

Pudsey Bolton Royd Primary School Geography Long-Term Plan

Year 6

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
Enquiry Questions		
	Can we prevent a natural disaster from happening?	
Outcomes		
	Debate answering the big question. Make a Papier Mache volcano	
Linked Texts		
Linked Experiences		
	Now press play – natural disasters	
Overview		
	<p>As part of this unit the children will learn what a natural disaster is and learn a variety of different types. They will learn what tectonic plates are and how they have moved and collided over millions of years to create the world as we know it today and how they can cause and form some natural disasters. They will look in depth at a few chosen disasters (volcanic eruptions and earthquakes) and understand what they are like, the signs that they could happen and what to do during these disasters – they will also research and learn about some real life examples.</p> <p>They will also explore what a volcano is and the key features/parts of a volcano.</p> <p>The children will also look at the different types of mountains and look at how they are formed.</p>	
Knowledge and/or Skills Covered		
	<p><u>Graphicacy skills</u></p> <p><u>Read maps</u>-Use maps and atlases, globes and digital/computer mapping to locate and describe features.</p> <p><u>Draw maps / plans</u>- Design and draw distribution/ thematic maps.</p> <p><u>Digital maps</u> -Use careful selections from digital maps to illustrate points verbally (eg with .ppt) or in written form (eg .pub, .doc).</p> <p><u>Use images</u> - Carefully select images for a purpose (eg as evidence, or to show reliability)</p>	

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	<p><u>Fieldwork and practical skills</u></p> <p><u>Observe/measure-</u> Make reasonable estimations of length, distance, mass, capacity, angle, area and temperature.</p> <p><u>Record-</u> Group and redraft observations in the field into useful formats like tables, diagrams, flow charts, sketches, jotted graphs.</p> <p><u>Academic skills</u></p> <p><u>Ask questions</u> Regularly ask and answer perceptive questions in geographically valid ways.</p> <p><u>Discern relevance</u> - Thoughtfully organise information by relevance, and politely critique others.</p> <p>Use sources (from History National Curriculum): Start to understand the idea of 'tertiary' sources data. Explain and critique the way geographical 'facts' are used and interpreted to support opinions.</p> <p><u>Present information</u> - Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently structured pieces of work.</p>	
National Curriculum Attainment Targets		
	<p>Location knowledge: Identify and locate world countries –</p> <p>Locate some of the world's biggest natural disasters have occurred. Explain what the Pacific ring of fire is and how this links to volcanoes. Identify and locate the world's Seven Summits, The Himalayas and the UK's highest mountains and mountain ranges.</p> <p>Human and Physical Geography: describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquake. 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>	

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	Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate different mountains and mountain ranges across the world.	
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Important Vocabulary		
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	Natural disaster, prevention, damage, boundary, Tectonic plates- uplift, subduction, collision Tsunami, drought, Seismographs, Richter scale, volcanologist, magnitude, mountains, volcanoes, earthquakes, dominant, core, crust, magma, eruption, Pacific ring of fire, summit, mountain range, landform	
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<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Enquiry Questions		
	How is our climate changing?	
Outcomes		
	A poster/leaflet to explain what we can do to help climate change.	
Linked Texts		
Linked Experiences		
	Now press play – Climate change	
Overview		
	During this unit children will learn about how a place's location in the world affects its climate. They will discuss the causes and effects of global warming and the role of politics in preventing/allowing global warming. They will discuss about renewable and non-renewable energy sources. They will understand about sustainability and will understand the difference between weather and climate and the definition of latitude and how it affects climate. They will discuss about environmental activist and focus on one activist.	
Knowledge and/or Skills Covered		
	<u>Fieldwork and practical skills</u> <u>Observe/measure</u> Make reasonable estimations of length, distance, mass, capacity, angle, area and temperature. <u>Academic skills</u> <u>Ask questions</u> Regularly ask and answer perceptive questions in geographically valid ways. <u>Discern relevance</u> Thoughtfully organise information by relevance, and politely critique others. <u>Use sources</u> (from History National Curriculum): Start to understand the idea of 'tertiary' sources data.	

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	<p>Explain and critique the way geographical 'facts' are used and interpreted to support opinions.</p> <p><u>Present information:</u> Use age-related vocabulary in their speech and writing, spelling it accurately where appropriate. Create age-related data tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations: - for isolated datasets - in longer and coherently structured pieces of work</p>	
National Curriculum Attainment Targets		
	<p><u>Locational knowledge</u> 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> <p><u>Human and physical geography</u> 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>	
Important Vocabulary		
	Climate, weather, season, temperature, fossil fuels, biomes, activism, sustainability, economy, renewable, energy	