

Geography

Medium Term Plan

Y6 – Our Diverse World Autumn 1



Y6 – Our Diverse World	
Class Text	The Boy At the Back of the Class: Onjali Rauf, Young, Gifted and Black by Jamia Wilson and Andrea Pippins, Just Like Me: 40 neurologically and physically diverse people who broke stereotypes by Louise Gooding.
Hook	Photography of the Royal Observatory with the roof open at night or the laser projecting and marking the Prime Meridian line
Topic Reflection	How diverse is Sheffield?
Key Enquiry Questions	Is the UK monocultural or multicultural? What are some of the positive impacts of populations becoming more multicultural? How have patterns of migration in the United Kingdom changed over time?

Year Group	Learning
EYFS + KS1	Place Space Environment Human and physical processes
KS2	Place Space Environment Physical and human processes Scale (local, regional or global) Interconnections

Tier	Vocabulary
Tier 1	country, city, sea, ocean
Tier 2	diverse/diversity, society, stereotype, ethnicity, language, culture, religion, significant/significance, position, investigation, analyse, evidence, views.
Tier 3	multicultural, monocultural, population, populous, Northern Hemisphere, Southern Hemisphere, latitude, longitude, Prime/Greenwich Meridian, 6-figure coordinates.

Previous Skills	Previous Knowledge	Previous Understanding
Locate places on larger scale maps e.g. Europe and map of world. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Identify features on aerial/oblique photographs. Use a topographical map to identify physical features in an area. Use standard symbols. Use an atlas to locate places and gather further information, e.g. capital cities. Follow a route on a range of maps. Use 8 compass points confidently. Use 4 figure co-ordinates to locate features on a map. Use thematic maps to draw conclusions about a place. Present my findings in a range of ways e.g. thematic map, graph, etc. Compare and contrast two place	The 7 continents and 5 oceans. The difference between aerial and oblique photographs. That a topography map shows the physical features of an area. The difference between a topography map and an OS map. The need for standardised symbols. The 6 main climate zones. The world is divided by the Equator into two parts; the northern and southern hemisphere.	The need for standardised symbols. How natural resources and physical features influence a settler's choice. How place names can reveal information about a settlement's origin. That settlements have been built at different times in history Understand what a climate is. That the climate and physical features of a country have an impact on where and how people live.

Cross-curricular links

English: The Boy at the Back of the Classroom. This book will also educate and inform the children of a very current real problem that others in the world face - the plight of the refugee. Using this book will expand their understanding of the world and help them to empathise and appreciate what some of the other children in school may have gone through.

Reading Skills: Read non-fiction texts on Syria. The Boy at the Back of the Classroom

Lesson	Concept	Learning Objective	Lesson Outcome	ARE Success Criteria	GD Success Criteria	SEND Success Criteria
Lesson 1	Place Scale (local, regional or global) Interconnections	To locate the Prime Meridian. Explain and use lines of latitude and longitude.	The children will learn about the significance of the Royal Observatory at Greenwich and the Prime Meridian. They will then go on to locate a variety of countries on a world map (in particular those involved with WW2 and Syria – The Boy at the Back of the Classroom).	I can describe what the lines of latitude and longitude are. I can explain the significance of the Prime Meridian. I can explain what marks the start of the eastern and western hemispheres. I can use latitude and longitude coordinates to locate a country.	Give co-ordinates for less familiar countries using an atlas or globe for a friend to locate.	See IEP / My Plan / Birmingham Toolkit
Lesson 2	Physical and human processes Scale (local, regional or global) Interconnections	To describe what is meant by a time zone.	Children will learn about Greenwich Mean Time and its link to the Prime Meridian. They will explore the need for time zones and the link to lines of longitude.	I can explain what GMT means. I can explain what time zones are and why we have them. I can calculate the time in countries around the world.	I can locate countries with more than one time zone.	See IEP / My Plan / Birmingham Toolkit

Lesson	Concept	Learning Objective	Lesson Outcome	ARE Success Criteria	GD Success Criteria	SEND Success Criteria
Lesson 3	Place Physical and human processes Scale (local, regional or global) Interconnections	To identify patterns of migration. To explore reasons why people migrate.	Explore the question 'Do people always remain in the country they were born?' Children will look at patterns of migration into the United Kingdom from other countries. Useful article: https://www.geographyinthenews.org.uk/issues/issue-17/migration-in-the-uk/ks2/	I can explain what migration is. I can identify reasons why people migrate. I can use thematic maps and graphs to identify patterns.	I can investigate migration trends for countries other than the United Kingdom.	See IEP / My Plan / Birmingham Toolkit
Lesson 4	Environment Physical and human processes	To recognise that communities form our cultural identity.	The children will individually explore their culture through the following areas: religious beliefs, age, gender, race, language or dialect, history, food, music, dress, festivals and celebrations.	I can explain what is meant by culture. I can identify common cultural themes within my class and how this creates a cultural identity.	I can explain how immigration has positively impacted my culture.	See IEP / My Plan / Birmingham Toolkit
Lesson 5	Scale (local, regional or global) Environment Interconnections	To explore and present how diverse our world is.	The children will investigate how diverse our world is—e.g., how many countries, languages, people, etc.—and present this information for others to learn from.	I can explain what is meant by diversity. I can educate others on how diverse our world is.	Consider how we benefit from diversity.	See IEP / My Plan / Birmingham Toolkit
Lesson 6	Place Environment Interconnections	To use six-figure grid references, symbols and key.	The children will learn the difference between 4-figure and 6-figure grid references. Using a variety of sources, they will locate places on a map which show evidence of different cultures in our city.	I can begin to use 6-figure grid references. I can use a variety of sources to find out about the range of cultures in my city. I can evidence how multicultural and diverse my city is.	I can appreciate the benefits of diversity and celebrate difference.	See IEP / My Plan / Birmingham Toolkit

Knowledge:	Skills:	Understanding:
<p>The world has 4 hemispheres.</p> <p>The line labelled 0° longitude is called the Prime Meridian or the Greenwich Meridian and runs through London. Anything lying east of the Greenwich Meridian is in the Eastern Hemisphere. Anything lying west of the Greenwich Meridian is the Western Hemisphere. Longitudes are also known as the Meridians.</p> <p>The Equator is at the centre of the lines of latitude and is at 0° latitude (above and below being the Southern and Northern Hemispheres).</p> <p>What is meant by GMT.</p> <p>Know that culture is a feeling of belonging to a group in society and is drawn from a number of different influences, including: religious beliefs, age, gender, race, language or dialect, history, food, music, dress, festivals and celebrations.</p> <p>Diversity is many different cultures living within society, but it not only about race and ethnicity.</p> <p>Migration is the movement of people from one place to another.</p> <p>Immigration is when people move from one country to another country.</p> <p>A 6-figure grid reference contains 6 numbers which gives us an even more precise location inside the box given by the 4-figure number.</p>	<p>Locate places using longitude and latitude. Identify time zones around the world.</p> <p>Explain the differences between migration, immigration and diversity.</p> <p>Present my learning to others. Use thematic maps and graphs to identify patterns.</p> <p>Explain the difference between 4-figure and 6-figure grid references.</p> <p>Begin to use 6-figure grid references to locate places on a map.</p> <p>Use a variety of sources to find out about the range of cultures in my city</p>	<p>That latitude is Lines Around the earth whereas longitude is Lines Over the top of the earth.</p> <p>The need for different time zones.</p> <p>The culture of a group of people is the traditions and beliefs that they practice in their daily lives.</p> <p>Many different things make up a society's culture. These things include food, language, clothing, tools, music, arts, customs, beliefs, and religion.</p> <p>Diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences.</p> <p>Begin to understand that it is moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.</p> <p>Immigration has created the diverse and multicultural society we have in the United Kingdom today</p>