

Year 6 Unit: South America

Upper Key stage 2

Key Knowledge and Skills to consider/Learning Objectives

- To locate the continent and countries of South America (G4)
- To find out about the climate of South America (G1 &2)
- To find out why people visit South America
- To understand the physical and human geography of South America
- To find out about the trade and industry in South America
- To compare a country in South America (Peru) with the UK

National Curriculum references:

- 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)
- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,
- Located the world's countries, using maps to focus on North and South America, concentrating on their environmental and human characteristics, countries and major cities.

Skills to cover:

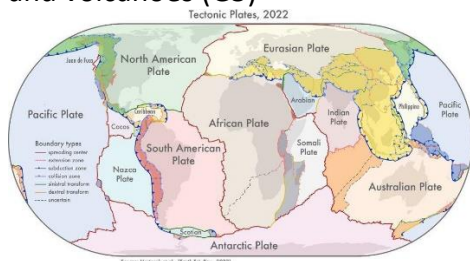
- **G1-** Can name and locate the worlds countries, the position of latitude and longitude and Prime Meridian. Understand how time zones cause differences in time around the world.
- **G3-I** can explain and discuss a range of reasons for geographical similarities between countries, how these locations are changing and the reasons for these changes.
- **G4-** I can describe key aspects of human geography including settlements and land use including collecting and analysing statistics in order to draw conclusions about locations.
- **G5-** I can ask and answer geographical questions about physical and human characteristics including climate zones, biomes, mountains, earthquakes and volcanoes, the distribution of natural resources
- **G6-I** can use a range of geographical resources to give detailed descriptions and opinions of the characteristic feature of a location. To analyse and give views on the effectiveness of different geographical representations of a location (eg aerial pictures, topographical and topological maps

Year 6 Unit: Extreme nature (Earthquakes and Volcanoes)

Upper Key stage 2

Key Knowledge and Skills to consider/Learning Objectives

- To understand how tectonic plates create mountain, earthquakes and volcanoes (G5)



- To understand how and why volcanoes erupt (G5)
- To locate some of the world's famous volcanoes (G6)
- To understand why some people choose to live near volcanoes (G4, G5)
- To understand how earthquakes occur (G5)
- To locate where famous earthquakes have occurred (G6)
- To understand how extreme weather can support habitation (monsoons) (G4)



National Curriculum references:

- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- types of settlement and land use, economic activity including trade links

Skills to cover:

- G5-** I can ask and answer geographical questions about physical and human characteristics including climate zones, biomes, mountains, earthquakes and volcanoes, the distribution of natural resources
- G4-** I can describe key aspects of human geography including settlements and land use including collecting and analysing statistics in order to draw conclusions about locations.
- G6-** I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic feature of a location. To analyse and give views on the effectiveness of different geographical representations of a location (eg aerial pictures, topographical and topological maps)

Year 6 Unit: Local Area: Lancashire

Upper Key stage 2

Key Knowledge and Skills to consider/Learning Objectives

- **To locate the county of Lancashire and other local counties.**
Look at the historic counties of England and modern counties. Discuss why they changed and what their purpose is (visit by council worker?)
- **To Identify and locate the main features of my region.**
Discuss how far we need to travel to get things. Share the idea of 15 minute cities. What is around us in our homes? Our town etc. What are our needs and how far do we need to travel to meet them? Is this the same for everyone? Compare with children on isolated communities eg Scilly, Foula or Fair Isle.



- **To identify how our region meet people's needs**
Sketch map of the playground. How do the different areas provide for children? What things do we need? In our communities? Healthcare, education, housing, recreation, retail. Look at the budget for Lancashire and convert amounts to percentages. Where does most of the money from the county go towards?
- **To gather evidence through urban fieldwork of how Preston is meeting people's needs**
Recap on what our needs are as a community. What kind of services would we expect to see walking in Ribblesdale other than housing?

Retail		
Fast food		
Health care		
Green areas		
Libraries		

List these ideas and using clipboards go out and create a tally survey. What kind of features are lacking in our area? Do we have too much of certain things?

National Curriculum references:

- 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.
- To 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
- 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

Skills to cover:

- **G4-** I can describe key aspects of human geography including settlements and land use including collecting and analysing statistics in order to draw conclusions about locations.
- **G5-** I can ask and answer geographical questions about physical and human characteristics including climate zones, biomes, mountains, earthquakes and volcanoes, the distribution of natural resources
- **G6-** I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic feature of a location. To analyse and give views on the effectiveness of different geographical representations of a location (eg aerial pictures, topographical and topological maps)
- **G8-** I can create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land.
- **G9-** I can use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.

Opportunity of cross-curricular writing. Create a formal letter to Preston city council saying what they have done well but what they need to be better at.

- **To compare the human and physical geography across Lancashire**