

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 – United Kingdom	Spring Term – Earthquakes	Summer Term – Climate change and sustainability
<p>National Curriculum links <i>Locational Knowledge:</i> 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><i>Human and Physical Geography:</i> 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><i>Geographical skills and fieldwork:</i> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><i>Place knowledge:</i> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,</p>	<p>National Curriculum links <i>Human and Physical Geography:</i> 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>National Curriculum links <i>Locational Knowledge:</i> 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><i>Human and Physical Geography:</i> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><i>Geographical skills and fieldwork:</i> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<p>Objectives: Lesson 1: Compare and contrast the different countries of the UK. Possible resources: <u>Films:</u> Bird's eye tour of: 1. England 2. Scotland 3. Wales 4. Northern Ireland <u>Online Map:</u> Interactive OddPod Map <u>KS2 Activity:</u> KWL chart Atlas Activity: The United Kingdom Map Resource: 1. UK countries 2. UK capitals, seas and oceans Quiz: United Kingdom Lesson 2: Identify where I live in the UK and locate the UK's major cities. Possible resources: <u>Online Map:</u> Interactive OddPod Map <u>Map Resources:</u> 1. The United Kingdom 2. The Regions of England 3. UK Countries and Capitals 4. UK Cities and Capital Cities <u>KS2 Activity:</u> A visitor sends an Izzigram Atlas Activities: 1. A road trip around the UK 2. Counties hunt <u>Films:</u> Fly over the UK's capital cities 1. London 2. Edinburgh 3. Cardiff 4. Belfast Lesson 3: Identify physical characteristics of the United Kingdom. Possible resources: <u>Online Page:</u> Landscape - Physical <u>KS2 Activity:</u> UK Physical Features Atlas Activities: 1. A day trip from the city 2. Three Peaks Challenge <u>Word Mat:</u> Physical Geography Lesson 4: Understand how people have affected the United Kingdom's landscape. Possible resources: <u>Online Pages:</u> 1. Landscape – Human 2. Living in the UK <u>KS2 Activities:</u> 1. UK Human Features 2. Report for the planning department <u>Word Mat:</u> Human Geography Lesson 5: Describe and explain the sorts of industries in which people in the United Kingdom work. Possible resources: <u>Film:</u> Land use and economic activity in the UK <u>Online Page:</u> Economy <u>KS2 Activity:</u> The UK Economy Atlas Activity: A day trip to a National Park <u>Word Mat:</u> 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: <u>Online Pages:</u> 1. Energy 2. Electricity and Gas 3. Renewable Energy 4. London Array wind farm <u>Films:</u> 1. How and where is energy generated in the UK? 2. Learn about the London Array 3. Discover</p>	<p>Objectives: Lesson 1: Explain why earthquakes occur Possible resources: Online Pages: 1. What is an earthquake? 2. Why and where? 3. The earth's plates 4. Why do plates move? <u>KS2 Activities:</u> 1. KWL 2. What is an earthquake? Frayer model 3. The Earth's plates <u>Word Mat:</u> Earthquakes <u>Guided Reading:</u> Earthquakes Lesson 2: Locate where famous earthquakes have occurred and find out some key facts. Possible resources: Online Pages: 1. Why and where? 2. When do they occur? 3. Massive quakes <u>Map Resource:</u> Blank world map <u>KS2 Activity:</u> Earthquakes – Big ideas Quiz: Volcanoes and Earthquakes Lesson 3: Write a report about a famous earthquake Possible resources: Online Pages: 1. Massive quakes 2. The size of quakes <u>KS2 Activities:</u> Written report – A massive quake <u>Word Mat:</u> Earthquakes Lesson 4: Identify the effect of earthquakes on land and people. Possible resources: Online Pages: The effects of quakes <u>KS2 Activities:</u> 1. How do earthquakes affect people? 2. How do earthquakes affect the land? Lesson 5: Identify the help people need after an earthquake Possible resources: Online Page: Help for quake victims <u>Films:</u> 1. ShelterBox – Japan three years on 2. ShelterBox – What we do <u>KS2 Activities:</u> 1. Earthquake survival kit 2. Aid for survivors of an earthquake</p>	<p>Objectives: Lessons and resources taken from Overview of lessons Med plans – in files – Climate change unit. Lesson 1 and 2: • Understanding Climate Change 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. Possible resources: 1. Rising temperatures on land, air and oceans - Awesome Arctic Experiments - Less Snow and Ice: A Warmer World? 2. Rising sea levels - Awesome Arctic Experiments - What Causes the Sea Level to Rise? 3. Changing where animals and plants can live - Awesome Arctic Experiments - Ocean Currents and the Role of the Arctic. You tube video - https://www.youtube.com/watch?v=myZAvqqp9Jc Climate Change and the arctic PowerPoint. Lesson 3: Cold Climates: The Arctic • To locate the coldest places on Earth. • To explain why they are so cold. • To describe what they look like. Possible resources: Videos: www.wickedweatherwatch.org.uk/the-arctic www.bbc.co.uk/bitesize/clips/zr7hyrd Resources 1 – 4 Lesson 4: Artic Wildlife • To recall different types of wildlife found in the Arctic. • To explain what impact seasonal change can have on a place and its wildlife. Possible resources: https://www.youtube.com/watch?v=9vqnXRypc4o&feature=youtu.be Resources 18 - 21 Lesson 5: Climate Trends. The arctic in the future • To explain why we should care about our environment. • To discover that the choices we make individually can make a difference. Possible resources: Resources 24 - 26</p>

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 assessment paper 2. The UK's Cities, Energy and England's Regions UKS2 assessment paper

Key Vocabulary:

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

Glossary

economy: the wealth and resources of a place
development: how places and communities change
industry: the production of goods (such as cars) or services (such as tourism or entertainment)
sustainable development: change that respects the natural environment and doesn't harm future generations

Key Vocabulary:

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

Glossary

epicentre: where an earthquake starts and is felt most strongly
tsunami: a huge, powerful wave caused by an earthquake

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.

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;

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.

Cross Curricular links:

Y5 DT Food – sustainability