulary:**

Place names	Geographical terms and processes	Locational terms
Haiti	disaster	epicentre
Indian Ocean	tsunami	plate boundary
Japan	Richter scale	
Nepal		



(Add Actions)

Glossary:

**Earthquake:** A violent movement of the earth's crust caused by force beneath the surface.

**Epicentre:** Where an earthquake starts and is felt most strongly.

**Tsunami:** A huge, powerful wave caused by an earthquake.

**Richter Scale:** Measures the strength of the earthquake

**Key Vocabulary:**

Place names	Geographical terms and processes	Locational terms
Great Britain	coastline	offshore
Greater London	development	onshore
London Array	economy	scale bar
North Sea	energy source	
UK – the main cities, counties and regions	industry	
	landmark	
	sustainable development	



(Add Actions)

Glossary:

**Economy:** the wealth and resources of a place.

**Coastline:** The area where the land meets the ocean.

**Industry:** The productions of goods or services.

**Landscape:** What you can see when you look across an area of land.

**Sustainable development:** Change that respects the natural environment and doesn't harm future generations.

**Energy source:** Where energy comes from.

**Key Vocabulary:**

Carbon dioxide; climate; climate change; electric car; glacier; greenhouse gas; renewable energy; sea level rise; sustainability; temperature.

Freezing; temperature; Equator; glacier; iceberg; ice floe; ice shelf; North Pole; pancake ice; permanent ice.

Arctic skua; caribou; polar bear; reindeer; solitary; tundra

Arctic; changes; choices; environment; futures; poem; prediction; sustainable development.



(Add Actions)

Glossary:

**Climate:** A long-term weather established over a period of time.

**Weather:** The daily combination of temperature, wind, rain and other factors.

**Climate change:** A long-term shift in weather patterns and temperatures.

**Year 6**

By the end of Year 6, children should know:

- the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local;
- ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region;
- ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region;
- ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.
- core knowledge about mountains, volcanoes, earthquakes, etc;
- how people can respond to a natural disaster, such as an earthquake;

**Cross Curricular links:**

Y5 DT Food – sustainability

By the end of Year 6, children should be *able to*:

- interpret a range of maps of the UK and the local region and apply this information to their understanding of it;
- use maps and supporting information to route-plan a tourist trip around the capital cities of the UK;
- use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change;
- use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region;
- use appropriate vocabulary when describing key information about the UK and the local region to external audiences.
- understand what climate change is and what causes it.
- explain the difference between weather and climate.
- describe the difference between climate change and global warming
- locate the coldest places on Earth.
- recall different types of wildlife found in the Arctic.
- explain what impact seasonal change can have on a place and its wildlife.
- explain why we should care about our environment.
- discover that the choices we make individually can make a difference.