

Autumn Term : Geography Year 6			
	National Curriculum link	Skills	Vocabulary
<p><b>South America</b></p>	<p><b>Locational and Place knowledge</b> 6 figure grid references and 8-points of a compass.</p> <p>Study of South America (Brazil) -Environmental regions, key physical and human characteristics. Major cities, mountain ranges, rivers, lakes, landmarks. to locate the countries, mountain ranges, capitals, rivers and oceans of South America. (Rivers and mountains builds on work done in Year 4 and 5) Look at <b>Earthquakes</b> which affect the west coast of North and South America (circum-Pacific belt)</p> <p>A focus on biomes: A <b>biome</b> is a large region of Earth that has a certain climate and certain types of living things. The main types are: Tundra, Desert, Grassland, Tropical Rain Forest. Identify where some of these are on the world map (equator link to Year 5). Focus in particular on the biomes of the Amazon rainforest.</p>	<p><b>Use 6 figure grid references</b> to identify countries of South America to then go into more detail on regions in Brazil looking at Amazon rainforest. <b>Select the most appropriate map for different purposes</b> e.g atlas to find a country, Google Earth to look at more detail for a village/ruins.</p> <p>Study maps of North and South America <b>to identify environmental regions. Compare and contrast</b> these regions building on work from Year 5. <b>Locate the key physical and human characteristics. Relate these features to the locality</b> e.g. population sizes near tourist landmarks/rivers, transport links to mountains/rainforests. <b>Reflect on the importance and value of the tourism</b> industry in these areas.</p> <p><b>Use maps, globes and Google Earth</b> to identify the continent of South America. Looking at a map of climate zones, children to <b>use prior knowledge</b> of the world to identify the climate they think may exist in different parts of South America. <b>Identify the major cities and consider how they differ</b> to other regions in the country lead into Rio de Janeiro. Looking at photographs, children to <b>compare and contrast</b> people living in two differing halves of Rio. Look at Barra di Tijuca and Rochinha. <b>Locate the mountain ranges, rivers and oceans as physical geographical features.</b> <b>Consider how the location of these geographical features has shaped life.</b> Refer to UK e.g. London and the Thames/Lake District. <b>Ask geographical questions</b> e.g. Are there any links? (big cities near rivers, less populated areas near hilly ones etc). Why do some earthquakes cause more damage than others?</p> <p>Understand the term 'biome'. <b>Use knowledge of this term to make suggestions</b> for places in the world which may be biomes. Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to <b>use maps to locate areas</b> they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. <b>Defend reasoning using knowledge of maps.</b> Focus on Amazon rainforest – <b>identify</b> the climate, the habitats, the plant and animal types and how people live in the rainforest (indigenous people). <b>Study life</b> in the Amazon rainforest through primary sources – <b>recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar.</b> <b>Discuss</b> how the rainforest may be linked to us e.g. trade. <b>Locate</b> other rainforests using Google earth and maps, identifying patterns in their location.</p> <p><a href="https://www.rgs.org/schools/teaching-resources/brazil/">https://www.rgs.org/schools/teaching-resources/brazil/</a></p> <p><b>Identify trade links</b> around the world based on a few chosen items e.g. coffee, chocolate, bananas (link to rainforest).</p>	<p><b>Biome</b> <b>Equator</b> <b>Tundra</b> <b>Eastings</b> <b>Northings</b> <b>Cardinal points</b> <b>Grid references</b> <b>Human geography</b> <b>Physical geography</b> <b>Climate zone</b> <b>Amazon</b> <b>Biodiversity</b> <b>Indigenous</b> <b>Deforestation</b> <b>Earthquake</b></p>

	<p>Whilst studying the Amazon make comparisons with the UK. While studying the Amazon rainforest, spend lessons using maps, atlases, globes and digital/computer mapping (Google Earth)</p> <p>Human geography including trade between UK and South America. Fair/unfair distribution of resources (Fairtrade). What makes fairtrade fair?</p>	<p>Discover where food comes from. Discuss and debate fair trade. Investigate the facts and join in a reasoned discussion. Generate solutions and promote ethically sound trade.</p>	
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<p><b>Human and Physical Geography</b></p> <p><b>Local Study Fieldwork</b></p>	<p>Study of Perdiswell land and settlements pre and post war compared to modern day. Air field that was located in this location.</p> <p>Fieldwork/traffic study (link to math's with averages and ICT with data entry)</p>	<p><b>Study photographs, aerial photographs and maps</b> of Perdiswell prewar, post war and present day. Compare maps and aerial photographs.</p> <p><b>Make comparisons and reflect on the reasons</b> for the differences.</p> <p><b>Study population numbers</b> throughout the course of WWII and <b>reflect on the reasons</b> for changes.</p> <p>Study pictures of land use during these three periods. <b>Draw conclusions and develop informed reasons for the changes.</b></p> <p>Study one key building in the locality during the three periods (e.g. hospital which is now University grounds or Perdiswell being an airfield) and <b>reflect on the changes.</b></p> <ul style="list-style-type: none"> <li>• <b>Undertake a traffic survey</b> of the local main road - <b>tally counting</b>, types of vehicle observed, <b>comparing the traffic flow at different times of the day</b>, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses</li> <li>• <b>Collate the data collected</b> and <b>record it using data handling software</b> to produce graphs and charts of the results.</li> <li>• <b>Ask Geographical questions e.g.</b> how is traffic controlled? What are the main problems?</li> <li>- <b>Undertake a street/ noise survey</b> of the local road/ high street</li> <li>- <b>Undertake a general survey</b> of the local road/ high street:</li> <li>• <b>Form and develop opinions</b> e.g. Do the pupils like/ dislike the road/ street</li> <li>• <b>Compare road</b> with another busier/ quieter street/ road</li> <li>• <b>Make suggestions and reflect on own beliefs.</b> Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment?</li> <li>- With the children's help, <b>design and carry out a survey of the views of people</b> in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic. <b>Use local maps to find other routes</b> traffic might take.</li> <li>- <b>Report on</b> the effects of environmental change on themselves and others.</li> <li>- <b>Carry out a role-play</b> where pupils look at the issue of traffic in the high street from different viewpoints, making presentations to represent different points of view. This could lead to a class debate for the best way to improve traffic in the high street/ road.</li> <li>- <b>Select methods for collecting, presenting and analysing data</b></li> <li>- <b>Analyse evidence and draw conclusions</b></li> <li>- <b>Be aware of own responsibility in the world</b></li> </ul>	
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