

Year 6 Term 5

What is the difference between living and surviving?

GEOGRAPHY



National Curriculum Links:

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.

Essential Prior Learning:

Know the continents and oceans of the world; locate them on a map, as well as some European and non-European countries. Locate the equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn. Use the eight points of a compass to describe location. Draw simple maps or plans using symbols for keys. Know that humans and nature can change environments. Recognise and name some examples of human and physical geographical features.

Progression in Skill:

Choose the best method of collecting, analysing and presenting different sets of quantitative data (such as through line graphs or digital technologies), drawing comparisons between them and using appropriate vocabulary. Use four and six figure grid references to locate features on an Ordnance Survey or world map to build knowledge of the UK and the wider world.

Understand how climate and vegetation are connected in biomes.

Explain how plants and animals are adapted to a particular biome.

Explain some of the ways particular biomes are valuable, why they are under threat and how they can be protected.

Explain the relationship between a biome and the plants and animals that live there.

Explain the impact that changing one element of a biome can have on everything else.

Explain why people in different parts of the world may react to the same problem in different ways.

Long-term Memory Knowledge:

Explain why a particular method of collecting and presenting data may be chosen.

Use and identify four and six grid references on a map and use both to locate countries and features.

Know the six major climate zones (polar, temperate, arid, tropical, Mediterranean, mountain) and where they can be found around the world; name key features of each.

Know some of the world's main biomes (rainforest, desert, savannah, grassland, woodland and tundra) and give examples of where each can be found in the world; name key features of each.

Explain how climate can affect the vegetation of a biome.

Name some of the ways plants and animals are adapted to suit a biome.

Name some of the threats to certain biomes, what can be done about these and why it matters.

Explain why people may have different ideas about the same environmental problem.

Key Vocabulary

Equator	the imaginary line that runs around the middle of the earth
region	an area of a country or the world having definable characteristics but not always fixed boundaries
topographical	looks at the accurate representation of the physical features of an area

Vegetation	plants found in a particular area
climate zone	an area with a distinct climate – the weather typically found in a certain place over a period of time; an area's climate zone will determine what can live and grow there
biome	an area of the planet with a similar climate and landscape; similar plants and animals can be found there

Progression in Resources:

- Maps of varying scale
- Grid references
- Photographs
- Internet
- Infographics

Relevance

Now	Children understand how the weather in a particular place determines its climate and how that climate, along with the landscape dictates what can live and grow there; they recognise why certain plants and animals are found in some places and not others; they begin to see how climate change has an effect on all life.
Future	Children make lifestyle choices (e.g. where to live, work, holiday) according to what they know of the world's climates and biomes; they make choices that avoid upsetting the delicate balance of life on Earth and increasing climate change.
Aspiration	Children choose careers in environmental science and/or conservation, looking for ways to slow or reverse climate change or to develop new technology so we can enjoy the lifestyles we are used to without having a negative effect on the planet.