

Year 6 – Term 5

What is the difference between living and surviving?

GEOGRAPHY



Recognise and name some examples of human and physical geographical features e.g. hills, mountains, rivers, coasts, cities).

Progression in Skill:

Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.
Use four and six figure grid references to locate features on an ordnance survey or world map to build knowledge of the UK and wider world.
Look at different map projections to broaden their understanding of different world perspectives.

Long-term Memory Knowledge:

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 and 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; names key features of each.

Key Vocabulary

Equator	the imaginary line that runs around the middle of the earth
region	an area, especially part 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 that mean we can enjoy the lifestyles we are used to without having a negative effect on the planet.

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 (Europe, Asia, Africa, North America, South America, Oceania, Antarctica) and oceans of the world (Atlantic, Pacific, Indian, Arctic and Southern) and be able to locate them on a map, as well as some European and non-European countries (France, Germany, Italy, Spain, Greece, Iceland, Portugal, Turkey, Japan, Russia, Canada, USA, Mexico, Peru, Brazil).
Locate the equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn.
Use the eight points of a compass to describe the location of place or feature).
Draw simple maps or plans using symbols for keys.
Know that humans and nature can change environments.