



<b>Geog.</b>  <b>Y6</b>  <b>MTP</b>  <b>Week</b>	<b>AUTUMN 2: 7 WEEKS</b>  Links with: DT  Key knowledge:  <b>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time</b>  <b>Locational Knowledge</b>  <b>Tasks overview:</b> Ge2/1.4 <b>Geographical Skills and Fieldwork</b> Ge2/1.4a <b>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b>  Ge2/1.4 <b>Geographical Skills and Fieldwork</b> Ge2/1.4b <b>To use Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world.</b>  Ge2/1.4c <b>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</b>  Additional tasks: Ge2/1.1b <b>Key Skills:</b>  Suggest questions for investigating  Use primary and secondary sources of evidence in	<b>SPRING 2: 6 WEEKS</b>  Links: DT  Key knowledge:  <b>To describe and understand key aspects of human geography, including trade links, and the distribution of natural resources including energy, food, minerals and water in the UK and Europe.</b>  Ge2/1.1c <b>To identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</b>  Ge2/1.4a <b>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b>  <b>Key Skills:</b>  Suggest questions for investigating  Use primary and secondary sources of evidence in their investigations.  Investigate places with more emphasis on the larger scale; contrasting and distant places  Collect and record evidence unaided  Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it	<b>SUMMER 2: 6 WEEKS</b>  Links: DT  Key knowledge:  <b>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time</b>  Ge2/1.3b <b>To describe and understand key aspects of human geography, including trade links, and the distribution of natural resources including energy, food, minerals and water in the UK and Europe.</b>  Ge2/1.4a <b>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b>  <b>Key Skills:</b>  Suggest questions for investigating  Use primary and secondary sources of evidence in their investigations.  Investigate places with more emphasis on the larger scale; contrasting and distant places  Collect and record evidence unaided  Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it  Use/recognise OS map symbols; Use atlas symbols.

<p>their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p>Use/recognise OS map symbols; Use atlas symbols.</p> <p>Locate places on a world map</p> <p>Use a scale to measure distances.</p> <p>Confidently identify significant places and environments</p> <p>Use OS maps.<sup>[1][2]</sup><sub>[SEP]</sub></p> <p>Confidently use an atlas.</p> <p>Recognise world map as a flattened globe.</p> <p><b>Key vocabulary:</b></p> <p>See bottom of sheet for list of cities/counties (see progression map)</p> <p>latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere.</p> <p>maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique, Topographical, ordnance survey (OS)</p> <p>coordinates, grid, plot, north, south, east, west, north-east, south-east, north-west, south-west</p>	<p>Use/recognise OS map symbols; Use atlas symbols.</p> <p>Locate places on a world map</p> <p>Use a scale to measure distances.</p> <p>Confidently identify significant places and environments</p> <p>Use OS maps.<sup>[1][2]</sup><sub>[SEP]</sub></p> <p>Confidently use an atlas.</p> <p>Recognise world map as a flattened globe.</p> <p>Use atlases to find out about other features of places</p> <p><b>Key vocabulary:</b></p> <p>human geography, trade links, the distribution of natural resources: energy, food, minerals and water in the UK and Europe.</p> <p>latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p> <p>maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique, Topographical, ordnance survey (OS)</p> <p>coordinates, grid, plot, north, south, east, west, north-east, south-east, north-west, south-west</p>	<p>Locate places on a world map</p> <p>Use a scale to measure distances.</p> <p>Confidently identify significant places and environments</p> <p>Use OS maps.<sup>[1][2]</sup><sub>[SEP]</sub></p> <p>Confidently use an atlas.</p> <p>Recognise world map as a flattened globe.</p> <p>Use atlases to find out about other features of places</p> <p><b>Key vocabulary:</b></p> <p>See bottom of sheet for list of cities/counties</p> <p>human geography, trade links, the distribution of natural resources: energy, food, minerals and water in the UK and Europe.</p> <p>maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique, Topographical, ordnance survey (OS)</p>
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<p><b>1</b></p>	<p><b>Lesson Objective: To understand the geographical features of Europe during WW1.</b></p> <p><b>Outline of tasks:</b>  I know that Europes borders have changed as a result of WW1  I can locate countries who fought on the different sides of the war on a map and colour them using a key.  I understand why the countries formed alliances.  I know how this caused tension in Europe.</p>	<p><b>Lesson objective: To identify the different sections of the earth.</b></p> <p><b>Outline of tasks:</b>  Identify the position and significance of the Tropics of Cancer, Capricorn, Artic and Antarctic circle.  Why is the globe split into hemispheres? How does this affect physical geographical features?</p>	<p><b>Lesson objective: To understand what human geography is.</b></p> <p><b>Outline of tasks:</b>  Understand what human geography focuses upon. Understand the key terminology related to human geography.  Use atlases and maps to find key settlements, towns, ports on a map of the UK.  Understand land use and how this is divided in the UK. Locate key features (reservoirs)</p>
<p><b>2</b></p>	<p><b>Lesson objective: To understand life in the trenches</b></p> <p><b>Outline of tasks:</b>  Learn about the locations, soil types and geographical differences of the trenches. Look at climate and the effects it had on warfare.</p>	<p><b>Lesson objective: To understand different time zones.</b></p> <p><b>Outline of tasks:</b>  Identify Greenwich Mean Time (GMT) and how the world is split into different time zones. Why do we use these and what is their significance. What are the seasons and how do the hemispheres affect this?</p>	<p><b>Lesson objective: To understand trade in the UK.</b></p> <p><b>Outline of tasks:</b>  Identify key trading ports in the UK and find out import and export rates. Understand terminology linked with trade and the economy. Understand the processes of trade from manufacturing to distribution and identify other nations linked with the UK for trade.  Identify the various methods of trade (sea, air, land, rail).</p>

<p><b>3</b></p>	<p><b>Armistice Week</b>  <b>Lesson objective: To understand geography of the Commonwealth soldiers home countries.</b></p> <p><b>Outline of tasks:</b>  Learn about the human and physical geography of the Commonwealth soldiers home countries and the geographical differences between them and the Western Front.</p>	<p><b>Lesson objective: To identify the geographical features of the Shang dynasty.</b></p> <p><b>Outline of tasks:</b>  What are the geographical features of modern China and in the Shang dynasty. Similarities and differences. Compare and contrast with the geographical features of the UK. How are they different and what does this do to the different climates. Explain the different geographical features.</p>	<p><b>Lesson objective: To understand trade with Europe.</b></p> <p><b>Outline of tasks:</b>  Use maps and atlases to identify key cities and trading ports of Europe. How else will trade happen with them?  Who are the large European trading partners. Understand the distribution of natural resources, food, water, energy in European countries.</p>
<p><b>4</b></p>	<p>Ge2/1.4b  <b>To use Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world.</b></p> <p><b>Outline of tasks:</b>  Compare two maps of Barking from the era of WW2 and the present (looking at number of bombings/ similarities and differences)</p>	<p><b>Lesson objective: To identify the geographical features of the Shang dynasty.</b></p> <p><b>Outline of tasks:</b>  Identify and understand the importance of the Yellow River for the Shang dynasty. How does this provide agriculture for the civilisation? How does the flooding of the river help agricultural production? What happens during floods.  <a href="http://www.factsanddetails.com/china">www.factsanddetails.com/china</a></p>	<p><b>Lesson objective: To understand the global economy and fair-trade</b></p> <p><b>Outline of tasks:</b>  Understand how the global economy works, with a focus upon UK trade with El Salvador. Understand that not all trade is equal and the impact this can have upon a country. Understand what the term fair trade means and the differences with trade. Explain the positive and negative impacts of fair trade.</p>

<p><b>5</b></p>	<p><b>Lesson objective:</b> To use <b>maps, atlases, globes</b> and digital/computer mapping to locate countries and describe features studied</p> <p><b>Outline of tasks:</b> Identify the allied and axis groups/ where they were located</p>	<p><b>Lesson objective: To understand human geography in China and UK</b></p> <p><b>Outline of tasks:</b> Explain the importance of trade links and the distribution of natural resources. Why are the Yellow and Yangtze River so important for China. How is the Delta region economically powerful? How is it different from the Shang dynasty? Does this allow for further development?</p>	<p><b>Lesson objective: To understand the distribution of natural resources in the UK</b></p> <p><b>Outline of tasks:</b> Understand the what natural resources are. How does the UK distribute these and where else do they distribute. Renewable and non-renewable energy. How does the UK distribute food, water? Imports and exports of food and water. What effect is this having upon our planet?</p>
<p><b>6</b></p>	<p><b>Lesson objective:</b> Ge2/1.1b To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Outline of tasks:</b> Look at one of the allied forces and how it has changed since WW2</p>	<p><b>Lesson objective: To compile a comparative information text for China and the UK.</b></p> <p><b>Outline of tasks:</b> Compile an information text that compares the human geography of China and the UK, focusing upon the trade links, importance of rivers and flooding, and the distribution of natural resources. Include images and relevant facts.</p>	<p><b>Lesson objective: To identify the physical geographical features of the UK</b></p> <p><b>Outline of tasks:</b> Understand what physical features are and where there are some in the UK. Research a physical feature and create a 3D replica of it.</p>

<p><b>7</b></p>	<p><b>Lesson objective:</b> To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Outline of tasks:</b> Chn are to draw two scenes – one depicting the landscape of the present and another the past (hopefully this would include a physical and a human characteristics)</p>	<p><b>Lesson objective:</b></p> <p><b>Outline of tasks:</b></p>	<p><b>Lesson objective: Focus study of a specific country</b></p> <p><b>Outline of tasks: Transition Weeks</b> Locate and define the physical geography of a specific country in South America. Locate key features of the country including cities. Research human geography of the country. Population, distribution of resources and others.</p>
<p><b>8</b></p>	<p><b>Christmas Week</b></p> <p><b>Lesson objective:</b> To create an information booklet outlining the geographical features of WW1/2.</p> <p><b>Outline of tasks:</b> Create a 2 page information text with images, using the features of an information text.</p>	<p><b>Lesson objective:</b></p> <p><b>Outline of tasks:</b></p>	<p><b>Lesson objective: Focus study of a specific country</b></p> <p><b>Outline of tasks: Transition Weeks</b> Locate and define the physical geography of a specific country in Asia Locate key features of the country including cities. Research human geography of the country. Population, distribution of resources and others.</p>

