

| Geography                         |        |        |   |  |  |   |
|-----------------------------------|--------|--------|---|--|--|---|
|                                   | Autumn |        | Spring  |  | Summer   |   |
| Year 6                            |        |        | Around the World  |  | The Environment  |   |
|                                   | Term 1 | Term 2 | Term 1  | Term 2   | Term 1   | Term 2  |
|                                   |        |        | Use geographical resources to give details about features of locations  | Study how physical features affect the human activity within a location  | Climate Change and the Environment   | Protecting the Environment  |
| (knowledge) must know             |        |        | -the impact of population size on different settlements – Shanghai, Karachi & London<br>-the issues that influence the decline of cities/towns; mining, fishing (socio/ economic impact)  | -the reason why earthquakes happen<br>-where earthquakes are more common and why<br>-the cause of tsunamis and the impact it has<br>-a range of land hazards and land damage in UK<br><br>Fieldwork enquiry question: which area do natural resources have the worse effects on?                                   | -gases in the atmosphere such as methane and CO2 trap heat and block it from escaping our planet<br>-the causes global warming and that it is the process of our planet heating up<br>-what individuals can do to help prevent climate change                              | -the dangers of plastic pollution and the impact it has<br>-where and how our domestic waste is disposed (landfills)<br>-various types of renewable energy and why this method benefits the environment   |
| (skills) be able to               |        |        | -identify factors that attract individuals to major cities<br>-explain how and why housing/ employment and public services is impacted by a decline in local industry – give examples of regeneration<br>-identify the country/ continent of the capitals above –compare and discuss +/- population numbers | -interpret measures on a Richter scale and explain the impact it could have on the locality<br>-recognise and label the make-up of the Earth(crust/cores/mantle)<br>-explain the tectonic plates and consequences of collision/<br>-identify parts of the UK that are susceptible to flooding – how is it tackled? | -distinguish between the depletion of ozone layer and global warming (although both caused by people)<br>-identify the various consequences of global warming (severe weather)<br>-give examples of how both individuals and countries are doing to address global warming | -explain that plastic is non-biodegradable and therefore do not decompose<br>-draw a food chain depicting how possibly plastic in the ocean could affect humans<br>-recognise the relevance of recycling in-relation to landfills<br>-recognise that fossil fuels (coal, oil, and natural gas) – do substantially more harm than renewable energy |
| Key Vocabulary                    |        |        | urban regeneration<br>overpopulation  | tectonic plates<br>magnitude<br>state of emergency   | unpredictable<br>extreme<br>hurricane<br>green footprint   | sustainable<br>conservation   |
| Links                             |        |        |   |  |  |   |
| Ass.                              |        |        |   |  |  |   |
| Performance/ debate/world of work |        |        |   |  |  |   |