Year 6 Geography Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
How can we reduce the impact of climate change and help our planet stay healthy for the future? Locational knowledge Place knowledge Physical geography Human geography					Is my route to school safe? Locational knowledge Human geography

Senacre Wood Primary School

Year 6 Medium Term Plan

Term 1/2 – How can we reduce the impact of climate change and help our planet stay healthy for the future?

National Curriculum Links	Disciplinary Knowledge	Substantive Knowledge	Key Vocabulary
Locational knowledge -locate the world's countries, using maps to focus on Europe, Central America and Asia, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Place knowledge** 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 **Human and physical geography** describe and understand key aspects of: physical geography - climate zones human geography: land use, economic activity including trade links, and the distribution of natural resources food **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods graphs, and digital technologies.	I can name and locate countries of the world and their identifying human and physical characteristics. I understand how some of these features have changed over time. I can compare land uses, economic activity and distribution of natural resources in relation to food. I understand how decisions about places and environments affect the quality, and future quality, of people's lives. I can use fieldwork to observe, measure and record human and physical features of the local area, choosing the best method. I can confidently identify significant places and environments I understand different peoples' views on geographical issues including the reasons influencing their views.	Locational knowledge To name and locate major world countries and describe their key characteristics. Place knowledge To compare how land is used differently across various global regions. To learn fieldwork techniques and understand local applications of sustainable practices. Physical geography To understand how physical features affect and change human activities and the environment. Human geography To understand the relationship between natural resource distribution and economic activity. To appreciate how geographical decisions impact the quality of life now and in the future. To gain insights into differing perspectives on climate change and environmental management. To learn about practical ways to reduce human impact on the climate through sustainable methods. To apply their learning to develop a real-world plan aimed at reducing environmental impact.	Country Geography Human Characteristics Physical Characteristics Continent Erosion Sediment Infrastructure Adaptation Urban Development Land Use Economic Activity Culture Manufacturing Tourism Natural resources Community Infrastructure Quality of Life Urban Planning Sustainability Conservation Pollution Ecosystem Activism Climate Change Renewable Energy Recycling Composting Biodiversity Environment Pollution Fieldwork Carbon Footprint Greenhouse Gases Emissions

Pupil Offer	Famous People
Become food waste champions across the school, present actions in assembly	Greta Thunberg – Swedish climate activist known for initiating the "Fridays for Future" school strike movement. Bill McKibben – Founder of 350.org, a global grassroots climate campaign. Vanessa Nakate – Ugandan climate activist bringing attention to the effects of climate change on Africa. Al Gore – Former U.S. Vice President and creator of An Inconvenient Truth, a documentary on climate change.

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9

Lesson Overview including Substantive knowledge	Retrieval: Countries of the world To identify world countries and understand their main human and physical characteristics. Introduction to world map skills; locating major countries and discussing their significant human and physical features.	Retrieval: Human and physical features To explore how physical features of a country can change over time and affect human activity. Case studies of landscapes that have changed due to natural events or human actions, such as deforestation or erosion.	Retrieval: Types of land use To compare land uses and economic activities in different countries. Examination of different land uses in contrasting countries, focusing on agriculture, industry, and services.	Retrieval: What is a natural resource? To analyse the distribution of natural resources and its impact on economic activity. Studying the global distribution of key resources like water, oil, and minerals, and how they influence local economies.	To understand how geographical decisions affect current and future quality of life. Discussions on urban planning, conservation efforts, and resource management with a focus on sustainability.	To assess different views on environmental management and the reasons behind them. Analyzing opinions from various stakeholders about climate change solutions, resource use, and conservation efforts.	To evaluate how sustainable practices can reduce the impact of human activities on climate change. Investigating sustainable practices in agriculture, industry, and everyday life that mitigate climate change effects.	Retrieval: What is fieldwork? To conduct fieldwork investigating local environmental conditions and sustainability initiatives. Field trip to a local area to see environmental projects in action and gather data through observations and surveys.	Retrieval: What is sustainability? To create a class action plan to reduce the school's carbon footprint based on learned sustainable practices. Planning session where students apply their learning to devise practical actions to make their school more sustainable.
Organisation & Communication	Map work	Presentations about changing landscapes	Comparison of landuse	Research on distribution of key resources	Urban planning presntation	Explaining why there are differing opinions	Explain how we can reduce the impact of climate change	Fieldwork	Creating an action plan Answering the big question
Reading & Maths Opportunities	Time zones							Fieldwork-measuring	

Sacred Heart Primary School

Term 6 – Is my route to school safe?			
National Curriculum Links	**Disciplinary Knowledge**	**Substantive Knowledge**	**Key Vocabulary**
• Describe and understand key aspects of physical and human geography • Use a range of maps to describe features • Use six-figure grid references, symbols and keys to build their knowledge of the United Kingdom • 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.	I can use 6 figure grid references. I can select a map appropriate for a purpose I can communicate a route to school. I understand different peoples' views on geographical issues including the reasons influencing their views. I can use a range of geographical sources to give detailed descriptions of the local area. I can use an OS map to plan contrasting routes. I can use fieldwork to observe, measure and record human and physical features of the local area, choosing the best method. I can draw a variety of thematic maps based on my own data. I can choose ways to communicate data.	Locational knowledge To use maps and keys to plot a route. To understand how to find a six-figure grid reference. Human geography To understand how humans have affected a local area. To understand how to mitigate risks on a journey to school.	Map, Symbol, street view, Bird's eye view, Satellite view , Compare, Similarities , Differences, Follow Directional vocab. North, south, east, west,
Pupil Offer		**Famous People**	
Fieldwork in the local area			

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5
Lesson Overview including Substantive knowledge	To use maps and keys to plot a route., Introduction to different types of maps. Identify features using map symbols and keys, plotting a basic route. How to read and interpret different maps and symbols, and plot a simple route using these elements. Locational knowledge Human geography	**Retrieval: 4 figure grid references, using an OS map and keys,** To understand and apply six-figure grid references in planning routes., Teach six-figure grid references using local area maps. Practice plotting specific points., How to accurately use six-figure grid references to identify and locate specific areas on a map. Human geography Retrieval What do we know about the local area that will help us with planning our enquiry?	Retrieval: How humans have affected a local area- link to environmental study from year 5 andb year 6 To conduct fieldwork to observe, measure, and record the human and physical features of the local area. Conduct a walking field trip around the local area to collect data on physical and human geographical features. The skills to observe, measure, and record geographical features using fieldwork techniques. Locational knowledge Retrieval	To use a range of geographical sources to give detailed descriptions and plan contrasting routes. Using data collected, plan two different routes to school, discussing safety and geographical features. Abilities to analyse geographical data to make informed decisions about route planning. Locational knowledge Human geography	To communicate geographical information through thematic maps and presentations. Create thematic maps and digital presentations to compare routes and discuss findings with the class. How to create and use thematic maps and other digital technologies to communicate geographical data. Locational knowledge

			What do the public think? What do you think we will find in our investigation?		
Organisation & Communication	Route Mapping Activity: Find school and home on a map. Use the provided map to plot their route, indicating any significant features they will encounter along the way using the symbols from the key. Encourage students to think about the scale when determining the distance they will be plotting.	Collate information gained. If more interviews are needed, ask each other.	Record the design of the enquiry in groups	In groups of four, students will receive printed maps of their local area. They will work to identify two different routes to school: one that is the shortest distance and one that is considered the safest.	Individual Mapping Project: Step 1: Students will select a route from their home to school or to a planned secondary school. Step 2: Using the digital tools introduced, they will create a thematic map highlighting: Safe areas (e.g., well-lit streets, crossings) Unsafe areas (e.g., busy roads, alleyways) Important landmarks (e.g., police stations, parks) Step 3: Students will prepare a short digital presentation summarising their findings and justifying their safety assessments.
Reading & Maths Opportunities			Time, data collection	Data analysis	

Senacre Wood Primary School