Geography Scheme of Work
Perranporth C P School

Year 6 Autumn Term

	AUTUMN 1st Half			Autumn 2nd Half		
Theme	**Revolution**			**Darwin's Delights**		
British Key Question	How did the Victorians change Britain?			How did get here?		
Enhancements	Visit to Lanhyrock Mrs Swift to visit Local work to see Victorian legacies (railway) Victorian classroom			Christmas play fund raiser		
Books	Oliver Twist by Charles Dickins The Highwayman by Alfred Noyes *Black Beauty* by Anna Sewell *The Wolves of Willoughby Chase* by Joan Aiken			*Sky Hawk* – Gill Lewis		
Addressing Stereotypes	Role of Women (Queen Victoria) Are poor people lazy?			Discussions about Mary Anning – women scientists		
British Values	Democracy – Women's suffrage Rule of Law – Robert Peel Individual Liberty – Women's suffrage Mutual Respect & Tolerance – Dr Barnardo			Democracy – hierarchy of species Rule of Law – Should we be allowed to take things from other places and people Individual Liberty – Freedom of speech science v religion Mutual Respect & Tolerance – Accepting that people have different views		
Geography (All NC subject content covered)	Extend knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America Use of geographical knowledge, understanding and skills to enhance their locational and place knowledge			Extend knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America Use of geographical knowledge, understanding and skills to enhance their locational and place knowledge		
Key Geographical Skills to be Taught	G-Y6K1.1		G-Y6S3.1 G-Y6S3.3 G-Y6S3.4 G-Y6S3.5	G-Y6K1.2 G-Y6K1.4		G-Y6S3.1 G-Y6S3.2 G-Y6S3.3 G-Y6S3.4 G-Y6S3.5

Key questions / knowledge and understanding to be explained **Key Knowledge and facts to be recalled**	The Great Exhibition Identify the following locations on a map of London: Hyde Park, the Crystal Palace Museum, Penge Common (next to Sydenham Hill), the Royal College of Music, the Royal College of Art, the Imperial College of Science, the Science Museum and the Natural History Museum. Draw a sketch map to show these locations. Annotate their maps to explain how each of the sites are connected to the Great Exhibition, held in 1851. https://www.bl.uk/victorian-britain/articles/the-great-exhibition https://www.vam.ac.uk/articles/building-the-museum#slideshow=31131014&slide=0 Transportation links Locate Darlington, Stockton, Durham and the River Tees on a map of the UK and make a sketch map of the area, labelling key geographical features. Imagine that they were transporting tonnes of coal from Durham to the port at Stockton and describe how they would do this today. Identify roads, railways and other transport links that they could use and show these on their maps. Use a range of sources to research the significance of this route for Victorian rail travel, searching for information about *Locomotion No 1*, an early railway locomotive, and the development of the Stockton to Darlington railway.	Plotting Darwin's route Use physical and online maps to plot the route that Darwin took on HMS *Beagle*. Highlight places that he visited, including the Cape Verde Islands, the Falkland Islands, the Galápagos Islands and Ascension Island. Find the longitude and latitude for each place and explain how it relates to the equator and the Northern and Southern Hemispheres. Use scaled maps to estimate how far Darwin travelled in total. Use physical and online maps to plot the route that Darwin took on HMS *Beagle*. Highlight places that he visited, including the Cape Verde Islands, the Falkland Islands, the Galápagos Islands and Ascension Island. Find the longitude and latitude for each place and explain how it relates to the equator and the Northern and Southern Hemispheres. Use scaled maps to estimate how far Darwin travelled in total. Expedition across the Galápagos Islands Plan an expedition across the Galápagos Islands that will help them take in the incredible sights and sounds. Use a range of materials, including online tourism sites, to find out about travelling between the islands, typical weather conditions, the range of physical and man-made landmarks and features, the local currency, the official language and the best places to stay. Draw a detailed sketch map of their route, labelling places that they plan to stop and stay. Make a list of things that they would need to take, including clothing that would be suitable for the climatic conditions and physical terrain. At risk of extinction Use digital conservation maps, websites and books to identify and list animal species that are at risk of extinction. Choose three animals from the list, including one each from the UK, a European region and North or South America. Find out what factors are endangering these species, such as human activity, habitat or climate change. Create a poster to inform others about the factors that are endangering the three species. Write captions that explain the importance of the species to the world as a whole.

<table>
<tr><td></td><td colspan="2"></td><td colspan="2">Biodiversity of islands

Summarise, in their own words, why they think the Galápagos Islands developed such rich biodiversity. Use a world map to identify other remote islands and choose one to research. Find out about the island's climate and biodiversity, then present their ideas in their journals using text, drawings, maps and digital images. Consider the main threats to islands, including natural and human factors, such as expanding populations, habitat destruction, tourism, rising sea levels and the introduction of new species.</td></tr>
<tr><td>Vocabulary</td><td>Content Specific:
Natural resources
Industry
sustainable development
economy, minerals
renewable energy
climate change
Counties</td><td>Subject Specific:

Subject Specific:
Empire
Factory
Industrial revolution
Moral
Orphan
Population
Punishment
Reign
Revolutionise
Slum
Social reformer
Victorian
Workhouse</td><td>Content Specific:
Natural resources
Industry
sustainable development
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Counties</td><td>Subject Specific:
Adaptation
Ancestry
Evolution
Extinct
Fossil
Inheritance
Naturalist
Natural selection
Natural world
Species
Variation</td></tr>
<tr><td>Outdoor Learning</td><td colspan="2"></td><td colspan="2">Visit to beach
Use environmental area to sketch plants and animals</td></tr>
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Year 6 Spring Term

	Spring 1st Half	Spring 2nd Half
Theme	**Blood Heart**	**Fire Damp and Davy Lamps**
British Key Question	Does your heart belong to Britain?	What will Cornwall do when the tin is gone?
Enhancements		Trip to Geevor St Piran's day festival
Books	Pig Heart Boy – Malorie Blackman	The Giant's necklace
Addressing Stereotypes		Are all famous inventors male?
British Values	Democracy – Rule of Law – Individual Liberty – Mutual Respect & Tolerance –	Democracy – rights and responsibilities (mining disasters) Rule of Law –safety of miners Individual Liberty – Freedom of movement (Cousin Jack) Mutual Respect & Tolerance – Different countries and cultures (Cousin Jack)
Geography (All NC subject content covered)	Extend knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America	Use of geographical knowledge, understanding and skills to enhance their locational and place knowledge The location and characteristics of a range of the world's most significant human and physical features
Key Geographical Skills to be Taught		G-Y6K1.1 G-Y6K1.3 G-Y6K1.4 G-Y6H2.1
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	Which counties have an equivalent of the NHS? Which counties have the most hospitals? Which counties have the most doctors? How does the mortality rate change by continent / country? Are certain diseases more common in particular counties? Why? Are there any links between average income and health?	Where is Cornwall? Where is Cornwall. Identify on a map and include coasts, oceans and seas Where was coal mined? Show the children how to use geological maps to identify areas where coal seams are located in the UK then use the Northern Mine Research Society website to look carefully for evidence of mines in the local area. Ask the children to draw a sketch map of their findings. Where was tin mined? Research where tin is mined and record on a map. Cousin Jack?

			Find out who cousin Jack are. Where did they go and why did they go there?	
Vocabulary	**Content Specific:** ➢ Natural resources ➢ Industry ➢ sustainable development ➢ economy, minerals ➢ renewable energy ➢ climate change ➢ Counties	**Subject Specific:** ➢	**Content Specific:** ➢ Natural resources ➢ Industry ➢ sustainable development ➢ economy, minerals ➢ renewable energy ➢ climate change ➢ Counties	**Subject Specific:** ➢ Colliery ➢ Davy lamp ➢ Fossil fuel ➢ General strike ➢ Industrial revolution ➢ Mine ➢ Natural gas ➢ Non-renewable energy ➢ Renewable energy ➢ Sediment ➢ Strike ➢ Tin
Outdoor Learning				

Year 6 Summer Term						
	Summer 1st Half			Summer 2nd Half		
Theme	**Hola Mexico**			**Frozen Kingdoms**		
British Key Question	Why do we have tacos?			Was the Titanic the greatest ship ever built?		
Enhancements	Mexican food tasting			Miss Rowe's friend		
Books	*Holes* – Louis Sachar					
Addressing Stereotypes	Role of women in Mayan culture			Are all explorers men?		
British Values	Democracy – Rule of Law – Individual Liberty – Mutual Respect & Tolerance –			Democracy – Rule of Law – Individual Liberty – Mutual Respect & Tolerance –		
Geography (All NC subject content covered)	Extend knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America Use of geographical knowledge, understanding and skills to enhance their locational and place knowledge The location and characteristics of a range of the world's most significant human and physical features			Extend knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America Use of geographical knowledge, understanding and skills to enhance their locational and place knowledge The location and characteristics of a range of the world's most significant human and physical features		
Key Geographical Skills to be Taught	G-Y6K1.2 G-Y6K1.4			G-Y6K1.2 G-Y6K1.4	G-H6H2.1	G-Y6S3.1 G-Y6S3.2 G-Y6S3.3 G-Y6S3.4 G-Y6S3.5
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	Locating Mexico Use world maps and satellite images to locate Mexico, identifying which hemisphere it is in, its location in relation to the equator, and its surrounding countries. Once found, draw a sketch map of the country, showing aspects of its human and physical geography, including major cities, surrounding seas, mountain ranges, airports and tourist resorts. The Chihuahuan Desert			Polar expedition Gather information about the polar region they choose using the Arctic information sheet or Antarctic information sheet Introductory knowledge Display the Earth diagram and use this to introduce or recap on the location of the Northern and Southern Hemispheres and key lines of latitude and longitude, such as the equator and Prime Meridian. Locate		

Use maps, atlases and globes to locate the Chihuahuan Desert. Work in groups to learn about the animal and plant species found there, what the climate is like, its location in relation to the equator, the people who live there and the difficulties that they face. Decide how they will present their research to others, and when feeding back, point out how this area differs from their own area.

Daily life in Mexico

Use a range of non-fiction books to find out about daily life in Mexico, especially what it's like for children of a similar age. Answer questions, such as: What is a typical day like for a Mexican child? What are schools like? What meals do families like to eat? Compare life in cities to more rural areas. Compare their findings with the human geography of a region in the UK and one in Europe.

Cities of the ancient Maya

Locate some of the main cities of the ancient Maya civilisation, such as Uxmal, Chichén Itzá, Tulum, Tikal, Guatemala, and Copán, Honduras, on a map of South America. Note their locations using longitude and latitude, and positions in relation to the hemispheres, the equator and countries of North America. Use Google Maps to zoom in on their locations and describe any local geographical features. Use a range of sources to find out about regional climates.

http://globalsherpa.org/mayan-civilization-ruins-sites-culture-calendar-2012/

the Arctic Circle at 66.5° North (66.5°N) and the Antarctic Circle at 66.5° South (66.5°S) and discuss any similarities and differences between their locations. Ask the children to share what they know about either location, making a bank of knowledge statements to revisit later in the week. Provide the children with the Earth labelling sheet to complete, and check their work through a summary discussion.

Polar climates

Show the children the Climate zones map. Encourage them to make observations about the location of the different climate zones. Ask the children to share what they already know about the polar climates, using the knowledge and information gathered through completing their virtual expeditions. Ask the children to use the Arctic information sheet and Antarctic information sheet to delve more deeply into the climatic differences between the two polar regions and complete the Polar regions question sheet. When complete, discuss the children's work, addressing any misconceptions.

Polar day and night

Recap on Earth's rotation to explain day and night with the children, then show them the Polar day and night diagram. Ask them to describe what the diagram is showing, focusing on the North and South Poles. When the children have explained what they can see, use a rotating globe, and a torch as the Sun, to bring the diagram to life. Focusing on the Arctic Circle, ask the children to observe what happens to the daylight during a day in the Arctic summer and winter, then demonstrate what happens to the Antarctic Circle using the same technique. Encourage them to explain that at some times of the year, the poles are in near-constant daylight, known as polar day, or Midnight Sun. At other times of the year, the poles are in near-constant darkness, known as polar night. Allow the children time to explore and demonstrate the concept of polar day and night using tabletop globes and torches, then give them the Polar day and night sorting cards. Encourage them to sort the cards into two groups: true or false. Share and compare their answers with others, then hand out the Polar day and night answer sheet against which the children can check their work and clarify any misconceptions. As an extension, the children could use all the provided resources and photographs of their experiments with globes and torches to write an explanation about polar day and night.

		## Polar oceans Answer the geographical enquiry 'How are polar oceans different to other oceans on Earth?' ## Polar landscapes Give a set of the Polar landscape picture cards. Allow them time to read and discuss the information on the cards. Ask the children to use the information to complete the Polar landscapes recording sheet. After completing the sheet, invite the class to make comparisons between the features, in a discussion. Ask questions, such as 'What do these polar features have in common? How are they the same or different?' Encourage the children to search for further images and information about one of the features, using a range of information sources including maps, books and the internet. ## Climate change 'What is climate change? Do you know any facts about climate change? How do you think climate change affects the polar regions?' After an initial discussion, invite the children to work in pairs to read the Climate change blog text. Ask them to identify important facts and information and consider the cause and effects of climate change. Invite the children to answer the Climate change question sheet. Ask 'What conclusions can we draw, on the evidence we have, about climate change?' ## Natural resources Ask the children to use the Natural resources recording sheet and online research to list a range of different natural resources, where they are found and the ways in which humans use these resources. Ideas could include wood for furniture making and building, fish for food and oil and natural gas for cooking and heating. When the children have listed the natural resources, ask them what sort of natural resources they think are available in the Arctic. Take the children's answers and the reasons behind their thinking, then ask them to read the Natural resources in the Arctic information sheet. Encourage them to discuss the information and complete the Natural resources in the Arctic question sheet in pairs, using further research to add more detail to their answers. Ask the

			children to discuss their work in groups, identifying any similarities and differences. ## Indigenous people Show the children the Indigenous peoples of the Arctic information sheet. Ask them to read the information in pairs, then choose one of the groups to study further. Encourage them to use online research to complete the Indigenous people recording sheet. Once they have collected the information, ask the children to complete an Indigenous people editable template on computers or tablets. At the end of the session, ask them to share their work with other groups. Encourage them to evaluate how the climate and landscape affect the lives of people in the Arctic, how the people have successfully adapted to these conditions and whether their ways of life share any similarities or differences. ## Case study – Tourism in the Antarctic Recap on the term 'tourism' and ask the children to list the facilities that tourists require, such as accommodation, food, activities, entertainment and transport links. Ask the children to talk about the positive and negative effects of tourism on an area, such as an increase in income, use of land for building hotels and venues, overcrowding of popular areas and pollution. Hand out the Antarctica tourism case study information pack and ask the children to read it in small groups, analysing the data and drawing conclusions about the impact of tourism on Antarctica. Ask them to use books and online resources to research the subject further and complete the Antarctica tourism case study question sheet. Encourage each group to feed back what they have discovered about tourism in Antarctica.
Vocabulary	**Content Specific:** ➢ Natural resources ➢ Industry ➢ sustainable development ➢ economy, minerals ➢ renewable energy ➢ climate change ➢ Counties	**Subject Specific:** ➢ Civilisation ➢ Climate ➢ Culture ➢ Diverse ➢ Equinox ➢ Festival ➢ Heritage ➢ Indigenous ➢ Landscape ➢ Patron saint ➢ Region ➢ Tradition	**Content Specific:** ➢ Natural resources ➢ Industry ➢ sustainable development ➢ economy, minerals ➢ renewable energy ➢ climate change ➢ Counties	**Subject Specific:** ➢ Antarctic Circle ➢ Arctic Circle ➢ Boreal forest ➢ Climate ➢ Horizon ➢ Indigenous ➢ Native ➢ North Pole ➢ Polar Day ➢ Polar night ➢ Precipitation ➢ South Pole Tundra

Outdoor Learning		
Other Provision		