

# Year 6 Medium Term Plan

## Key Learning in Geography

### Autumn: Where does all our stuff come from?

1. To understand that our food and clothes can come from all over the world
2. To understand that each type of fruit grows in particular climatic conditions and in a particular season, and that fruit may have to travel long distances to reach our fruit bowl
3. To understand that clothes can be produced fairly and sustainably, and to understand that unwanted clothing may be recycled and processed
4. To investigate locally made and grown products available in our area, and to investigate locally imported products available in our area
5. To understand the perspectives of a range of people on a geographical issue, and to understand that what people buy affects the lives of others
6. To be able to explain the journey of a product to their home

### Cross curricular links:

English: creating a presentation on sustainable change in the local area (Lesson 5)

Computing: researching facts on the UK (Lesson 1) History: learning about regional effects of World War II (Lessons 2–6)

PE: learning about planning for the 2012 Olympic and Paralympic Games (Lesson 2)

### Geography skill

During this unit, the children will work on a variety of mapping tasks, from mapping the locations where their clothes and lunch originate, to working with climate zone maps. They will also look at the journeys of various familiar foodstuffs, household products and recycled items.

### Potential education visits

## Key Learning in Geography

### Spring: Are we damaging our world?

1. To understand the threats to the health of our planet and some possible solutions
2. To understand what minerals are and question if they can be used sustainably
3. To understand the different types of energy available and their advantages and disadvantages
4. To understand the importance of protecting the oceans
5. To carry out an enquiry into sustainability
6. To be able to explain how a particular environmental issue has been caused and suggest some possible solutions

### Cross curricular links:

English: writing a script, producing a fact sheet, formal letter writing and persuasive texts and report writing.

Science: learning about minerals, habitats, energy production and marine life.

Computing: researching online, creating a comic strip and creating a website.

### Geography skill

The children will use maps and atlases throughout this unit to locate different countries, regions, oceans and habitats. They will learn to read a range of different types of map, including those that show mineral distribution around the world.

### Potential education visits

## Key Learning in Geography

### Summer: How will our world look in the future?

1. To plan and carry out fieldwork to answer a given enquiry question
2. To understand how and why housing needs to change over time
3. To understand the importance of local work opportunities to the community
4. To understand that communities need a range of accessible amenities and public services
5. To understand how the geography of communities affects community spirit
6. To plan for a sustainable future for our area

### Cross curricular links:

English: reports (Lessons 2, 5, 6), captions (Lesson 3), a job advert (Lesson 3), persuasive speech (Lesson 5), diary

Maths: interpreting a line graph (Lesson 3)

Art & design: L.S. Lowry (Lesson 3)

Computing: researching online, using a mapping tool, creating an app or website.

Design & technology: learning about architecture and housing design (Lessons 2, 5)

History: learning about local history (Lessons 2–4, 5)

PSCHE: developing community spirit (Lesson 5).

### Geography skill

The children will work with local maps to identify the current features of the area. They will also look at historical maps, in comparison to modern maps, noting any changes to the area. The children will also create their own maps of the future!

### Potential education visits

### Key vocabulary

**Compass points:** North, South, East, West

**Consumer:** person who buys goods or services

**Continents:** Europe, Africa, Antarctica, Asia, Australia, North America, South America

**Country of origin:** country where items were made

**Equator:** imaginary line around the middle of the Earth where day and night are almost equal, and season and wet season

**Export:** send goods to another country for sale

**Fair trade:** trade where producers are paid a fair price for their goods

**Import:** bring goods into a country for sale  
**Industry:** group of businesses that provide a particular product or service

**Latitude:** imaginary horizontal lines used to show position on the Earth's surface

**Longitude:** imaginary vertical lines used to show position on the Earth's surface

**Northern hemisphere:** area between the Equator and the North Pole

**Producer:** person or business that makes or grows goods for sale

**Raw material:** basic material from which a product is made

**Recycled:** waste item converted into a reusable item or material

**Retailer:** person or business that sells goods or services

**Southern hemisphere:** area between the Equator and the South Pole

**Sustainable:** not harmful to the environment or depleting natural resources: supporting long-term ecological balance

**Trade:** buying or selling goods or services

**Tropic of Cancer:** imaginary line used to show position on the Earth's surface, above the Equator

**Tropic of Capricorn:** imaginary line used to show position on the Earth's surface, below the Equator.

### **ASSESSMENT**

#### **All children can:**

Use an atlas to locate countries

Know the journey of how at least one product gets to their home in detail

Pose their own enquiry questions

Explain what 'fair trade' means

Explain where in the world several different fruits originate

Name and locate several countries where their clothes and food originate.

#### **Most children can:**

Explain the views of different groups of people on a geographical issue

Understand that there are advantages and disadvantages to imported and locally produced products

Understand that there are various outcomes for items of clothing that are no longer wanted

Explain how cotton clothing is produced

Explain that each type of fruit grows in particular climatic conditions.

#### **Some children can:**

Understand there are many routes that products can take before arriving in our homes

Understand that our shopping choices have an effect on the lives of others.

### Key vocabulary

**Biomass:** biological material derived from living, or recently living organisms

**Fossil fuel:** buried organic material from decayed plants and animals that have been converted to oil, coal, and gas over hundreds of millions of years  
**Geothermal energy:** heat drawn from inner layers of the Earth

**Human feature:** created by humans, e.g. roads, houses and canals

**Hydro electricity:** electricity that is created by the flow of water

**Mineral:** a solid substance with no origin as a previous life form

**Non-renewable energy:** energy from a source that can be used up and no longer be available

**Physical feature:** naturally occurring feature, e.g. rivers and mountains  
**Recycled:** 'discarded' or 'end-of-life items' converted into a reusable item or material

**Renewable energy:** energy source that will never be used up

**Solar energy:** sunlight into electricity

**Sustainability:** ability to maintain balance between natural ecological systems through not harming the environment or using up resources that will run out  
**Tidal energy:** a form of hydropower that converts the energy of tides into useful forms of power

**Wave energy:** the capture of energy from ocean surface waves for electricity generation

**Wind power:** energy extracted from wind using wind turbines to produce electrical power

### **ASSESSMENT**

#### **All children can:**

Describe some threats to the health of our planet

Name several common minerals

Describe some renewable and non-renewable energy sources

Explain how humans rely on the oceans

Pose an enquiry question

Understand ways to make school more sustainable

Identify an important environmental issue.

#### **Most children can:**

Plan and carry out an enquiry into sustainability in school ways to improve the health of our planet

Explain where minerals are found around the world

Explain the carbon cycle

Describe some threats to our oceans

Understand some advantages of marine protected areas (MPAs).

#### **Some children can:**

Understand some ways in which minerals can be developed sustainably  
Understand that no one type of energy production will provide all the world's energy.

### Key vocabulary

**Brownfield:** site for potential development, that has had previous development on it

**Community:** group of people living in the same place

**Greenfield:** previously undeveloped site

**Industry:** a group of businesses that provide a particular product or service  
**Primary sector:** harvests or extracts raw materials from nature, such as farming or mining

**Quaternary sector:** provides information services, e.g. computing

Recycled: end-of-life or discarded goods converted into a reusable item or material

**Secondary sector:** processes raw materials from the primary sector into manufactured goods and products, such as food processing and energy production

**Sustainable:** maintaining balance between natural ecological systems through not harming the environment or not using up resources that will run out  
**Tertiary**

**(service) sector:** sells services and skills, e.g. the health service, education, transportation, finance and business, retail, entertainment and tourism.

### **ASSESSMENT**

#### **All children can:**

Explain why their local area is special

Plan and carry out fieldwork

Describe different types of local industry

List local public services

Locate local public services

Feel optimistic about their region's future

Understand that the location of public services is important

Describe the importance of community spirit.

#### **Most children can:**

Understand how developments can be sustainable

Explain how local industry has changed over time

Understand that future needs of the community may affect local industry  
Choose an appropriate format to present their geographical learning

Understand how to take the needs and views of others into account.

#### **Some children can:**

Understand how to make their designs sustainable

Generate sustainable development ideas that meet the needs of the community

Understand that the design of communities can help or hinder community relations.