YEAR SIX

Main topics: Egypt, Rivers, North America, Minerals, Water Scarcity, Trade links.

YEAR SIX - AUTUMN TERM

NC Objectives being covered:	I can statements	Hooks inspiring curiosity and fascination - Lessons:	Key vocabulary used:
☐ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) ☐ 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. ☐ describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	- I can describe the location of Egypt using key geographical vocabulary. - I can explain why the River Nile is so important.	Focus on the River Nile during the topic on Egypt. Recap features of rivers and river systems. Map the River Nile and recognise key features of the system. *LO: to locate the River NIle, study the river and river system in detail explaining why it is important.*	Latitude Longitude Equator Northern hemisphere Southern hemisphere River Tributaries

YEAR SIX - SPRING TERM

NC Objectives being covered:	I can statements	Hooks inspiring curiosity and fascination - Lessons:	Key vocabulary used:
☐ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ☐ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) ☐ use the eight points of a compass, four and 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 ☐ 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. ☐ describe and understand key aspects of: 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.	- I can locate the countries and capital cities in North America and can describe some of the key physical and human characteristics of the region. - I can more confidently apply knowledge of longitude and latitude, time zones, hemispheres and grid referencing in relation to places studied. - I can use the 8 points of a compass and 6-figure grid references. - I can use an Ordnance Survey map with symbols and a key to locate key landmarks and locations. - I can understand and explain the significance of the Prime/Greenwich Meridian and time zones. - I can examine similarities and differences through the study of human and physical geography of a region of the UK and a region of North America. - I can describe and understand key aspects of human geography including economic activity and trade links.	Starter: Talk through introduction ppt. World: Continents, countries - *LO: to label continents and mark oceans, tropics & equator on map.* *LO: to label countries in Central America.* *LO: to label Caribbean Islands, finding and drawing their flag using an atlas/chromebook.* Latitude, Longitude and time zones. *LO: to understand the 4 main areas of physical geography: land, water, climate, living things.* *LO: to research land and water, understanding the features of North America.* *LO: to understand the difference between Climate and weather.* *LO: to research and present definitions and examples of different climate types in North America.* *LO: to learn and understand the word Endemic. Create a fact file of a creature endemic to North America.* 'Human Geography'	North America, central America, latitude, longitude, time zones, maps, atlas, flags, climate, water, endemic, human geography., water scarcity, trade links.

		LO: to identify natural resources such as: energy (renewable, fossil), plants and animal resources. What are minerals? *LO: to understand where are Minerals found and how they are used by humans.* *LO: to locate mineral resources on a map of North America.* *LO: to research how we access water in our area of the world, understanding what the term WATER SCARCITY means.* Use the key to decode a WATER SCARCITY map. Identify why we have WATER SCARCITY and give tips on how we can prevent this in the future. *LO: to look at features and town planning in Rayleigh and design my own town. Comparison of Rayleigh to a town in North America.* *LO: to understand some key words relating to trade and know why countries trade with each other. Make decisions about some items that the UK trades.* Pick a country to research and find out about its trade links.	

YEAR SIX - SUMMER TERM

Objectives being covered:	I can statements	Hooks inspiring curiosity and fascination - Lessons:	Key vocabulary used:
☐ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	- I can conduct a local area study using my geography skills explaining why trade links are important to people who live here. - I can conduct a survey. - I can measure and record my findings using sketch maps (using scales), plans, graphs, numerical, quantitative data and writing at length. - I can locate key rivers of the world and the UK. - I can describe the key features of rivers and river systems.	*Local area study:* Look at a local bus map (e.g. the 1, 20, or 25 lines serving Rayleigh). Identify where these buses come from and where they go. On a map, draw lines showing these routes. These lines are literal trade networks. Answer the questions: Which major employment hubs (e.g., Southend, Basildon, Chelmsford) does our bus network connect us to? If a bus route was cancelled, how would that affect a small independent shop on Rayleigh High Street?	Local area, trade networks, employment hubs, connections, maps.