

Year 6 Geography SOW

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	South America: From the Andes to the Amazon				Geographers in Action: Leighton Brook Park	
	What would we discover on a journey across South America? Vocabulary: South America, continent, country, border, region, Atlantic Ocean, Pacific Ocean, Equator, Tropic of Capricorn, Northern Hemisphere, Southern Hemisphere, Prime Meridian, latitude, longitude, coordinates, time zone, climate, climate zone, altitude, temperature, vegetation, Andes Mountains, mountain range, relief, settlement, farming, transport, scale, map distortion, Pennines. Lesson enquiry questions: - Where in the world is South America? Learning objectives: -Locate South America and its countries. -Locate the Atlantic and Pacific Oceans. - Identify the Equator, Tropic of Capricorn, Antarctic Circle and Northern and Southern Hemispheres. -Locate key cities and physical features. -Use The True Size Of... to compare South America and its countries with Europe and the UK. -Explain how some maps can distort the size of places. - How can latitude and longitude help us explore South America?	Why is the Amazon more than just a rainforest? Vocabulary: Amazon, Amazon Basin, Amazon River, rainforest, tropical rainforest, biome, climate, vegetation, ecosystem, settlement, urban, rural, Manaus, community, natural resources, minerals, energy, food, water, trade, source, consumer, deforestation, agriculture, logging, mining, global demand, land use, Indigenous communities, conservation, sustainability, sustainable development. Lesson enquiry questions: - Where is the Amazon and what is its landscape like? Learning objectives: -Locate the Amazon Basin, River and rainforest. -Identify the countries the Amazon extends across. -Describe the Amazon's climate and vegetation. -Identify the Amazon as a tropical rainforest biome. -Use maps to describe the scale and physical features of the Amazon. - Who calls the Amazon home? Learning objectives:	How well does Leighton Brook Park serve our local community? Vocabulary: Leighton Brook Park, local area, Ordnance Survey, OS map, symbol, key, 8-point compass, grid reference, 4-figure grid reference, 6-figure grid reference, aerial photograph, land use, fieldwork, environmental quality, survey, pedestrian count, litter, accessibility, green space, field sketch, quantitative data, qualitative data, pattern, evidence, community, proposal, decision-making, sustainability. Lesson enquiry questions: - How can we navigate Leighton Brook Park like a geographer? Learning objectives: -Locate Leighton Brook Park on an Ordnance Survey map. -Identify local features using OS symbols and keys. -Use 8-point compass directions to describe the location of features. -Use 4-figure and 6-figure grid references to locate places accurately. - Use OS maps, aerial photographs and digital mapping to identify the park's location, surrounding land use and plan the fieldwork route.			

	Learning objectives: -Recap the difference between latitude and longitude. -Identify the Equator, Tropic of Capricorn and Prime Meridian on a world map. -Use latitude and longitude coordinates to locate cities, countries and physical features across South America. -Complete a 'South America Navigators' challenge, using coordinates to identify mystery locations. • Why isn't it the same time everywhere? Learning objectives: -Locate the Prime/Greenwich Meridian. -Understand how time zones work. -Explain how time zones link to day and night. -Compare times in the UK and South America. • Why does South America have so many different climates? Learning objectives: -Locate South America's main climate zones. -Explain how latitude affects climate. -Explain how altitude affects temperature. -Compare climates in contrasting locations. -Interpret climate maps and data. • How do the Andes shape South America? Learning objectives: -Locate the Andes Mountains. -Describe their key physical features.	-Investigate different communities and settlements. -Locate and explore Manaus. -Compare urban and rural life. -Explain how the environment influences how people live. • What does the Amazon give the world? Learning objectives: -Identify important natural resources. -Explore food, water, minerals and energy. -Explain how these resources are used. -Explore connections with other countries through trade. -Trace a product from source to consumer. • Why is the Amazon rainforest changing? Learning objectives: -Identify the main causes of deforestation. -Use maps and satellite images to investigate change. -Explore impacts on people, wildlife and the environment. -Explain how global demand affects the Amazon. • Can people use the Amazon without destroying it? Learning objectives: -Explore different views about the Amazon's future. -Investigate ways it can be used sustainably. -Consider the needs of different groups. -Use geographical evidence to form an opinion.	Prior learning: Retrieve children's knowledge of Leighton Brook Park from their Year 5 litter pick. What do they remember about the area? What might have changed? • What does fieldwork reveal about Leighton Brook Park? Learning objectives: -Identify and map the different uses and features of the park. -Carry out an environmental quality survey at selected locations. -Collect data about litter and pedestrian use at different sites. -Assess features such as accessibility, green space, paths, seating and facilities. -Record observations using photographs, field sketches, maps and fieldwork recording sheets. • What does our evidence tell us about Leighton Brook Park? Learning objectives: -Present fieldwork findings using maps, graphs and tables. -Compare environmental quality and other data from different areas of the park. -Identify patterns and relationships within the fieldwork data. -Use evidence to identify the park's strengths and areas for improvement. -Draw conclusions about how well the park currently serves the local community and environment.
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	-Explain how altitude affects climate and vegetation. -Compare the Andes and the Pennines, including their scale. -Explain how mountains affect settlement, farming and transport.	-Justify how the Amazon should be managed in the future.	• How could Leighton Brook Park be improved for the future? Learning objectives: -Identify one issue or opportunity supported by fieldwork evidence. -Suggest a realistic improvement to the park. -Consider how the proposal would affect different park users and the environment. -Consider the sustainability of the proposed change. -Use geographical evidence to justify why the change should be made. • Can we convince local decision-makers? Learning objectives: -Produce a clear geographical proposal for Leighton Brook Park. -Use maps, fieldwork data and observations as evidence. -Explain how the proposed change would benefit people and/or the environment. -Justify why the proposal is realistic and sustainable. -Communicate geographical findings effectively to a real audience.
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