

## Year 6 Geography

## Talking 'Bout a Revolution

### Assessment Questions

- What is the difference between a continent, country, city, town, village? What do terms **urban** and **rural** refer to?
- What do the following terms mean with reference to your topic: **land-use patterns, population density, industrial and settlement?**
- How has Birmingham (and our local area) changed over time pre and post Industrial Revolution (describe human features e.g. trade links, distribution of natural resources)?
- Describe the population growth around Birmingham during the Industrial Revolution? Can you show me on a map?

Know	Do	Understand
<p><b><u>Locational Knowledge</u></b>                      Know the difference between a continent, country and a city.                      Know the position of Sparkhill within the city of Birmingham and Birmingham on a map of the UK.                      Identify familiar landmarks in local area on a map.</p> <p><b><u>Human and Physical Geography</u></b>                      Identify land use patterns and human and physical characteristics of the local area now and two hundred years ago (pre-IR) and observe how these have changed over time.</p> <p>Know the difference between an <b>urban</b> and <b>rural</b> areas, identifying their key features and land use patterns.                      Know that <b>urbanization</b> (movement of people from rural to towns) contributed to a shift away from agriculture and growth in industry.</p> <p><b><u>Key Vocabulary</u></b>                      Key, scale, continent, country, city, town, settlement, road and rail network rural, urban, urbanization, agriculture, industrial, land use patterns, grid references human features, physical features  <b>Geography Core Concepts:</b> Resources (economic) Population Settlement Land-Use</p>	<p><b><u>Locational knowledge</u></b>  <b>NC: 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</b>                      Compare various maps of Birmingham and sort from oldest to newest by looking for clues within the map.                      Chart the changes within Birmingham shown on these maps: size, land use patterns, population and suggest reasons for these changes. Compare maps with aerial photographs.</p> <p><b><u>Human and physical geography</u></b>  <b>NC: describe and understand key aspects of:</b> ♣ <b>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</b> ♣ <b>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</b>                      Explain how our local area and the city of Birmingham have changed over time (pre to post Industrial Revolution) with reference to physical and human geography, including: types of settlement, land use (agriculture and industry) and economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• 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.</li> </ul> <p>Find and recognise places on maps of different scales / Use 8 figure compasses, begin to use 6 figure grid references.</p> <p><b><u>Fieldwork Opportunities.</u></b>                      Land use in our local area. Children complete a shop/building survey along the Stratford Road to see how many/what type of shops dominate the local area now. Traffic survey – observe the flow of traffic along the Stratford Road by counting the number of vehicles over a specific period of time.</p>	<p>In this topic, children gain a deeper understanding of how their own city and local area has changed dramatically over the past three hundred years. They study a variety of maps of the area and look closely at how land use has changed over time with regard to human and physical features. Children think about why these changes may have occurred and this leads way to learning about the Industrial Revolution. This unit requires the children to think about the migration of people not only within the UK but also throughout the world. We explore the reasons why people move, the push and pull factors and then, in turn, they consider where their own families have come from and the reasons for their movement. This leads into our unit on identity where we learn the difference between refugees, migrants and asylum seekers.</p>

## Year 6 Geography Heroes and Villains

<b>Assessment Questions</b>		
<p>- What are some counties in the UK? Show me on a map. Where were evacuees sent during WWII? Describe some <b>physical features</b> of these areas. Why were they safer?</p> <p>- Which were Allied and Axis countries? Show on a map Which countries does Germany border? Which are <b>land-locked</b>?</p> <p>- Name some places in UK hit badly by the Luftwaffe and why (ports)? Why were the Germans trying to destroy Britain's <b>resources</b> (natural and economic)?</p>		
<b>Know</b>	<b>Do</b>	<b>Understand</b>
<p><b><u>Locational Knowledge</u></b>            Know that England is divided into areas of land known as counties and that within these counties, towns and cities can be found.</p> <p>Know the difference between a county and a city.            Know the names of many main countries found within the continent of Europe.</p> <p>Locate the position of Germany, Poland, Austria, France) Find the names of some of their capital city using an atlas.</p> <p>Know where Russia, North and South America is on a world map and name some of their main cities.</p> <p><b><u>Key Vocabulary</u></b>  <b>Counties, cities, countries, continents, Europe, rural area, urban areas, human and physical geography, land locked, bordering, border, island, northern hemisphere, southern hemisphere, equator</b>  <b>Geography Core Concepts:</b> Resources (natural and economic)            Population Settlement Land-Use Environment</p>	<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>• locate the world's countries, <b>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</b></li> <li>• <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</b></li> </ul> <p>Locate and label some of the world's countries, using maps and atlases to focus on Europe (including the location of Russia).            Find the countries which border Germany, using an atlas.</p> <p>Locate allied and axis countries on a map.            Name and locate some cities of the United Kingdom, main cities involved in the Blitz and where ports were hit by the Luftwaffe.</p> <p>Find and label some counties within the UK to show evacuees were sent.</p> <p><b><u>Human and Physical Geography</u></b>  <b>NC: describe and understand key aspects of:</b> ♣ <b>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</b>            ♣ <b>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</b></p> <p>Describe reasons why ports were targeted in large cities (trade and importing of goods, food etc).            Describe why evacuees were sent to rural areas.</p> <p><b><u>Geographical Skills and Fieldwork</u></b>            Find and recognise places on maps of different scales / Use 8 figure compasses, begin to use 6 figure grid references.</p> <p><b><u>Fieldwork Opportunities.</u></b>            Trip to Coventry to visit cathedral and Herbert Museum. Identify the human/physical features of the city and why it was a target of the Luftwaffe.</p>	<p>In this unit of work the children's locational knowledge of the countries of Europe is deepened through the map work, and history lessons of Hitler's rise to power in Germany, and the Nazi invasions throughout Germany.            This unit builds upon previous learning about rural and urban areas of the UK and the children learn that England is divided into counties and that during the war many children were evacuated from cities to rural areas in the home counties. By marking some cities and counties on a map of England, children can see the land patterns of our country more clearly and that the countryside is not just one area that you go to. Children learn the importance of ports in the importing/exporting of goods and food supplies and we explore the reasons why ports (such as Liverpool, Portsmouth) and large cities were targeted during the Blitz.</p>

## Year 6 Geography Tomb Raiders

<b>Assessment Questions</b>		
<p>- Where is Egypt in the world? Which continent? What is its capital city? Where is the River Nile located? Show on a map. Which countries does it span?</p> <p>- Describe the climate, biomes and vegetation belts found in Egypt. Why did early settlers build settlements near the river? What natural resources were available to them?</p> <p>- What features of human geography did these settlers develop by using the river? Which 3 seasons did Egyptians depend on and why? What is irrigation? Why is it important?</p>		
<b>Know</b>	<b>Do</b>	<b>Understand</b>
<p><b><u>Locational Knowledge</u></b>            Know that Egypt is a country found in the continent of Africa.</p> <p>Find other countries within Africa using an atlas.</p> <p>Find the position of the River Nile and understand its significance for the people of Ancient Egypt.</p> <p><b><u>Human and Physical Geography</u></b>            Know that many people lived alongside the Nile and depended on its fertile surrounding soil to grow crops in otherwise dry, barren desert.            Understand that the Nile provided food through fishing and trade/transport links for the Egyptian people.</p> <p>Know that the Egyptian calendar was based upon three seasons - flooding, planting and harvesting season.</p> <p><b><u>Key Vocabulary</u></b>  <b>Africa, continent, country, biome, equator, Nile, river, desert, fertile soil, flood, silt, irrigation, crops</b>  <b>Geography Core Concepts:</b>            Resources (natural) Climate            Population            Land-Use Environment</p>	<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul> <p>Find and label Egypt and other African countries on a map of Africa and world map (label equator, latitude, longitude and tropics of Cancer and Capricorn).            Use a map of Africa to locate and chart the route of the River Nile, label Cairo, Luxor, The Valley of Kings.</p> <p><b><u>Place knowledge</u></b>  <b>NC: 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</b>            Name ways in which the climate and physical geography of Egypt is different to the UK.</p> <p><b><u>Human and physical geography</u></b>  <b>NC: describe and understand key aspects of:</b> ♣ <b>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</b> ♣ <b>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</b></p> <p>Describe the physical features of climate, <b>biomes (desert and grassland)</b> and vegetation belts found in Egypt and around the Nile.            Give reasons why early settlers built homes along the River Nile, explaining the benefits of living next to a source of water (food, irrigation for crops and farming, trade, fishing, transport).</p> <p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>Study aerial photos and maps of Egypt to observe its physical and topographical features.</p> <p><b><u>Fieldwork opportunities</u></b>            Visit Egypt on Google Earth. Study aerial photograph of Egypt and the surrounding desert nowadays and make observations about biomes, climate, and land use patterns. Use different maps of Africa to observe rainfall across the continent.</p>	<p>In this unit we learn more about the continent of Africa and deepen our understanding of some of the countries there, its climate and biomes with particular attention to Egypt. Children study the vital importance of the River Nile not only for the Ancient Egyptians, but also for farmers and communities now. They consider why the earliest settlements were built next to the River Nile. Children look at how early irrigation systems were created to rear cattle and grow crops and how these are still used to this day in Egypt.</p>

## Year 6 Geography

## Paleontologists

<b>Assessment Questions</b>		
<ul style="list-style-type: none"> <li>- <i>Where are the Northern and Southern Hemispheres located on a world map and globe?</i></li> <li>- <i>Where are the Tropics of Cancer and Capricorn located? What do these terms mean: longitude and latitude with reference to the Equator?</i></li> <li>- <i>What do paleontologists know about continents millions of years ago?</i></li> </ul>		
<b>Know</b>	<b>Do</b>	<b>Understand</b>
<p><b><u>Locational Knowledge</u></b></p> <p>Name some countries in the Northern Hemisphere, Southern Hemisphere</p> <p>Know the position of the Tropics of Cancer and Capricorn</p> <p>Know where the Arctic and Antarctic Circle are. Identify their significance and position in the world.</p> <p>Know that millions of years ago all continents were joined in one super continent that scientists now call Pangea. The earliest dinosaurs were around during this time.</p> <p><b><u>Key Vocabulary</u></b>  <b>Equator, latitude, longitude, northern/southern hemisphere, climate, continent, supercontinent, Pangea</b></p> <p><b>Geography Core Concepts:</b> Resources (natural)                      Land-Use Environment Climate</p>	<p><b><u>Locational knowledge</u></b></p> <p><b>NC: 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)</b></p> <p>Label the northern and southern hemisphere on a globe/world map and name which continents and countries can be found in either or both hemispheres.</p> <p>Label the equator, latitude, longitude the Tropics of Cancer and Capricorn and the Arctic and Antarctic.</p> <p>Describe what scientists and geographers now believe about Pangea, showing on a map of the world.</p> <p>Children could create a PowerPoint presentation/fact file about Pangea with cross curricular links to the dinosaurs.</p>	<p>This topic covers predominantly science objectives (adaptation, variation evolution etc) but some locational knowledge of the world can be taught through the study of dinosaurs. By doing some revision of the continents found in the Northern and Southern Hemisphere children can then be taught about Pangea (the supercontinent around in the early Mesozoic era - approximately 335 million years ago.)</p> <p>During the 165 million years of dinosaur existence this supercontinent slowly broke apart. Scientists believe Pangea began to break apart and separate into the continents we know today during the Triassic period.</p>

