

Year 6: Geography

Block 1- Spatial Sense

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
In this unit, children will revisit key geographical concepts like longitude, latitude, the Prime Meridian, and polar regions while exploring the sun's movement and polar night. They will use various maps to reinforce their knowledge of continents, oceans, and countries. As they progress through KS2 geography, they will apply and improve their map reading and geographical skills across different contexts.	<ul style="list-style-type: none"> To be able to read and understand how to use a range of maps Maps can help us to understand data about people, places and the environment. Within a time zone, people observe the same time as it is convenient for business, trade and communications. Quality of life and standards of living differ across the globe. 	<p>Map Reading and Cartography: Understanding and using lines of longitude, latitude, and coordinates to locate places accurately.</p> <p>Geographical Analysis: Making connections between location and climate, particularly in relation to the equator and polar regions.</p> <p>Time Zone Awareness: Learning about time zones, the Prime Meridian, and the International Date Line, and understanding how time changes across the globe.</p> <p>Map Projection Knowledge: Recognising how different map projections represent the Earth and the distortions they create.</p> <p>Data Interpretation: Using maps and data to compare and contrast global metrics like GDP, life expectancy, and literacy levels, and interpreting this information to understand global patterns and disparities.</p>

Sequence:

This unit builds on prior spatial sense topics, progressing from basic map skills and compass points in earlier years to understanding latitude, longitude, and the Prime Meridian in Year 5. Students have developed skills in using grid references, map scales, and coordinates, applying their knowledge to explore geographical changes over time.

Vocabulary:

Longitude, latitude, axis, the Poles, tropic of Cancer, tropic of Capricorn, prime meridian, time zone, map projection.

Block 2– British Geographical Issues

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
During this unit children will explore the following geographical issues and their impact on Britain; air pollution, flooding, waste and litter. They will use geographical data, including an option to use geographical information systems (GIS) to study regions of the UK affected by these issues. Children will learn that government departments such as DEFRA (Department for Food and Rural Affairs) use data on these issues to make policy decisions that can impact upon people and the local	<ul style="list-style-type: none"> To know that the air in many UK cities contains pollution that is harmful to people, plants and animals. To know that climate change causes more frequent and severe flooding in the UK. To know that in UK we produce millions of tonnes of waste every year from our homes, businesses and industry, managing this waste is a challenge. To understand that litter is waste left in open, public spaces. It can cause environmental damage. 	<p>Data Analysis and Interpretation: Using graphs, maps, and data to understand issues like air pollution, climate change, and waste management.</p> <p>Understanding Human and Environmental Impact: Exploring how geographical issues, such as air pollution and flooding, affect people and the environment.</p> <p>Geographical Inquiry: Investigating local and national geographical issues, such as waste disposal and litter, using real-world data and case studies.</p> <p>Interdisciplinary Connections: Understanding how geography overlaps with other disciplines, like science, when studying complex issues such as climate change and pollution.</p> <p>Sustainability Awareness: Learning about sustainable practices and solutions, such as recycling and policies to reduce pollution, and their importance for the environment.</p>

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Sequence:
This unit brings together all of the previous knowledge of the UK that children have accumulated over their journey through the curriculum. This unit builds on knowledge of the regions of the UK, their geographical features and changes that may have taken place over time

Vocabulary:
Air pollution, climate change, waste, litter, synthetic, particles, DEFRA (department for environment, food and rural affairs), WHO (world health organisation)

Block 3- North America

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>This unit introduces children to North America, covering its countries, biomes, and significant geographical features. They will explore historical migration across the Bering Sea and study the continent’s diverse biomes, from tundra to tropical forests. The importance of North American rivers, particularly the Mississippi, will be discussed in terms of trade, transport, and sustainability. Pupils will also compare Anchorage, Alaska, with a local UK region, examining differences in climate, population, and environment. The unit concludes with an assessment where children will explain North America's diversity from a geographer's perspective.</p>	<ul style="list-style-type: none"> The North American continent spreads from close to the North Pole, south towards the equator. Rivers stretch across the continent providing a source of water and also transport links. Many of North America’s major rivers have been affected by human actions. Many people live in large cities in North America, this presents challenges. 	<p>Geographical Analysis: Identifying and understanding the physical and human geography of North America, including countries, biomes, and significant geographical features.</p> <p>Historical Geography: Exploring the historical migration patterns across the Bering Sea and their impact on the continent's population.</p> <p>Comparative Geography: Comparing and contrasting regions in North America, such as Anchorage, Alaska, with local UK areas, focusing on climate, population, and environment.</p> <p>Sustainability Awareness: Understanding the role of major rivers like the Mississippi in trade, transport, and sustainability.</p> <p>Geographical Communication: Developing skills to explain geographical concepts and diversity from a geographer's perspective, using appropriate language and structure.</p>

Sequence: This unit builds on children’s understanding of world geography and focuses on the continent of North America. Children have already studied Europe in depth, studied two units on Asia, and in Year 5 studied Australia and the South Pacific.

Vocabulary: North America, United States of America, state, Mississippi river, biome, urbanisation

Block 4- South America

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>This unit introduces children to South America, covering its geography, history, and significant features. They will locate countries, study population distribution, and explore challenges like urbanisation. The unit includes a focus on the Inca Empire, the geography of the Andes Mountains and the Atacama Desert, and Brazil’s economy and industry. Students will also learn about the Amazon Rainforest, deforestation, and its environmental impact. The unit concludes with an assessment</p>	<ul style="list-style-type: none"> To explain human and physical features of South America. Identify countries in South America. Identify the Andes Mountains Explain the significance of Machu Picchu. Describe the challenges caused by human interaction with the Amazon Rainforest 	<p>Geographical Inquiry: Identifying and locating countries, geographical features, and biomes of South America.</p> <p>Historical Analysis: Understanding the impact of the Inca Empire and Spanish colonization on the continent.</p> <p>Population and Urbanisation Studies: Analysing population distribution and the challenges of urbanisation in South American cities.</p> <p>Economic Geography: Exploring Brazil’s economy, agriculture, and resource extraction, and their relationship to geography.</p> <p>Environmental Awareness: Examining the Amazon Rainforest, deforestation, and the environmental impact of human activities.</p>

comparing North and South America or describing South America's human and physical features.	Comparative Analysis: Comparing human and physical features of North and South America using locational and place knowledge.
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Sequence:
This unit will be building on children's understanding of the seven continents from Year 1 and subsequent world geography including studies of Europe, Australia, Asia and North America. They will also build on their knowledge of geology from previous units (such as mountains in Year 5 Geography and rocks in Year 3 Science)

Vocabulary:
Pangea, rainforest, subduction zone, plateau, altitude, deforestation, biodiversity

Block 5- Africa

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>This unit introduces children to Africa's diverse geography, rich history, and contemporary issues. It begins by exploring the continent's natural resources and ancient human history. Students will learn about Mansa Musa, the Emperor of Mali, to challenge stereotypes about Africa. They will then study desertification and its impact on farming communities, the concept of food security using Madagascar as an example, and the challenges faced by African countries due to climate and political instability. The unit concludes with research on Kenya and an assessment task focusing on major issues like desertification and food security.</p>	<ul style="list-style-type: none"> ● Africa is a diverse continent ● Biomes located in Africa include; forests, desert, grasslands, savannah, and mangroves. ● Desertification is a process that changes productive land into desert. ● If people within a country cannot access nutritious food, the country is experiencing food insecurity. ● Locust and other pest infestations can damage farmland and cause food insecurity. 	<p>📍Geographical Inquiry: Identifying and analysing Africa's diverse physical and human geography, including natural resources and biomes.</p> <p>📍Historical Analysis: Understanding significant historical figures, such as Mansa Musa, and their impact on Africa's legacy.</p> <p>📍Research Skills: Conducting research using atlases and internet sources to gather information about various African countries and issues.</p> <p>📍Critical Thinking: Evaluating contemporary issues like desertification and food security, and understanding their implications for populations.</p> <p>Data Interpretation: Analysing life expectancy and food security data to make connections between geography and human health.</p> <p>Comparative Analysis: Comparing the challenges faced by different countries within Africa, such as Madagascar and Kenya, to understand regional differences.</p> <p>📍Communication Skills: Effectively presenting findings and explanations through written reports, maps, and diagrams.</p>

Sequence: Pupils will have some knowledge of African Geography from our unit on the Transatlantic Slave Trade in Year 5 History. They will build on this knowledge, looking further back in time and recognising that scientists believe Africa to be the oldest inhabited continent.

Vocabulary:
Homo sapiens, commodity, agriculture, desert, desertification, biodiversity, colonialism, food insecurity.

Block 6- Globalisation

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
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<p>This unit explores the impact of international trade following the collapse of the Soviet Union, highlighting how advancements in technology and communication facilitated global business operations. Students will examine the decline of the leather industry in Northamptonshire due to competition from abroad, illustrating both the advantages and disadvantages of increased trade. The unit covers examples of economic, political, and cultural globalisation, emphasising the growing interconnectedness of the world. Additionally, it incorporates current global issues, including the COVID-19 pandemic, and encourages students to engage with news reports and the work of the United Nations to understand geography's relevance in shaping the future.</p>	<ul style="list-style-type: none"> • To know that globalisation is the process of interaction and integration among people, companies and governments worldwide, and that this process has changed the world. • Globalisation is a process of interaction among people around the world. • Global trade has seen companies move production to the locations where products can be produced cheaply. • Advantages of globalisation in some cases can include global sharing of information, exchange of ideas, economic development. • Disadvantages of globalisation in some cases can include; job losses, low wages, unsafe working practices, environmental damage. • The challenge for people around the world is to ensure the process of globalisation is fair for all. 	<p>📌Economic Analysis: Understanding the effects of international trade on local industries, such as the leather industry in Northamptonshire.</p> <p>📌Critical Thinking: Evaluating the advantages and disadvantages of globalization and its impact on different sectors and communities.</p> <p>Research Skills: Engaging with current global issues through news reports and credible sources to analyse real-world implications.</p> <p>📌Comparative Analysis: Examining examples of economic, political, and cultural globalisation to understand interconnectedness.</p> <p>Geographical Inquiry: Investigating how technological advancements and communication changes have transformed global business practices.</p> <p>Reflective Thinking: Considering quotes from world leaders and the work of organisations like the United Nations to contextualize geographic knowledge.</p> <p>Future-Oriented Perspective: Assessing how geography informs our understanding of present and future global challenges.</p>
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Sequence:
Prior to studying this unit, pupils will have established knowledge and understanding of global interactions, for example how countries trade with one another.

Vocabulary:
Globalisation, interaction, integration, social, economic, political, culture, investment, exploit, trade