

Year 6 Geography – Global Issues

In Year 6 we continue to develop our vocabulary for Physical and Human Geography, with a focus on features that can be found around the world. We will focus our research on The Tropics, in particular the geographical features of South America. This gives us a solid understanding of different physical features such as the Cotopaxi volcano and re Amazon Rainforest.

Opportunities for oracy will be key, considering the impact of developing natural land and the impact that deforestation has had on the Amazon rainforest. The children will have opportunity to use all of their Geographical knowledge to create their own county, using Minecraft Education, building different developments to meet the demands of the biome they are in.

Key Vocabulary

Hemisphere, latitude, longitude, tropics, peak/summit, valley, cliff, ridge, plateau, terrain, tectonic plates, eruption, magma, lava, dormant, extinct fault, grid reference, ordnance survey, continent, expedition

Pedagogy

Retrieval practice describes the process of recalling information from memory with little or minimal prompting. Low stakes tests (such as individual questions or quizzes) are often used as methods of retrieval practice as these require pupils to think hard about what information they have retained and can recall. When used in this way, tests can be a strategy for learning in addition to being an assessment of learning. The retrieval practice evidence base (both basic and applied) suggests that testing learning is often a better strategy for learning than restudying or recapping the same information.

Spaced practice (also referred to as spaced learning, distributed practice, distributed learning, and the spacing effect) applies the principle that material is more easily learnt when broken apart by intervals of time. Spaced practice is often contrasted with 'massed' or 'clustered' practice, whereby material is covered within a single lesson or a linear and sequential succession of learning.

Assessment is a continuous process, integral to learning and teaching. It plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. Assessment is a daily part of the life of the school. Informal assessments, through monitoring of children's work and understanding of concepts, are used by teachers to inform their teaching. These can be seen in each teachers Whole Class Feedback Book and subsequent KUNCU (Keep Up Not Catch Up) sessions.

High Quality Texts

Trash
Holes
Little people, big dreams
The great Kapok Tree
Journey to the river sea- down the Amazon river
Tree of wonder- Rainforest biome

National Curriculum Expectations	Substantive Knowledge (What)	Disciplinary Knowledge (How)	Cultural Capital/ Experiences	Opportunities for Oracy	Opportunities for Play	Diversity and Culture/Similarities and differences	Life Skills	Outdoor Learning/Fieldwork	Cross Curricular Links
<p>Locational knowledge</p> <p>Locate the world's countries, using maps to focus on North and South America,, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Place knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of a North or South America.</p> <p>Human and physical Geography</p> <p>Describe and understand key aspects of physical geography, including rivers, climate zones, biomes and vegetation belts.</p> <p>Describe and understand key aspects of human geography including types of settlement and land use, economic activity and the distribution of natural resources.</p>	<p>Explain how time zones are different around the world.</p> <p>Recall key facts about the Amazon River and its uses</p> <p>Name key features of the Amazon Rainforest (vegetation, habitat, deforestation)</p> <p>Name effects of climate change on the Amazon Rainforest and the wider world.</p> <p>Know the difference between a extinct dormant and active volcano (location)</p> <p>Know how earthquakes occur</p> <p>Name key biomes (rainforests, deserts, savanna, woodlands, grasslands, tundra)</p>	<p>Use map skills to locate Tropic of Cancer and Capricorn (lines of latitude and longitude), Northern/Southern hemisphere, Artic and Antarctic Circle</p> <p>Compare biomes (rainforests, deserts, savanna, woodlands, grasslands, tundra)</p> <p>Use map skills to locate North and South America</p> <p>Compare physical and human features of a region within either South or North America with the North West of England</p> <p>Case study Brazil – types of settlements, land use, economic activity – trade links, natural resources. Link with money</p> <p>Explain the impact of volcanic eruptions./earthquakes on the local area</p> <p>- Choose 4 major cities Rio, Buenos Aires, Bogat, Mexico city. -New York</p>	<ul style="list-style-type: none"> - Possible link with school in Brazil - British Council - Race across the World clips from BBC -transport 	<p>Debate – land development – favelas</p>	<p>Creating own countries and appropriate settlements in each.</p> <p>Use Minecraft Education to build and design different settlements.</p> <p>Create a sustainable settlement</p>	<p>Comparisons of the favelas in Brazil to The North West of UK region– land use, culture betc</p> <p>Amazon river vs River Irk/Irwell</p> <p>Impact of climate change on regions in South America vs Manchester</p> <p>Climate in the Tropics vs Europe</p>	<p>Planning for a natural disaster. (recap from learning in Y5)</p> <p>Volcanic eruption</p> <p>Earthquakes on fault line.</p> <p>Wild fires</p> <p>Floods</p> <p>Tsunamis</p> <p>*Being collaborative*</p> <p>*Show respect* to other languages, religions, traditions.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world</p>	<p>Opportunities for writing to include:</p> <p>Short pieces</p> <ul style="list-style-type: none"> - Explanation of time zones - debate - effects of climate change on Amazon Rainforest- work independently on their own side and then link with someone with opposing opinion to create argument. <p>-double page spread on Amazon river.</p> <p>Biomes- illustrations then facts</p> <p>Fern Gulley- Cartoon based on pollution in Amazon rainforest.</p> <p>Links with money- planning on a budget race across the world theme</p> <p>Time zones</p> <p>Exchanging currency.</p> <ul style="list-style-type: none"> - Time zones, how long would it take to walk, drive, fly.

