







The Geography Curriculum

Year 6

Intent	<p>At Benjamin Adlard Primary School, we aim for a high-quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits. We follow the Rising Stars Geography framework, which provides a geography curriculum that is ambitious and designed for all pupils. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st century.</p>
Implementation	<p>In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as discrete subject, focusing on knowledge stated in the Early Years and National Curriculum. Rising Stars Geography is designed to be delivered by non-specialists, with core geographical knowledge identified and explained throughout. A breadth of teaching approaches appropriate to the content and desired learning outcomes are used to engage all pupils and enable them to not just acquire knowledge but to apply it in meaningful contexts. Questions and tasks to stretch and challenge the most able pupils are incorporated where appropriate. Quality resources and materials are provided online to support the geography curriculum and are sequenced towards the accumulation of skills, knowledge and understanding for pupils' futures. There is emphasis on visual literacy in the use and questioning of these resources, as geography is essentially a visual subject</p>
Impact	<p>Our pupils will:</p> <ul style="list-style-type: none"> • Be analytical thinkers who can use maps, globes, atlases and digital mapping applications to locate continents, oceans, countries and other physical features of our planet. • Have excellent knowledge of the human and physical features of a range of places around the world as well as some of the key natural processes that occur on Earth. This will ensure they are prepared for the next stage in their geography education. <ul style="list-style-type: none"> • Make their own decisions about how they will communicate their ideas and explanations. • Embrace challenging activities, including opportunities to undertake geographical fieldwork in a range of different environments. <p>Talk knowledgeably about the impact that humans continue to have on our planet and its natural processes and have the ability to debate and discuss these issues.</p>

Progression through the National Curriculum

		EYFS	End of Key Stage One	Key Stage Two
Locational Knowledge		<ul style="list-style-type: none"> - Locate their house from a photograph of their street/Google maps. 	<ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - 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 - 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)
Place Knowledge		<ul style="list-style-type: none"> - Describe some geographical features of the immediate environment. - eg. house, street, road, garden, garage, trees 	<ul style="list-style-type: none"> - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	<ul style="list-style-type: none"> - 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
Human and Physical Geography		<ul style="list-style-type: none"> - Describe types of weather seen in the local area. 	<ul style="list-style-type: none"> - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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

Geographical Skills & Field work		<ul style="list-style-type: none"> - Use a simple tick sheet to record what has been seen on a walk to the local shopping precinct. - Use computer mapping and Google Street View to locate their street and house. - Survey the traffic that goes past school. 	<ul style="list-style-type: none"> - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - 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
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Year 6 – Autumn 1			Unit 1 – South America: The Amazon		
National Curriculum Objectives Covered					
<ul style="list-style-type: none">Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.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).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.Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.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.Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.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.					
Cross Curricular links					
<ul style="list-style-type: none">English: speaking and listening; research skills, note-taking, nonchronological reportsMaths: direction and compass points, distanceScience: habitats and adaptation; states of matter – properties of liquidsComputing: making an animationHistory: exploration; food and farming					
Prior Learning					
Geography Programme of Study	Year 1	Year 2	Year 3	Year 4	Year 5
Locational Knowledge	<ul style="list-style-type: none">- Know and locate some major cities, oceans and continents on a UK and world map- Know, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea- Know and use a world map atlas or globe to name and locate the seven continents and five oceans.	<ul style="list-style-type: none">- Know the purpose of an atlas- Know, identify and name the relevant countries and oceans- know and locate world’s highest mountain is called and where it is located.- Know and locate local coastal line- Know and locate a of the world’s major river- Know, name and locate an ‘ancient’ old-world wonder- Know, name and can locate a ‘modern’ world wonders.	<ul style="list-style-type: none">- Know and indicate tropical, temperate and polar climate zones- Know and locate poles, equator and lines of latitude and longitude- Know the position of the Prime/Greenwich Meridian on a map/globe- Know and locate the position and significance of the Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Artic and Antarctic Circle- Know the names of continents and oceans.- Know why the IDL is located in the Pacific Ocean.	<ul style="list-style-type: none">- Know and locate some countries in Europe, North and South America- Know and locate some states in the North America- Know and locate the River Thames- Know and locate some of the worlds major rivers- Know and describe river and mountain environment- Know and locate some of the world’s main mountain ranges on a map- Identify river features on an OS map- Know and locate some well-know earthquakes and	<ul style="list-style-type: none">- Know physical and human characteristics and environmental regions of Europe.- Know and locate several physical environments in the UK.- Know and can locate some key topographical features of the UK.- Know and can locate world’s countries using maps to focus on Europe and across the world, concentrating on their environmental regions, key physical and human characteristics, countries,

			<ul style="list-style-type: none"> - Know why the IDL zigzags and does not exactly follow the 180° E–W line of longitude. - Know and locate some coastal places on a map of the UK. - Know and can locate and name the main British seaside locations and know how they have changed over time. 	volcanoes	and major cities.
Place Knowledge	<ul style="list-style-type: none"> - Know and describe in some detail the local area and distant locations' feature. - Know and compare the local area to distant locations in a non-European country and compare human and physical geography. - Know that people do jobs and that where they live (e.g. coastline) might affect this. 	<ul style="list-style-type: none"> - Know and name local area and that they live in the UK - Know geographical similarities and differences of a small area of the United Kingdom compared to a non-European country. 	<ul style="list-style-type: none"> - Know and indicate tropical, temperate and polar climate zones - Know the characteristics of these zones - Know that these climate patterns are different in different regions of the world. - Know and locate where the coldest places on Earth are in relation to the equator and Poles. - Know and locate where (some of) the hottest, driest places on Earth are, in relation to the Equator and the North and South Poles. - Know and locate (some of) the hottest, wettest places on Earth are, in relation to the equator, and North and South Poles. - Know and can name some localities around the coast of the UK, and the activities that occur in them. 	<ul style="list-style-type: none"> - Know and identify a range of North and South America settlement - Know the characteristics of the settlements - Know the differences and similarities between some regions in North and South America - Know how the human and physical characteristics are connections for one or two regions in North or South America - Know what and where Route 66 is and some of the cities that pass through it - Know and describe the Pacific Ring of Fire 	<ul style="list-style-type: none"> - Know and locate UKs major urban and rural areas - Know and describe how a local region has changed and how it's different from another region in the UK - Know that human activity is influenced by climate and weather and can give examples. - Know and describe hazards from physical environments and their management, such as avalanches in mountain regions.
Human and physical geography	<ul style="list-style-type: none"> - Know and describe which continents have significant hot or cold areas and relate these to the poles and equator. - Know the location of location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Know and use basic 	<ul style="list-style-type: none"> - Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK. - Know that weather can be different in different parts of the UK. - Know and give reasons why the UK has the weather it does (e.g. wind). - Know and use basic geographical vocabulary. 	<ul style="list-style-type: none"> - Know and indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones - Know what the 'tropical desert climate' and 'tropical desert biome' are. - Know and describe how physical processes can cause hazards to people. 	<ul style="list-style-type: none"> - Know significant physical features of rivers and talk about how they change - Know river and mountain environment in the UK - Know the water cycle in sequence - Know and give reasons why physical processes can cause hazards to people 	<ul style="list-style-type: none"> - Know a range of key physical processes and the resulting landscape features. - Know how a mountain region was formed. - Know and begin to explain hazards from physical environments and their management, such as avalanches in mountain

	geographical vocabulary.		<ul style="list-style-type: none"> - Know some advantages and disadvantages of living in hazard-prone areas - Know and identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. - Know describe the characteristics of (UK) settlements with different functions - know and can name and describe activities that families and others enjoy at the coast. 	<ul style="list-style-type: none"> - Know and give reasons why people use and change rivers - Know some examples where, and know the main reasons why, people live in the vicinity of volcanoes - Know some of the hazards for people who live in earthquake and volcanic zones - Know how some of these can be/have been overcome, and life made safer for people - 	<ul style="list-style-type: none"> - regions. - Know and describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps). - Know the advantages and disadvantages of tourism in Europe (e.g. the Alps) - Know and describe how food production is influenced by climate. - Know that products we use are imported as well as locally produced. - Know where in the world several different fruits originate. - Know and name our energy sources and natural resources. - Know some ways in which development can be sustainable. - Know that there are advantages and disadvantages to both imported and locally produced products. - Know that there are many routes that products can take before arriving in my home. - Know how regions in the UK (e.g. West Midlands) changed following the Second World War. - Know the key changes that occurred in regions of the UK (e.g. London) for the 2012 Olympic and Paralympic Games.
Geographical skills and Fieldwork	- Know how to use a world map, atlas or globe to recognise to name some	- Know directional language to describe a natural environment - Know and use basic weather	- Know how to use the zoom function of a digital map to locate places and gather	- Know how to use give directional instructions up to eight compass points	- Know, locate and describe several physical environments in the UK.

	continents and oceans. - Know and use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - Know how to use a wall map or atlas to locate and identify countries taught in the unit. - Know about the local area and can name and locate key landmarks. - Know simple compass directions and locational and directional language and use these to describe the location of features and routes on a map. - Know how to devise a simple map with a key. - Know and use simple fieldwork and observational skills to study the geography of their school	symbols. Know and use an atlas ,globes and maps to name and locate on a map different continents, countries and cities outside the UK.	information - Know how to use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). - Know about the 'globe' and how they made it into a map - Can use fieldwork and mapwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary.	- Know how to make a map of a route with features in the correct order - Know appropriate techniques to carry out fieldwork in a local area	- Know and locate the UK's major rural and urban areas. - Know how to use maps to locate the Alps and identify the physical features of the region. - Know how to use base maps to create their own maps of the Alpine region. - Know how to use maps to locate places and countries that locally available products come from.
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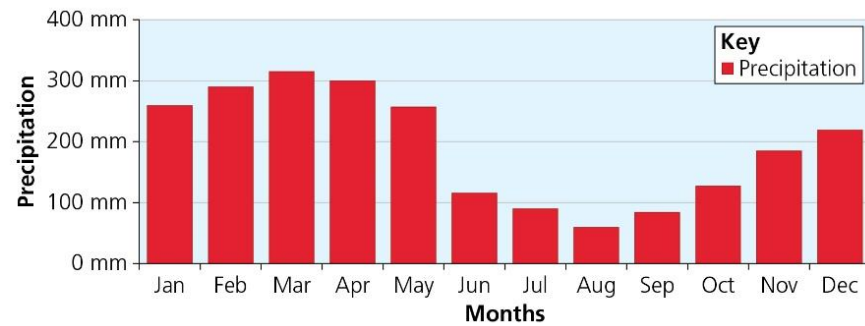
By the end of this unit pupils will have the opportunity to:

Year 6 - Locational Knowledge	- Know and locate cities, countries and regions of South America - Know and describe key physical and human and environmental regions of South America - Know and name types of industry in the area and give reasons why it might change in the future - Know and describe the location of South America, Amazon Basin, the UK, latitude and hemisphere
Year 6 - Place Knowledge	- Know and describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons. - Know and illustrate how human activity is influenced by climate and weather. - Know and describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).
Year 6 - Human and Physical Geography	- Know and explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest. - Know and describe what the climate of a region is like and how plants and animals are adapted to it - Know and compare the Amazon and Alpine regions, identifying similarities and differences. - Know why the Amazon is important. - Know key hum and physical features of Manaus. - Know and can explain some of the reasons why deforestation is occurring in the Amazon. - Know how the Amazon is being protected and can suggest what else might be done to protect it.
Year 6 - Geographical skills and fieldwork	- Know and locate Brazil and the Amazon Basin and River and describe features studied. - Know and locate national and global environmental issues.

	- Know how to use digital maps to investigate and describe features of an area.
Unit Overview	
In this unit, children find out about the Amazon region of South America, considering what it is like to live in the region as well as how it is being damaged and how it can be protected. The unit builds on previous work the children may have done in Key Stage 1 on rainforests and climate, and the units of work on North America and Climate, earlier in this series.	
Map Work	
This unit has lots of opportunities for both using and creating maps at a range of scales, particularly during Week 1. During this unit, children will begin with world maps, before moving on to maps of South America and Brazil. This allows them to develop their skills in locating and describing features studied	
Fieldwork	
The Amazon is a little too distant for fieldwork; however, this unit does lend itself to opportunities for local area fieldwork. Children can investigate their local area, considering its change in their locality, as well as studying any protected areas using the same enquiry process as their study of the Amazon region. This could include a field visit to a local forest or wood, preferably deciduous.	
Key knowledge acquired throughout this unit	Key skills acquired throughout this unit
<ul style="list-style-type: none"> - I know the nine countries that the Amazon region spans. - I know that ‘The Amazon’ may refer to a river, a river basin or a rainforest region. - I know that the Amazon has a wet and a dry season. - I know and can describe how the climate in the Amazon is different to the climate in the UK. - I know that animals are adapted to their habitat and can give at least one example of an animal from the Amazon rainforest. - I know the key human and physical features of Manaus. - I know and can describe some of the ways in which Manaus differs from where I live. - I know why the Amazon is important. - I know and can explain some of the reasons why deforestation is occurring in the Amazon. - I know how the Amazon is being protected and can suggest what else might be done to protect it. 	<ul style="list-style-type: none"> - I can locate the Amazon basin and Amazon River on a map of South America. - I can locate the world’s countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities. - I can use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied.
Subject knowledge and teaching guidance	
<ul style="list-style-type: none"> - The Amazon is a vast region that spans across nine countries: Brazil, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, Suriname and French Guiana, an overseas territory of France. The Amazon River Basin is home to the largest rainforest in the world and covers almost 40% of South America. - The Amazon River is the largest river by discharge of water in the world, greater than the next seven largest rivers combined. It is the second longest river in the world, after The Nile and has the largest drainage basin in the world, about 7,050,000 square kilometres and accounts for approximately one-fifth of the world's total river flow. - Weather is the given conditions on a particular day, while climate refers to average weather patterns in a given place. - The Amazon has a tropical climate, typical in areas close to the Equator (12 degrees north or south of the Equator). There are only two seasons: wet and dry. - The region consists of a variety of ecosystems including rainforests, seasonal forests, deciduous forests, flooded forests and savannahs. However, the region is most renowned for its rainforest, which covers most of the Amazon Basin. 5,500,000 square kilometres of the basin are covered by the rainforest, 60% of which is in Brazil. The Amazon represents over half of the planet's remaining rainforests and has an estimated 390 billion individual trees divided into 16,000 species. - The Amazon is home to an estimated 10% of all species found on earth. Scientists estimate that there are at least 40,000 plant species, 427 mammals, 1300 birds, 378 reptiles, more than 400 amphibians and around 3000 freshwater fish. <p>The Amazon is also home to more than 30 million people and about 9% is still made up of indigenous people – 350 different ethnic groups, more than 60 of which still remain largely isolated</p>	



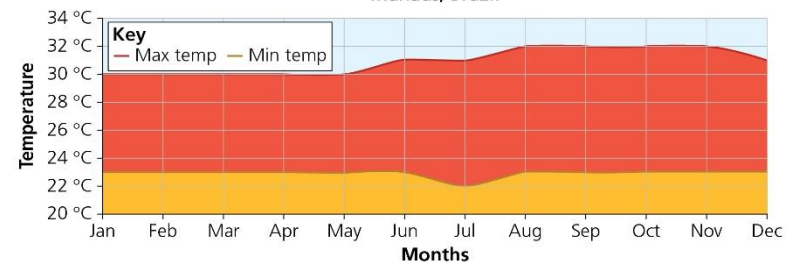
Average monthly precipitation over the year (rainfall, snow)
Manaus, Brazil



Average monthly hours of sunshine over the year
Manaus, Brazil



Average minimum and maximum temperature over the year
Manaus, Brazil



The Meeting of Waters is the [confluence](#) between the [Rio Negro](#), a river with dark water, and the sandy-coloured [Rio Solimões](#), which run side by side without mixing for 6 km. The reason for the phenomenon is differences in temperature, speed and water density of the two rivers.



- Shifting cultivation: an agricultural system where plots of land are used temporarily. It consists of clearing a plot of land of the trees/plants, then burning (slash and burn). The ash is used to fertilise the land. After a few years, the land is abandoned, so its fertility can be naturally restored. The farmers move on to cultivate another plot of land.
- Reasons for the deforestation of the rainforest are numerous, but include mining, cattle pasture, hardwoods, housing, agriculture, roads and medicines.
- The region is under-going change due to commercial development, particularly mining (iron ore/gold), hydro-electric schemes, road building (such as the Trans-Amazonian highway), logging and forest clearance fires.
- Deforestation has been linked to reduced rainfall: evaporation from the trees, driven by the sun, generates the rain.



Key Assessments

All children can:

- use an atlas, map or globe to locate the Amazon rainforest and Amazon River
- explain some of the ways in which the Amazon rainforest is valuable
- correctly use some of the key vocabulary
- understand how they can play a role in preserving the environment
- name at least one animal that lives in the Amazon and describe how it has adapted to its habitat.

Most children can:

- identify and name some of the countries in which the Amazon is located
- choose and use appropriate sources for geographical research
- explain the value of the Amazon rainforest and some ways in which it can be protected
- describe some similarities and differences between their local area and a region in South America

- describe what the climate is like in Amazonas.

Some children can:

- evaluate and refine the effectiveness of their research methods
- correctly use all the key vocabulary
- understand that communities change over time.

Key vocabulary and definitions

Longitude	The angular distance of a place east or west of the Greenwich meridian, or west of the standard meridian of a celestial object, usually expressed in degrees and minutes.
Latitude	The angular distance of a place north or south of the earth's equator, or of the equator of a celestial object, usually expressed in degrees and minutes.
Climate	The weather conditions prevailing in an area in general or over a long period.
Tribe	A social division in a traditional society consisting of families or communities.
Indigenous	Originating or occurring naturally in a particular place; native.
Fertile	Of soil or land) producing or capable of producing abundant vegetation or crops.
Fallow	(of farmland) ploughed and harrowed but left for a period without being sown in order to restore its fertility or to avoid surplus production.
Agriculture	The science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.
Deforestation	The action of clearing a wide area of trees.

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To understand what the Amazon is, and where it is located.	To understand the Amazon's climate, and how the native animals are adapted to it.	To research the Amazonian city of Manaus.	To understand what life is like in the Amazon, and how it is changing.	To understand how the Amazon is being damaged and how it can be protected.	To understand the value of the Amazon and how it can be protected.

Year 6 – Spring 1			Unit 2 – Protecting Our Environment		
National Curriculum Objectives Covered					
<ul style="list-style-type: none">• Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.• Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.• 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.• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.• Use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.• 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.					
Cross Curricular links					
<ul style="list-style-type: none">• English: writing a script; producing a factsheet; report writing• Science: learning about minerals; learning about energy production; learning about habitats; learning about marine life• Computing: researching online; creating a comic strip; creating a website.					
Prior Learning					
Geography Programme of Study	Year 1	Year 2	Year 3	Year 4	Year 5
Human and physical geography	<ul style="list-style-type: none">- Know and describe which continents have significant hot or cold areas and relate these to the poles and equator.- Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles- Know and use basic geographical vocabulary.	<ul style="list-style-type: none">- Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK.- Know that weather can be different in different parts of the UK.- Know and give reasons why the UK has the weather it does (e.g. wind).- Know and use basic geographical vocabulary.	<ul style="list-style-type: none">- Know and indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones- Know what the ‘tropical desert climate’ and ‘tropical desert biome’ are.- Know and describe how physical processes can cause hazards to people.- Know some advantages and disadvantages of living in hazard-prone areas- Know and identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city.- Know describe the characteristics of (UK) settlements with different	<ul style="list-style-type: none">- Know significant physical features of rivers and talk about how they change- Know river and mountain environment in the UK- Know the water cycle in sequence- Know and give reasons why physical processes can cause hazards to people- Know and give reasons why people use and change rivers- Know some examples where, and know the main reasons why, people live in the vicinity of volcanoes- Know some of the hazards for people who live in earthquake and volcanic zones- Know how some of these can	<ul style="list-style-type: none">- Know a range of key physical processes and the resulting landscape features.- Know how a mountain region was formed.- Know and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions.- Know and describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps).- Know the advantages and disadvantages of tourism in Europe (e.g. the Alps)- Know and describe how

			<ul style="list-style-type: none"> functions know and can name and describe activities that families and others enjoy at the coast. 	<ul style="list-style-type: none"> be/have been overcome, and life made safer for people 	<ul style="list-style-type: none"> food production is influenced by climate. Know that products we use are imported as well as locally produced. Know where in the world several different fruits originate. Know and name our energy sources and natural resources. Know some ways in which development can be sustainable. Know that there are advantages and disadvantages to both imported and locally produced products. Know that there are many routes that products can take before arriving in my home. Know how regions in the UK (e.g. West Midlands) changed following the Second World War. Know the key changes that occurred in regions of the UK (e.g. London) for the 2012 Olympic and Paralympic Games.
Geographical skills and Fieldwork	<ul style="list-style-type: none"> Know how to use a world map, atlas or globe to recognise to name some continents and oceans. Know and use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Know how to use a wall map or atlas to locate and 	<ul style="list-style-type: none"> Know directional language to describe a natural environment Know and use basic weather symbols. Know and use an atlas ,globes and maps to name and locate on a map different continents, countries and cities outside the UK. 	<ul style="list-style-type: none"> Know how to use the zoom function of a digital map to locate places and gather information Know how to use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). Know about the 'globe' and how they made it into a map 	<ul style="list-style-type: none"> Know how to use give directional instructions up to eight compass points Know how to make a map of a route with features in the correct order Know appropriate techniques to carry out fieldwork in a local area 	<ul style="list-style-type: none"> Know, locate and describe several physical environments in the UK. Know and locate the UK's major rural and urban areas. Know how to use maps to locate the Alps and identify the physical features of the region. Know how to use base maps to create their own

	identify countries taught in the unit. - Know about the local area and can name and locate key landmarks. - Know simple compass directions and locational and directional language and use these to describe the location of features and routes on a map. - Know how to devise a simple map with a key. - Know and use simple fieldwork and observational skills to study the geography of their school		- Can use fieldwork and mapwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary.		maps of the Alpine region. - Know how to use maps to locate places and countries that locally available products come from.
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By the end of this unit pupils will have the opportunity to:

Year 6 - Human and Physical Geography	- Know and identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. - Know how to use digital maps to investigate and describe features of an area. - Know several threats to habitats. - Know ways to improve the health of our planet. - Know where minerals can be found around the world. - Know the advantages and disadvantages of MPAs.
Year 6 - Geographical skills and fieldwork	- Know and locate national and global environmental issues.

Unit Overview

In this unit, the children will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable.

Map Work

The children will use maps and atlases throughout this unit to locate different countries, regions, oceans and habitats. They will learn to read a range of different types of map, including those that show mineral distribution around the world.

Fieldwork

This unit includes opportunities for fieldwork within the school grounds, looking at how the school grounds can be made more attractive to wildlife and investigating how sustainable the school is, and suggesting areas for improvement. The children will pose their own specific enquiry question, before collecting evidence from around the school.

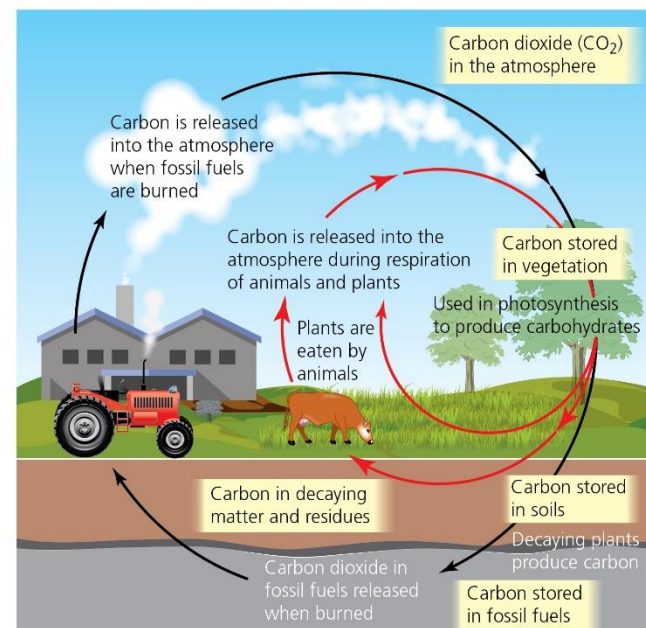
Key knowledge acquired throughout this unit	Key skills acquired throughout this unit
- I know that there are threats to the health of our planet. - I know several threats to wildlife and/or habitats. - I know that there are ways to help improve the health of our planet. - I know the sources of several important minerals used in everyday life. - I know where minerals can be found around the world.	- I can pose an enquiry question. - I can plan and carry out an enquiry into sustainability in school.

- I know some of the ways in which minerals can be used sustainably.
- I know how humans rely on the oceans.
- I know some of the threats to our oceans.
- I know some of the advantages of Marine Protected Areas (MPAs).
- I know some of the ways in which I could make my school more sustainable.
- I know and can identify an important environmental issue.
- I know how this environmental issue has been caused.

Subject knowledge and teaching guidance

- Scientists are providing increasingly compelling evidence of environmental change and stress. Around the world glaciers and ice sheets are retreating, the overall health and diversity of wildlife is declining, human numbers are increasing and natural resources are over-exploited. These are worrying trends and many people believe we need to take firm action to address these problems.
- One of the challenges for teachers is to find ways of introducing children to environmental issues without leaving them feeling depressed or negative about what they discover. There is much to recommend a positive approach which considers solutions and seeks to engage children creatively. We also need to avoid suggesting to children that it is their job to 'save the planet'. A more realistic approach draws attention to way we have it in our power to make good choices and wise decisions on a personal and community level.
- Ultimately, learning about sustainability challenges us to consider our relationship with nature. Celebrating the extraordinary and wonderful diversity of creation is a good starting point and will lay the foundations for an ethic of caring in later life.
- Examples of common minerals include coal, oil, seashells, diamonds, rubies, pyrite (fool's gold), table salt, gold, copper, aluminium, iron, steel, gravel, brick, sand and stone.

World mineral distribution



- A Marine Protected Area is a space in the ocean where human activities are more strictly regulated than the surrounding waters.

Threats

The biggest threats to our oceans are:

- pollution
- climate change
- overfishing
- extraction of oil and gas from the seabed
- habitat destruction
- the introduction of alien species (from other ecosystems).



Advantages of MPAs

- maintain biodiversity and provide refuges for endangered and commercial species.
- protect critical habitats from damage by destructive fishing practices and other human activities, and allow them to recover.
- provide areas where fish are able to reproduce, spawn and grow to their adult size.
- increase fish catches (both size and quantity) in surrounding fishing grounds.
- build resilience to protect against damaging external impacts, such as climate change.
- help to maintain local cultures, economies and livelihoods which are intricately linked to the marine environment.

Disadvantages of MPAs

- reduce fishing-related jobs.
- increase cost of living.
- do not tackle other key issues that affect marine habitats – worsening pollution from the land and marine debris.
- Not all the benefits to fish populations are proven. Some of the benefits only apply to large MPAs. Scientists don't all agree – some feel seasonal/spawning closures or daily/seasonal take limits may be better management options, and that banning all fishing in particular areas is too extreme and not necessary.
- MPAs all have different rules – commercial fishing is allowed in some areas, which negates a lot of the advantages.

Sustainability includes:

- food and drink
- buildings and grounds
- food and farming
- energy and water
- travel and traffic
- health and wellbeing
- purchasing and waste
- nature and biodiversity.

Key Assessments					
<p>All children can:</p> <ul style="list-style-type: none">- describe some threats to the health of our planet- name several common minerals- describe some renewable and non-renewable energy sources- explain how humans rely on the oceans- pose an enquiry question- understand ways to make school more sustainable- identify an important environmental issue. <p>Most children can:</p> <ul style="list-style-type: none">- plan and carry out an enquiry into sustainability in school- explain several threats to wildlife/habitats- understand ways to improve the health of our planet- explain where minerals are found around the world- explain the carbon cycle- describe some threats to our oceans- understand some advantages of marine protected areas (MPAs). <p>Some children can:</p> <ul style="list-style-type: none">- understand some ways in which minerals can be developed sustainably- understand that no one type of energy production will provide all the world’s energy.					
Key vocabulary and definitions					
Sustainability	The ability to avoid the depletion of natural resources.				
Destruction	The action or process of causing so much damage that it no longer exists or cannot be repaired.				
Endangered	Serious of risk of extinction.				
Extinction	When species have no living members and no longer exist.				
Conservation	Prevention of wasteful use of a resource.				
Mineral	A solid, naturally occurring substance.				
Renewable	Natural resource not depleted when use.				
Non-Renewable	A natural resource or source of energy not capable of being replenished.				
Biomass	Organic matter used as fuel, especially in power stations for generation of electricity.				
Hydroelectricity	Relating to the generation of electricity using flowing of water.				
Solar energy	Radiant energy emitted by the sun.				
Marine	Relating to or found in the sea.				
Biodiversity	The variety of plant and animal life in the world.				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To understand the threats to the health of our planet and some possible solutions.	To understand what minerals are and question if they can be used sustainably.	To understand the different types of energy available, and their advantages and disadvantages.	To understand the importance of protecting the oceans.	To carry out an enquiry into sustainability.	To be able to explain how a particular environmental issue has been caused and suggest some possible solutions

Year 6 – Summer 1			Unit 3 – Our World in the future		
National Curriculum Objectives Covered					
<ul style="list-style-type: none">• 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.• Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.• Use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.• 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.					
Cross Curricular links					
<ul style="list-style-type: none">• English: writing surveys/questionnaires; reports , captions.• Maths: interpreting a line graph• Art & design: artwork; exploring the work of L.S. Lowry• Computing: researching online; using a mapping tool; creating an app or website• Design & Technology: learning about architecture and housing design• History: learning about local history• PSHE: considering the needs of others; developing community spirit					
Prior Learning					
Geography Programme of Study	Year 1	Year 2	Year 3	Year 4	Year 5
Locational Knowledge	<ul style="list-style-type: none">- Know and locate some major cities, oceans and continents on a UK and world map- Know, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea- Know and use a world map atlas or globe to name and locate the seven continents and five oceans.	<ul style="list-style-type: none">- Know the purpose of an atlas- Know, identify and name the relevant countries and oceans- know and locate world’s highest mountain is called and where it is located.- Know and locate local coastal line- Know and locate a of the world’s major river- Know, name and locate an ‘ancient’ old-world wonder- Know, name and can locate a ‘modern’ world wonders.	<ul style="list-style-type: none">- Know and indicate tropical, temperate and polar climate zones- Know and locate poles, equator and lines of latitude and longitude- Know the position of the Prime/Greenwich Meridian on a map/globe- Know and locate the position and significance of the Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Artic and Antarctic Circle- Know the names of continents and oceans.- Know why the IDL is located in the Pacific Ocean.	<ul style="list-style-type: none">- Know and locate some countries in Europe, North and South America- Know and locate some states in the North America- Know and locate the River Thames- Know and locate some of the worlds major rivers- Know and describe river and mountain environment- Know and locate some of the world’s main mountain ranges on a map- Identify river features on an OS map- Know and locate some well-know earthquakes and volcanoes	<ul style="list-style-type: none">- Know physical and human characteristics and environmental regions of Europe.- Know and locate several physical environments in the UK.- Know and can locate some key topographical features of the UK.- Know and can locate world’s countries using maps to focus on Europe and across the world, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

			<ul style="list-style-type: none"> - Know why the IDL zigzags and does not exactly follow the 180° E–W line of longitude. - Know and locate some coastal places on a map of the UK. - Know and can locate and name the main British seaside locations and know how they have changed over time. 		
Human and physical geography	<ul style="list-style-type: none"> - Know and describe which continents have significant hot or cold areas and relate these to the poles and equator. - Know the location of location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Know and use basic geographical vocabulary. 	<ul style="list-style-type: none"> - Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK. - Know that weather can be different in different parts of the UK. - Know and give reasons why the UK has the weather it does (e.g. wind). - Know and use basic geographical vocabulary. 	<ul style="list-style-type: none"> - Know and indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones - Know what the ‘tropical desert climate’ and ‘tropical desert biome’ are. - Know and describe how physical processes can cause hazards to people. - Know some advantages and disadvantages of living in hazard-prone areas - Know and identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. - Know describe the characteristics of (UK) settlements with different functions - know and can name and describe activities that families and others enjoy at the coast. 	<ul style="list-style-type: none"> - Know significant physical features of rivers and talk about how they change - Know river and mountain environment in the UK - Know the water cycle in sequence - Know and give reasons why physical processes can cause hazards to people - Know and give reasons why people use and change rivers - Know some examples where, and know the main reasons why, people live in the vicinity of volcanoes - Know some of the hazards for people who live in earthquake and volcanic zones - Know how some of these can be/have been overcome, and life made safer for people 	<ul style="list-style-type: none"> - Know a range of key physical processes and the resulting landscape features. - Know how a mountain region was formed. - Know and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions. - Know and describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps). - Know the advantages and disadvantages of tourism in Europe (e.g. the Alps) - Know and describe how food production is influenced by climate. - Know that products we use are imported as well as locally produced. - Know where in the world several different fruits originate. - Know and name our energy sources and natural resources. - Know some ways in which development can be sustainable. - Know that there are

					<p>advantage and disadvantages to both imported and locally produced products.</p> <ul style="list-style-type: none"> - Know that there are many routes that products can take before arriving in my home. - Know how regions in the UK (e.g. West Midlands) changed following the Second World War. <p>Know the key changes that occurred in regions of the UK (e.g. London) for the 2012 Olympic and Paralympic Games.</p>
Geographical skills and Fieldwork	<ul style="list-style-type: none"> - Know how to use a world map, atlas or globe to recognise to name some continents and oceans. - Know and use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - Know how to use a wall map or atlas to locate and identify countries taught in the unit. - Know about the local area and can name and locate key landmarks. - Know simple compass directions and locational and directional language and use these to describe the location of features and routes on a map. - Know how to devise a simple map with a key. - Know and use simple fieldwork and observational skills to 	<ul style="list-style-type: none"> - Know directional language to describe a natural environment - Know and use basic weather symbols. <p>Know and use an atlas ,globes and maps to name and locate on a map different continents, countries and cities outside the UK.</p>	<ul style="list-style-type: none"> - Know how to use the zoom function of a digital map to locate places and gather information - Know how to use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited). - Know about the 'globe' and how they made it into a map - Can use fieldwork and mapwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary. 	<ul style="list-style-type: none"> - Know how to use give directional instructions up to eight compass points - Know how to make a map of a route with features in the correct order - Know appropriate techniques to carry out fieldwork in a local area 	<ul style="list-style-type: none"> - Know, locate and describe several physical environments in the UK. - Know and locate the UK's major rural and urban areas. - Know how to use maps to locate the Alps and identify the physical features of the region. - Know how to use base maps to create their own maps of the Alpine region. - Know how to use maps to locate places and countries that locally available products come from.

	study the geography of their school				
By the end of this unit pupils will have the opportunity to:					
Year 6 - Locational Knowledge	- Know and name types of industry in the area and give reasons why it might change in the future				
Year 6 - Human and Physical Geography	- Know a range of housing available in the local area. - know what amenities and public services are available locally. - that community needs may change in future, and that this will affect local industry and employment opportunities. - know some activities or facilities that support the development of community spirit. - know how developments can be sustainable.				
Year 6 - Geographical skills and fieldwork	- Know and recognise things that can be preserved in the local environment for the future.				
Unit Overview					
In this unit, as the children move towards the end of their primary school careers and prepare to move to secondary schools, they will consider the past, present and future of their local area. This unit helps them see change as positive and to feel optimistic about the changes that lie ahead.					
Map Work					
The children will work with local maps to identify the current features of the area. They will also look at historical maps, in comparison to modern maps, noting any changes to the area. The children will also create their own maps of the future!					
Fieldwork					
This unit has many opportunities for fieldwork and any of the lessons could potentially include an element of fieldwork. The children will plan and carry out fieldwork activities, answering enquiry questions such as: What, in our region, should we preserve for the future? They will also look at the types of housing and industry in the region. Understanding and considering the views and needs of the community are key to this unit					
Key knowledge acquired throughout this unit			Key skills acquired throughout this unit		
<ul style="list-style-type: none">- I know why my local area is special.- I know how to take the needs and views of others into account- I know the range of housing available in the local area.- I know how to make my designs sustainable.- I know the different types of industry and employment currently available in the local area.- I know how the types of industry and employment in the area have changed over time.- I know that community needs may change in future, and that this will affect local industry and employment opportunities.- I know what amenities and public services are available locally.- I know that the location of amenities and public services in communities is important.- I know what community spirit is and why it is important.- I know some activities or facilities that support the development of community spirit.- I know that the design of communities can help or hinder relations.- I know how developments can be sustainable.			<ul style="list-style-type: none">- I can plan and carry out fieldwork, using appropriate techniques.- I can generate ideas and designs that will meet the needs of the community.- I can use a map to locate local amenities and public services.- I can choose an appropriate format to present my geographical learning.		
Subject knowledge and teaching guidance					

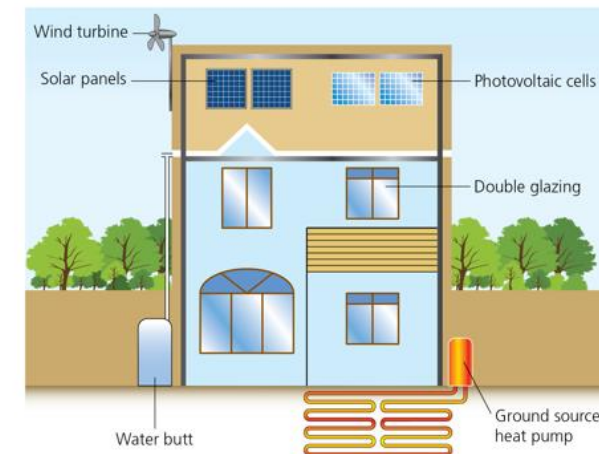
- Max-Neef classifies the fundamental human needs as: subsistence, protection, affection, understanding, participation, recreation (in the sense of leisure, time to reflect, or idleness), creation, identity and freedom. Needs are also defined according to the existential categories of being, having, doing and interacting, and from these dimensions, a 36-cell matrix is developed which can be filled with examples of satisfiers for those needs – we have provided a simplified version.

Fundamental Human Needs	Being (qualities)	Having (things)	Doing (actions)	Interacting (settings)
subsistence	physical and mental health	food, shelter, work	feed, clothe, rest, work	homes, social setting
affection	respect, sense of humour, generosity, sensuality	friendships, family, relationships with nature	share, take care of, love, express emotions	privacy, family spaces
understanding	critical capacity, curiosity, intuition	literature, teachers, policies educational	analyse, study, meditate, investigate	schools, universities, community spaces
participation	receptiveness, dedication, sense of humour	responsibilities, duties, work, rights	cooperate, dissent, express opinions	associations, parties, places of worship, neighbourhoods
leisure	imagination, tranquillity spontaneity	games, parties, peace of mind	day-dream, remember, relax, have fun	landscapes, sports facilities, places to be alone

Characteristics of different types of houses

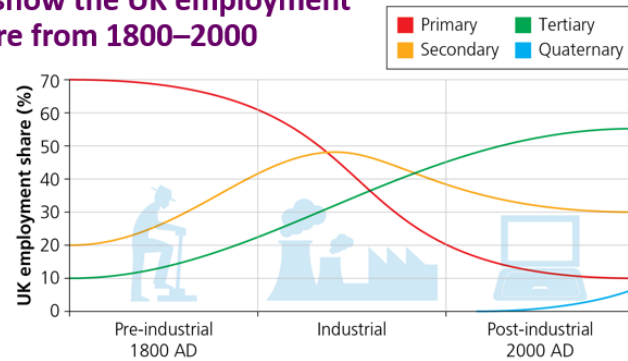
- **Detached house:** A house that is not joined to any other house.
- **Semi-detached house:** A house that it joined to another house on one side.
- **Block of flats:** A tall building that is divided into individual apartments.
- **Terrace house:** A house that is joined to another house on both sides. They are usually joined together in long rows.
- **Bungalow:** A house with only one floor, and no stairs.

An example of sustainable housing



- Secondary industries are those that take the raw materials produced by the primary sector and process them into manufactured goods and products, e.g. manufacturing, food processing, oil refining and energy production. The tertiary sector is also called the service sector and involves the selling of services and skills. They can also involve selling goods and products from primary and secondary industries, e.g. the health service, transportation, education, entertainment, tourism, finance, retail. The quaternary sector consists of those industries providing information services, such as computing, ICT (information and communication technologies), consultancy (offering advice to businesses) and R&D (research, particularly in scientific fields).
- The tertiary and quaternary sectors make up the largest part of the UK economy, employing 76% of the workforce.

Line graph to show the UK employment structure from 1800–2000



Line graph to show the UK employment structure from 1800–2000

Community spirit survey

A community spirit survey of 1000 people in Britain revealed that:

- only 6% say community spirit is strong in their area
- 51% wouldn't ask a neighbour for help
- 70% admitted they didn't even know any of their neighbours by name
- 83% agreed that Britain was a 'kinder place' when their parents were their age.

What is sustainable development?

‘Sustainable development’ can be defined as **development that does not compromise quality of life for future generations by current practice.**

Unsustainable development includes environmentally destructive features, such as traffic pollution.

Key Assessments

All children can:

- explain why their local area is special
- plan and carry out fieldwork
- describe different types of local industry
- list local public services
- locate local public services
- feel optimistic about their region's future
- understand that the location of public services is important
- describe the importance of community spirit.

Most children can:

- understand how developments can be sustainable
- explain how local industry has changed over time
- understand that future needs of the community may affect local industry
- choose an appropriate format to present their geographical learning
- understand how to take the needs and views of others into account.

Some children can: <ul style="list-style-type: none">- understand how to make their designs sustainable- generate sustainable development ideas that meet the needs of the community- understand that the design of communities can help or hinder community relations					
Key vocabulary and definitions					
Topographical	Relating to the arrangements of physical features in an area.				
Enquiry	An act of asking for information.				
Detached	A house separated				
Semi-detached	A house joined to another house on one side only.				
Terraced housing	A row of attached dwellings which share side walls.				
Industry	Economic activity concerned with processing raw materials of goods in factories.				
Employment	The state of having paid work.				
Community	A group of people living in the same place.				
Sustainable development	Development that does not compromise quality of life.				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To plan and carry out fieldwork to answer a given enquiry question.	To understand how and why housing needs change over time.	To understand the importance of local work opportunities to the community.	To understand that communities need a range of accessible amenities and public services.	To understand how the geography of communities affects community spirit.	To plan for a sustainable future for our area.