



Geography – Year 6 – Medium Term Plan
Autumn 1, Unit 1: Why does Population Change



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
<p>One:</p> <p>How is the global population changing?</p>	<p>To understand the change and distribution of the global population.</p>	<ul style="list-style-type: none"> - I can define global population distribution. - I can describe how and why the global population has changed. - I can begin to explain why people may choose to live in a particular environment. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> - 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). <p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o 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. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied’. 	<ul style="list-style-type: none"> - Population - Sparsely populated - Population distribution - Densely populated - Population density 	<ul style="list-style-type: none"> - Sticky notes - Atlases
<p>Two:</p> <p>What are birth and death rates?</p>	<p>To define birth and death rates and describe why they change.</p>	<ul style="list-style-type: none"> - I can define birth rate and death rate. - I can describe what influences birth and death rates. - I can identify the natural increase of a population on a graph. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> - 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. <p>Place Knowledge</p> <ul style="list-style-type: none"> - 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. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o 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. 	<ul style="list-style-type: none"> - Cartogram - Death rate - Population - Sparsely populated - Population distribution - Birth rate - Natural increase or decrease - Densely populated - Population density 	<ul style="list-style-type: none"> - Quiz - Presentation

<p>Three:</p> <p>Why do people migrate?</p>	<p>To recognise the push and pull factors influencing migration</p>	<ul style="list-style-type: none"> - I can define migration. - I can describe push and pull factors - I can explain why some migration is involuntary. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> - 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. <p>Place Knowledge</p> <ul style="list-style-type: none"> - 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. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o 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. 	<ul style="list-style-type: none"> - Involuntary Migrants - Push factors - Voluntary Migration - Pull factors - Refugee 	<ul style="list-style-type: none"> - Coloured felt tip pens - Large paper with pre-written questions on per table/ group. - Presentation
<p>Four:</p> <p>How is climate change impacting the population?</p>	<p>To begin to understand the impact climate change can have on the global population.</p>	<ul style="list-style-type: none"> - I can give reasons why climate change is happening. - I can describe the impact of climate change on the population. - I can suggest ways to fight climate change at a local level. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> - Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and understand how some of these aspects have changed over time. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. o 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. 	<ul style="list-style-type: none"> - Regions - Climate change - Greenhouse gases - Climate - Fossil fuels - Deforestation 	<ul style="list-style-type: none"> - Sticky notes - A5 paper - Colouring pencils - Access to laptops

<p>Five:</p> <p>How is population impacting our environment? <i>Data collection</i></p>	<p>To collect data showing how population impacts the amount of traffic and litter in an area.</p>	<ul style="list-style-type: none"> - I can follow a pre-prepared route on an OS map. - I can use a range of data collection methods. - I can collect both quantitative and qualitative data. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> - Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and understand how some of these aspects have changed over time. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. o 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. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied'. - Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the UK and the wider world. - 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. 	<ul style="list-style-type: none"> - Impact - Qualitative - Noise pollution - Quantitative - Air pollution - Likert scale 	<ul style="list-style-type: none"> - Voice recording - Risk Assessment in place.
<p>Six:</p> <p>How is population impacting our environment? <i>Findings</i></p>	<p>To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.</p>	<ul style="list-style-type: none"> - I can use digital technologies to map data collected. - I can analyse and compare two different sets. - I can suggest improvements in response to conclusion drawn. 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o 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. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied'. - Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the UK and the wider world. - 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. 	<ul style="list-style-type: none"> - Digital technologies - Conclusions - Improvements 	<ul style="list-style-type: none"> - Data collected from Lesson 5, including devices with sound recordings and OS maps. - Access to a device.

Assessment:

1. What is happening to the global population?
2. Birth rate is...
3. What may cause a population to grow?
4. A sparsely populated area is an area where...
5. Migration is...
6. What could cause someone to migrate involuntarily?
7. A pull factor is...
8. London and the South East are the most populated regions of the UK because...
9. A Likert Scale is best used to...



Geography – Year 6 – Medium Term Plan
Spring 1, Unit 2: What is life like in the Alps?



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Where are the Alps?	To locate the Alps on a map.	<ul style="list-style-type: none"> - I can locate and label the seven continents. - I can locate the Alps on a world map. - I can locate the Alps on a map of Europe. - I can locate the eight countries that the Alps are in. 	Locational Knowledge <ul style="list-style-type: none"> - 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). Geographical skills and fieldwork <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied’. 	<ul style="list-style-type: none"> - Atlas - Mountain range - Fold mountains - Longitude - Latitude - Hemisphere 	
Two: What is it like in the Alps?	To locate the key physical and human characteristics of the Alps.	<ul style="list-style-type: none"> - I can locate the countries that the Alps spread through. - I can locate some of the key physical features of the Alps. - I can locate some of the key human features of the Alps. - I can use an atlas to locate and describe features. 	Locational Knowledge <ul style="list-style-type: none"> - 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. Human and Physical Geography <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. o 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. Geographical skills and fieldwork <ul style="list-style-type: none"> o Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied’. 	<ul style="list-style-type: none"> - Climate - Land height - Sea level - Human feature - Physical feature - Glacier - Mountain climate - Temperate forest - Temperate Coniferous trees - Deciduous trees 	<ul style="list-style-type: none"> - Atlases - A3 paper - Tablets or laptops

<p>Three:</p> <p>Why do people visit the Alps?</p>	<p>To describe the physical and human features of an Alpine region.</p>	<ul style="list-style-type: none"> - I can research the human and physical geography of an Alpine region. - I can identify the region's climate zone, biome and vegetation. - I can describe land use in the region. 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. o 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. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> - Scale - Climate - Vegetation - Population - Leisure - Human feature - Physical feature - Tourist - Tourism - Temperate deciduous forest - Temperate climate - Mountain climate 	<ul style="list-style-type: none"> - Atlases - Calculators - Laptop or tablet
<p>Four:</p> <p>What is there to do in our local area?</p>	<p>To investigate what there is to do in the local area using data collection.</p>	<ul style="list-style-type: none"> - I can use an OS map to recognise key physical and human features in the local area. - I can draw symbols to map recreational land use in the local area. - I can say how I would like to improve the things to do in the local area. 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - 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, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> - Recreational land use - Tourist - Tourism - OS map - Method - Risk - Route - Questionnaire - Enquiry - Data 	<ul style="list-style-type: none"> - RISK ASSESSMENT FOR THIS LESSON. - OS map of the local area. - Tablets or digital cameras - Clipboards - Pencils - Plain A4 paper
<p>Five:</p> <p>How are the Alps different from our local area?</p>	<ul style="list-style-type: none"> - To understand similarities and differences between the local area and an Alpine area. 	<ul style="list-style-type: none"> - I can compare the human geography of the local area with an Alpine area. - I can compare the physical geography of the local area with an Alpine area. - I can identify similarities and differences between the two areas. 	<p>Place knowledge</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Tourist - Tourism - Vegetation - Climate - Population - Leisure - Temperate deciduous forest - Temperate - Mountain climate 	<ul style="list-style-type: none"> - Data collected: lesson 4 - Laptops or tablets

<p>Six:</p> <p>What is life like in the Alps?</p>	<p>To understand the human and physical geography of the Alps.</p>	<ul style="list-style-type: none"> - I can describe two key aspects of the Alps' human geography. - I can describe two key aspects of the Alps' physical geography. - I can use geographical vocabulary when describing the geography of a place. 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. o 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. 	<ul style="list-style-type: none"> - Tourist - Tourism - Leisure - Climate - Climate change - Human feature - Physical feature 	<ul style="list-style-type: none"> - Sticky notes
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<p>Assessment:</p> <ol style="list-style-type: none"> 1. In which continents are the Alps located? 2. What type of mountains are in the Alps? 3. The highest mountain in the Alps is... 4. How many countries do the Alps spread through? 5. What type of climate do the Alps experience? 6. In the Alps, you can find... 7. The large bodies of ice that form in the mountains are called... 8. Why do tourists visit the Alps? 9. Climate change is causing... 10. How do you think the Alps are affected by climate change?
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**Geography – Year 6 – Medium Term Plan
Summer 1, Unit 3: Why do oceans matter?**



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: How do we use our oceans?	To explain the importance of our oceans.	<ul style="list-style-type: none"> - I can describe the ocean's place in the water cycle. - I can explain why the ocean is important to our planet. - I can map an example of how the ocean is used for trading. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> - 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. <p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. o 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. 	<ul style="list-style-type: none"> - Water cycle - Habitat - Buffer - Ocean current - Renewable energy - Natural disaster 	<ul style="list-style-type: none"> - Atlases - Colouring pencils - Presentation: Mapping trading routes - Links online
Two: To locate and describe the significance of the Great Barrier Reef	I can identify the location of the Great Barrier Reef	<ul style="list-style-type: none"> - I can identify the location of the Great Barrier Reef. - I can discuss the benefits of coral reefs. - I can begin to understand the threats to coral reefs. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> - 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. <p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> - Threat - Coral bleaching - Species - Erosion - Ecology - Coral reef - Marine - Dependent - Geology 	<ul style="list-style-type: none"> - Atlases (1:2) - Presentation - Access to a device
Three: Why are our oceans suffering?	To explain the impact humans have on coral reefs and oceans.	<ul style="list-style-type: none"> - I can interpret thematic maps about coral reefs and oceans. - I can explain the ways human activity is changing our marine environments - I can describe how humans will be impacted by changing ocean conditions. 	<p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. o 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. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> - Biodegradable - Thematic map - Acidification - Decompose - Microplastics - Atmosphere - Overfishing - Human footprint 	<ul style="list-style-type: none"> - Informative piece of writing started in lesson 1

<p>Four:</p> <p>What can we do to help our oceans?</p>	<p>To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.</p>	<ul style="list-style-type: none"> - I can explain ways to support our oceans. - I can justify methods for data collection. - I can identify potential risks during fieldwork. 	<p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. o 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. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Fieldwork - Ecosystem - Data collection - Re-purpose - Marine Protected Area - Environment - Single-use plastic 	<ul style="list-style-type: none"> - Whiteboards and pens
<p>Five:</p> <p>How littered is our marine environment?</p>	<p>To collect data on the types of litter polluting a marine environment.</p>	<ul style="list-style-type: none"> - I can collect quantitative data using a variety of fieldwork methods. - I can mark on a sketch map to show where data has been collected - I can safely assess and avoid potential risks during my fieldwork. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> - 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. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - 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, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> - Plastic pollution - Sample - Disposable - Sketch map - Aerial map - Evidence 	<ul style="list-style-type: none"> - A list of pre-prepared groups - Paper - Pencils - Clipboards - iPad - A pre-drawn map -
<p>Six:</p> <p>How littered is our marine environment? Findings</p>	<p>To present, analyse and evaluate data collected.</p>	<ul style="list-style-type: none"> - I can analyse data in a pie chart. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> - Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and understand how some of these aspects have changed over time. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - 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, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> - Digital map - Policy 	<ul style="list-style-type: none"> - Photographs on device from lesson 5.
<p>Assessment:</p> <ol style="list-style-type: none"> 1. Choose the world which best describes the process shown by the arrow. 2. The Great Barrier Reef is located in... 3. Why are coral reefs important? 4. What is coral bleaching? 		<ol style="list-style-type: none"> 5. Biodegradable mean... 6. What could happen if global warming continues? 7. A healthy marine environment means... 8. How could we help keep a marine environment clean? 9. What can we do to keep our oceans healthy? 			

