Year 6: Geography

Autumn Term – Extreme weather

Enquiry - *Why did Britain's worst river flood take place at Lynmouth and what has been done to stop it happening again?*

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
This half term, children will be studying Extreme Weather. The children will learn about different physical threats around the world and consider whether these threats are natural or manmade. They will then apply their knowledge and understanding of these concepts to an investigation of the causes, effects and management of Britain's worst ever river flood. As part of the unit, the children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. They will also use the 8 points of a compass, 4- and 6-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.	Children will understand what a natural hazard is. Children will learn what kind of food provisions would be best when there is no power for light or heat. They will also discuss how people could ensure conditions remain sanitary (washing, supplies of clothes and toilets) Children will find out about what has been done at Lynmouth to prevent history repeating itself, e.g.: • The mouth of the East Lyn river where it flows out into the sea was made much wider; • The course (or route) of the West Lyn River was made much straighter; • The West Lyn River was allowed to follow its original course to the sea rather than being redirected once again; • Building restrictions were put in place in Lynmouth with those areas most at risk of flooding being left as open spaces such as parks and car parks; • Replacement bridges were made wider and taller and often of wood rather than stone; • Stone and concrete embankments were built alongside the rivers; • The confluence (meeting point) of the East and West Lyn rivers in the centre of Lynmouth was widened and lined with 15 metre high walls.	Identify, describe and classify a range of geographical hazards and explain the difference between natural and human created threats; Explain the causes and effects of tornadoes and interpret and evaluate a range of data to identify the area referred to as 'tornado alley' in the United States; **Reach a judgement** as to which state in the United States is worst affected by tornadoes and justify their decision; **Explain** the purpose of tornado shelters constructed in some homes within tornado alley and suggest items which should be stored in them, evaluating those recommended by others and making a final justified judgement; **Identify, describe and explain** why the location and surrounding environment of Lynmouth creates a danger of flash flooding; **Explain** the reasons for and effects of the Lynmouth flood of 1952 reach a considered judgement regarding the most serious causes and evaluate measures taken to prevent such as disaster happening again.

Sequence: In year 5 children will have already learnt about rivers, they will have learnt about how the course and physical features of a typical river change from source to mouth and why these physical features are formed. They will have also learnt about what is being done in Bangladesh to manage and control river flooding.

Vocabulary: Landslide, Tsunami, Hurricane, Earthquake, Volcanoes, Drought, Wildfire, Avalanche, Mosquito – malaria, Locusts, Acid rain, Desertification, Water pollution, Ozone layer depletion, Landscape, Hazard, Course, Estuary.

Spring Term – Fairtrade
Enquiry- Why is fairtrade fair?

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
This half term children will be looking at the topic of Fairtrade. We will begin by looking at the importance of trading around the world continuing with the benefits and disadvantages of trading and how Fairtrade benefits farmers and communities around the world.	• What trade involves • How domestic trade is different from international trade • What exporting and importing goods means • What the Silk Road is • Why the Silk Road was once the most important trading route in the world • Why countries trade with each other today • What a container ship is and why Southampton is a very important container port in the UK • The main commodities that the UK imports from China and the most important goods it exports in return • Why the terms of international trade are sometimes not always fair to producers in poorer countries • Why St Lucia is an important banana producer • What being a certified Fairtrade producer of commodities such as bananas means • How being part of a Fairtrade co-operative can benefit producers in poorer countries • Why there might also sometimes be disadvantages for producers • The range of Fairtrade products available in the UK	**Synthesise** - Bring together a range of ideas and facts from different sources to develop an argument or explanation for something. **Explain** - Demonstrate understanding and comprehension of how or why countries trade with one another. **Empathise** - The capacity to place oneself impartially in another's position to better understand their motives and actions as to why certain commodities are most frequently traded. **Informed conclusion** - A knowledgeable summing up of the main points or issues that you believe to be correct. **Reasoned judgement** - A personal view or opinion about why trade is not always fair. **Justify-** Give reasons to show what you feel to be right or reasonable. **Apply-** The transfer of knowledge and/or skills learned in one context to help understand the extent to which our school currently engages with fair trade. **Evaluate-** Weigh up and judge the relative importance of something in relation to counter ideas and arguments. **Critique** -Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence. **Hypothesise-** Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.

Sequence: Children will already have some awareness of fair trade from PSHE lessons in year 5 about where some of our products come from. They will also have real life experiences from being in the supermarkets and looking at the product label on the back of food products.

Vocabulary: Goods, Services, Consumer, Producer, Ethical, Co-operative, Premium, Guarantee, Estuary, Port, Domestic, International, Export, Import.

Summer Term – Mountains
Enquiry – Why are mountains so important?

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
This enquiry on 'The Importance of 'Mountains' introduces pupils to the physical and human importance of a biome that covers one-fifth of the world's land surface. We will look at the key concepts of physical geography such as plate tectonics and the formation of different rock types, as well as erosion and geological deep time.	• What a mountain is and the names and location of the main ranges of fold mountains in the world • How ranges of fold mountains formed • The different layers of the Earth • The three main types of rock • Why there is so much mystery surrounding the attempt by Mallory and Irvine to climb Everest in 1924 • Why Edmund Hillary and Tenzing Norgay found fossils of sea creatures on the summit of Everest in 1953 • About the different types of fossils and how they form • The names and location of the main ranges of mountains in the United Kingdom • The physical and human features of the Cambrian mountains in Wales • The type of climate experienced in the Cambrian Mountains and how this compares with my locality • The reasons why the mountains of the UK are generally wetter and colder than most other areas • What a tourist is, the activities they enjoy and why the Cambrian mountains are popular with tourists • What a reservoir is and why many reservoirs have been built in the mountains of central Wales • What a renewable or sustainable source of energy is • How electricity is generated from the force of falling water in hydroelectric power stations	**Synthesise** -Bring together a range of ideas and facts from different sources to develop an argument or explanation for what geographers define as mountains and understand how this can lead to disagreements. **Explain** -Demonstrate understanding and comprehension of how or why the movement of plates of the Earth's crust can form ranges of fold mountains. **Empathise** - The capacity to place oneself impartially regarding the successes or failure of the expedition of Mallory and Irvine to climb Mount Everest in 1924. **Informed conclusion** - A knowledgeable summing up of why the mountains of the NW of England are generally wetter than places in S and E. **Reasoned judgement** - A personal view or opinion about why reservoirs were constructed by the City of Birmingham in the mountains of Central Wales over 100 years ago. **Justify** - Give reasons to show or prove what you feel to be right or reasonable about the environmental costs of green and renewable energy. **Apply**- The transfer of knowledge and/or skills learned in one context to help make sense of a different situation **Evaluate**- Weigh up and judge the relative importance of something in relation to counter ideas and arguments. **Critique**- Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence. **Hypothesise**- Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.

Sequence: In year 5, children will have learnt about Climate Change and will know terms such as 'renewable'. They will have also studied the book of Greta Thunberg and learnt more about Climate change through this. In previous geography topics studied in year 3, children will have studied rocks.

Vocabulary: Landscape, Range, Tectonic plate, Crust, Mantle, Core, Strata, Fossil, Growing season, Sanitation, Reservoir, Valley, Hydroelectric, Renewable, Conservation, Agriculture, Pasture