

Year 6 – Term 2

How far reaching are the consequences of our choices?

GEOGRAPHY



- Describe the environmental regions, key human and physical characteristics, countries and major cities of the Americas: New York City, Washington DC, Toronto, Mexico City.
- Look at different map projections to broaden their understanding of different world perspectives.
- Describe and explain the physical and human similarities and differences of a region of the UK (East Anglia) and a region within The Americas (Chiapas).

Long-term Memory Knowledge

East Anglia is ideal for farming because of its soil and warm climate: wheat, barley, sugar-beet and peas grow well there.

Some farmers struggle to make enough money from farming alone so they diversify into other businesses, e.g. tourism and leisure activities.

Although these bring more money to the area, there are negatives, e.g. traffic and litter.

Coffee grows well in the Chiapas region of Mexico because of the soil and humidity.

The crop is sold abroad to bring money into the country but the farmers themselves are poorly paid.

Some farmers stop farming because they can't make enough money; the coffee plants and surrounding land is burned to clear it so other crops, such as corn, can be planted.

The soil cannot sustain such crops for long periods of time so new areas need to be cleared.

Further deforestation occurs because people need the firewood for fuel.

Deforestation is believed to be causing mudslides and flooding.

Some farmers are trying to improve the land by using organic methods and planting new trees to replace those cut down: organic farmers get paid more for their crops.

Key Vocabulary

arable	growing crops
diversification	finding other ways of making money, rather than relying on farming

tourism	travelling away from home for leisure
leisure	the things people choose to do when they are not working
cash crop	crops that are sold to make money
deforestation	clearing or cutting down forests
organic	without the use of chemicals
sustainable development	finding ways of using natural resources now that won't spoil the future

Progression in Resources

- Maps of varying scale
- Digimaps
- Grid references
- Photographs
- Internet: BBC
- Infographics

Relevance

Now	Children see that our consumer habits have an impact on parts of the country and/or world we may never see; they begin to understand why people's geographical and economic circumstances can lead them to make decisions we may not necessarily agree with.
Future	Children want to visit unknown places to gain knowledge of the world around them; they make conscious choices about the products they use/buy based on the impact on others.
Aspiration	Children will make valuable contributions to the protection of the wider world; they may work for a company or charity that supports sustainable development abroad.

National Curriculum Links

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.

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Essential Prior Learning

Children should be able to:

- Locate countries, continents and oceans on a map.
- Locate the equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn.
- Use the eight points of a compass.
- Draw simple maps or plans using symbols for keys.
- Know that humans and nature can change environments.

Progression in Skill

- Express a passion for a shared responsibility of the immediate environment and care for the natural world as a whole.
- Locate the countries of Russia, North and South America: Russia, Canada, USA, Mexico, Brazil, Peru.