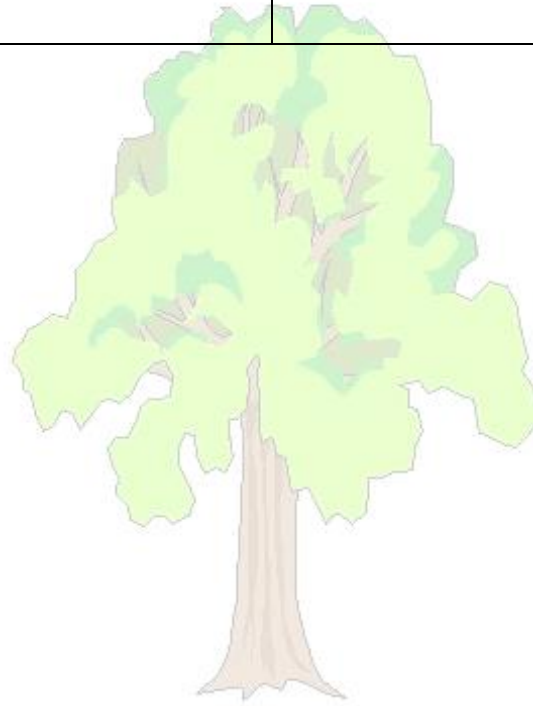


## Year 6 Geography Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Is my route to school safe? Locational knowledge Human geography				Deforestation: environmental nightmare or necessary evil? Locational knowledge Place knowledge Physical geography Human geography	



## Year 6 Geography Medium Term Plan

<b>Term 1 Geography- Is my route to school safe?</b>		
<b>National Curriculum Links</b>		<b>Key Vocabulary</b>
<p><b>GEOGRAPHY</b>  <b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical and human geography</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use a range of maps to describe features</li> <li>Use six-figure grid references, symbols and keys to build their knowledge of the United Kingdom</li> <li>Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li> </ul>		<p>Map, Symbol, street view, Bird's eye view, Satellite view , Compare, Similarities , Differences, Follow</p> <p><u>Directional vocab.</u>          North, south, east, west,</p>
		<b>Pupil Offer</b>
		Fieldwork in the local area

Term 2	Week 1	Week 2	Week 3	Week 4
<b>Lesson Overview including Substantive knowledge</b>	<p style="text-align: center;"><b>Year 5 Retrieval</b></p> <p>Pupils have previously plotted their own route on an OS map using 4 figure grid references.</p> <p style="text-align: center;"><b>Understanding maps and keys</b>  <b>Locational knowledge</b>  <b>Human geography</b></p> <p>Six figure grid references            Find key locations on map            Human and physical features</p> <ul style="list-style-type: none"> <li>Discuss routes and answer the question. Map skills lesson including 6 figure grid references</li> <li>Children to use a variety of maps to find routes to school.</li> </ul>	<p style="text-align: center;"><b>Year 5 Retrieval</b></p> <p>Pupils planned their own investigation as a class to support fieldwork in the local area based on if humans improve an environment or not.</p> <p style="text-align: center;"><b>Planning investigation</b>  <b>Human geography</b>  <b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>What do we need to do to answer the question? In small groups plan the enquiry.</li> <li>Go out into the local area and interview the public</li> </ul>	<p style="text-align: center;"><b>Carrying out investigation and collecting data</b>  <b>Locational knowledge</b>  <b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>Design the enquiry, where do you need to go? Carry out the enquiry and collect data</li> </ul>	<p style="text-align: center;"><b>Retrieval- BIG QUESTION</b>  <b>Locational knowledge</b>  <b>Human geography</b></p> <p>Pupils will be presenting information and answering the big question</p>
<b>Geography Knowledge</b>	<p>I can use 6 figure grid references.</p> <p>I can select a map appropriate for a purpose</p> <p>I can communicate a route to school.</p>	<p>I understand different peoples' views on geographical issues including the reasons influencing their views.</p> <p>I can use a range of geographical sources to give detailed descriptions of the local area.</p>	<p>I can use an OS map to plan contrasting routes.</p> <p>I can use fieldwork to observe, measure and record human and physical features of the local area, choosing the best method.</p>	<p>I can draw a variety of thematic maps based on my own data.</p> <p>I can choose ways to communicate data.</p>
<b>Organisation &amp; Communication</b>	<p>Mark route to school on the copied map</p>	<p>Collate information gained. If more interviews are needed, ask each other.</p>	<p>Record the design of the enquiry in groups</p>	<p>Create own map on template</p> <p>Risk assessments</p> <p>Answer big question</p>
<b>Famous People</b>				

**Term 5 Geography- Deforestation: environmental nightmare or necessary evil?**

National Curriculum Links	Key Vocabulary	Pupil Offer
<p><b>GEOGRAPHY</b></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on...South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</li> <li>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</li> </ul> <p><b>Geographical Skills and Fieldwork</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... 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> </ul>	<p>Amazon Basin Amazon River Compass Points Continent Latitude, Longitude Mountain, Mountain Range Physical Feature River, Source, Tributary Slum Village Rainforest</p>	<p>Class assembly to present.</p>

Term 5	Week 1	Week 2	Week 3	Week 4
<p><b>Lesson Overview including Substantive knowledge</b></p>	<p><b>Locating countries and rainforests</b> <b>Locational knowledge</b></p> <p><b>KS1 &amp; KS2 Retrieval</b> Pupils learnt about Continents, Peru and North America</p> <p>Find continents on world map and UK. Then look at map of South America and locate countries and rainforests across the world.</p> <p><b>Prior Unit Retrieval</b> Recap on 6 figure grid references.</p>	<p><b>What is the rainforest and why is it being cut down?</b></p> <p><b>Place knowledge</b> <b>Physical geography</b> <b>Human geography</b></p> <p>Learn about the uses of the rainforest and the people who live there. Look at why deforestation happens and what the impact is both locally and globally.</p>	<p><b>Deforestation Dragon's Den</b> <b>Physical geography</b> <b>Human geography</b></p> <p>Each group to have a different ""business"" and to find ways to mitigate the damage caused globally</p>	<p><b>Y5 Retrieval</b> Pupils have answered the big question "Do humans improve an environment?" This has been linked with local area and mountain tourism.</p> <p><b>Retrieval- BIG QUESTION</b> <b>Place knowledge</b> <b>Physical geography</b> <b>Human geography</b> Review and do more research if needed to answer the big question</p>
<p><b>Disciplinary Knowledge</b></p>	<p>I can locate places on maps</p>	<p>I can identify uses of the rainforest and reasons why deforestation happens</p>	<p>I understand how decisions about places and environments affect the quality, and future quality, of people's lives.</p>	<p>I can understand how global issues can affect people locally</p>
<p><b>Organisation and Communication</b></p>	<p>Locate countries of the world, countries of South America and rainforests on maps.</p>	<p>Writing opportunity- What is the rainforest used for?</p>	<p>Debate and presentation</p>	<p>Detailed explanation based on findings</p>
<p><b>Famous People</b></p>				