



Geography

Year 6: Topic 1- South America: The Amazon

National Curriculum: Location & Place Knowledge/Geographical Skills & Fieldwork

Term	Session (2 lessons per week)	National Curriculum Statement	WALT	Success Criteria	Key Questions and NC skills developed in the activities	Resources	Vocabulary
Autumn Term: Topic 1 – South America: The Amazon What is life like in the Amazon?	1	Locate the world’s countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities	WALT understand what the Amazon is, and where it is located	<ol style="list-style-type: none"> 1. I know the nine countries that the Amazon region spans. 2. I understand that ‘The Amazon’ may refer to a river, a river basin or a rainforest region. 3. I can locate the Amazon basin and Amazon River on a map of South America. 	Where is the Amazon?	<ul style="list-style-type: none"> • Teaching slides • Class set of atlases • Pupil resource – Outline world map without country borders • Pupil resource – Outline map of South America • Modelling clay in a range of colours including blue and green and cocktail sticks • Introduction to the Amazon River video clip – link 	Continent, country, region, river, river basin, source, mouth, names of continents and relevant South American countries and regions, locational vocabulary: longitude, latitude, north, south, east, west
	2	Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern	WALT understand the Amazon’s climate, and how the native	<ol style="list-style-type: none"> 1. I know that the Amazon has a wet and a dry season. 2. I can describe how the climate in the Amazon is 	What would it be like to walk through the Amazon Rainforest?	<ul style="list-style-type: none"> • Teaching slides • A graph showing your local area climate data – to be added to teaching slide 9 before the lesson • Internet-enabled computers or tablets 	Weather, climate, seasons, forest, rainforest

		hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night).	animals are adapted to it	different to the climate in the UK. 3. I understand that animals are adapted to their habitat and can give at least one example of an animal from the Amazon rainforest.		<ul style="list-style-type: none"> • Climate data for your local area – link • Climate data for Manaus – link 	
	3	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America.</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p>	WALT research the Amazonian city of Manaus	<ol style="list-style-type: none"> 1. I know the key human and physical features of Manaus. 2. I can describe some of the ways in which Manaus differs from where I live. 3. I understand how to research a distant city. 	What is Manaus like?	<ul style="list-style-type: none"> • Teaching slides • Pupil resource – Information sheet plan • Map of Manaus – link • Access to internet-enabled tablets or computers • Non-fiction books about cities from around the world 	Primary and secondary source, human and physical features, city, state, rainforest

4	Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	WALT understand what life is like in the Amazon, and how it is changing	<ol style="list-style-type: none"> 1. I know that communities can change over time. 2. I can explain 'shifting cultivation'. 3. I understand that there are differing communities, both urban and rural in the Amazon basin. 	Do people live in the Amazon rainforest?	<ul style="list-style-type: none"> • Teaching slides • 'Shifting cultivation' animation – link • Pupil resource – Advantages and disadvantages ideas organiser • Pupil resource – Storyboard sheet 	Settlement, tribe, indigenous, shifting cultivation, agriculture, fallow, fertile, nomad/nomadic
5	Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	WALT understand how the Amazon is being damaged and how it can be protected	<ol style="list-style-type: none"> 1. I know why the Amazon is important. 2. I can explain some of the reasons why deforestation is occurring in the Amazon. 3. I understand how the Amazon is being protected and can suggest what else might be done to protect it. 	How can people protect the Amazon?	<ul style="list-style-type: none"> • Teaching slides • The Rainforest: Status Report PDF – link (print these off before the lesson) • Pupil resource – Ideas organiser • Deforestation charts – link • Amazon protected areas – link • Pupil resource – Protecting the Rainforest: Ideas organiser 	Rainforest, deforestation
6	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present	WALT understand the value of the Amazon and how it can be protected	<ol style="list-style-type: none"> 1. I can communicate my geographical ideas in an animation. 	Why should we protect the Amazon?	<ul style="list-style-type: none"> • Teaching slides • Materials for props e.g. paper, card or modelling clay 	All vocabulary used throughout the topic

		the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		2. I can explain how I can help to protect the Amazon rainforest. 3. I can explain the value of the Amazon rainforest.		<ul style="list-style-type: none">• Digital cameras, preferably with a tripod• Movie-making package• Access to computers or tablets• Pupil resource – Storyboard sheet	
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Geography

Year 6: Topic 2- Protecting The Environment

National Curriculum: Human & Physical /Geographical Skills & Fieldwork

Term	Session (2 lessons per week)	National Curriculum Statement	WALT	Success Criteria	Key Questions and NC skills developed in the activities	Resources	Vocabulary
Spring Term: Topic 2 – PROTECTING THE ENVIRONMENT	1	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	WALT understand the threats to the health of our planet and some possible solutions	<ol style="list-style-type: none"> 1. I know that there are threats to the health of our planet. 2. I can explain several threats to wildlife and / or habitats. 3. I understand that there are ways to help improve the health of our planet. 	Are we damaging our world?	<ul style="list-style-type: none"> • Teaching slides • <i>State of the Planet, 2009</i> – link • David Attenborough: <i>Climate Change: The Facts, 2019</i> – link • WWF Living Planet Report – link • Class set of atlases • Pupil resource – World map 	Sustainability, habitat, destruction, endangered, extinction, conservation
Are We Damaging Our World?	2		WALT understand what minerals are and question if they can be used sustainably	<ol style="list-style-type: none"> 1. I know the sources of several important minerals used in everyday life. 2. I can explain where minerals can be found 	What are minerals, and do we have an endless supply?	<ul style="list-style-type: none"> • Teaching slides • Pupil resource – Animal, vegetable or mineral? game guidance • Animal, vegetable or mineral items • Physical examples of minerals 	Mineral, renewable, non-renewable

				<p>around the world</p> <p>3. I understand some of the ways in which minerals can be used sustainably.</p>		<ul style="list-style-type: none"> • Digital camera or tablet • Comic Life or Explain Everything apps (optional) • Examples of common minerals – link • The Centre for Sustainable Mineral Development – link 	
	3	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America.</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p>	<p>WALT research the Amazonian city of Manaus</p>	<p>4. I know the key human and physical features of Manaus.</p> <p>5. I can describe some of the ways in which Manaus differs from where I live.</p> <p>6. I understand how to research a distant city.</p>	<p>What is Manaus like?</p>	<ul style="list-style-type: none"> • Teaching slides • Pupil resource – Information sheet plan • Map of Manaus – link • Access to internet-enabled tablets or computers • Non-fiction books about cities from around the world 	<p>Primary and secondary source, human and physical features, city, state, rainforest</p>
	4	<p>Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>WALT understand what life is like in the Amazon, and how it is changing</p>	<p>4. I know that communities can change over time.</p> <p>5. I can explain 'shifting cultivation'.</p> <p>6. I understand that there are differing communities, both urban and rural in the Amazon basin.</p>	<p>Do people live in the Amazon rainforest?</p>	<ul style="list-style-type: none"> • Teaching slides • 'Shifting cultivation' animation – link • Pupil resource – Advantages and disadvantages ideas organiser • Pupil resource – Storyboard sheet 	<p>Settlement, tribe, indigenous, shifting cultivation, agriculture, fallow, fertile, nomad/nomadic</p>

	5	<p>Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>WALT understand how the Amazon is being damaged and how it can be protected</p>	<p>4. I know why the Amazon is important. 5. I can explain some of the reasons why deforestation is occurring in the Amazon. 6. I understand how the Amazon is being protected and can suggest what else might be done to protect it.</p>	<p>How can people protect the Amazon?</p>	<ul style="list-style-type: none"> • Teaching slides • The Rainforest: Status Report PDF – link (print these off before the lesson) • Pupil resource – Ideas organiser • Deforestation charts – link • Amazon protected areas – link • Pupil resource – Protecting the Rainforest: Ideas organiser 	<p>Rainforest, deforestation</p>
	6	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p>	<p>WALT understand the value of the Amazon and how it can be protected</p>	<p>4. I can communicate my geographical ideas in an animation. 5. I can explain how I can help to protect the Amazon rainforest. 6. I can explain the value of the Amazon rainforest.</p>	<p>Why should we protect the Amazon?</p>	<ul style="list-style-type: none"> • Teaching slides • Materials for props e.g. paper, card or modelling clay • Digital cameras, preferably with a tripod • Movie-making package • Access to computers or tablets • Pupil resource – Storyboard sheet 	<p>All vocabulary used throughout the topic</p>



Geography

Year 6: Topic 3- Our World in the Future

National Curriculum: Location Knowledge / Human & Physical / Geographical Skills & Fieldwork

Term	Session (2 lessons per week)	National Curriculum Statement	WALT	Success Criteria	Key Questions and NC skills developed in the activities	Resources	Vocabulary
Summer Term: Topic 3 – Our World in the Future	1	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.	WALT plan and carry out fieldwork to answer a given enquiry question	<ol style="list-style-type: none"> 1. I know my local area is special. 2. I can plan and carry out fieldwork, using appropriate techniques. 3. I understand how to take the needs and views of others into account. 	What, in our region, should we preserve for the future?	<ul style="list-style-type: none"> • Teaching slides • A map of your local area – place it on teaching slide 6 before the lesson • Clipboard and paper, digital cameras, local area maps for fieldwork • Unusual listed buildings – link 	Human/physical features, topographical features, region, enquiry, future
	2	Name and locate human and physical characteristics, key topographical features, and land-use patterns, and understand how some of these aspects have changed over time.	WALT understand how and why housing needs change over time	<ol style="list-style-type: none"> 1. I know the range of housing available in the local area. 2. I can generate ideas and designs that will meet the needs of the community 3. I understand how to make my designs sustainable. 	What is the housing like in our area?	<ul style="list-style-type: none"> • Teaching slides • Digital cameras • Local area photos of housing (past and present if available – place on teaching slides 7 & 8 before the lesson) • Pupil resource – Housing Plan Assessment sheet • Pupil resource – Housing types characteristics • Homes of the future – link • Living future – link 	Housing: detached, semi-detached, terraced housing, flats/apartments, bungalows

	3	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.	WALT understand the importance of local work opportunities to the community	<ol style="list-style-type: none"> 1. I know the different types of industry and employment currently available in the local area. 2. I can explain how the types of industry and employment in the area have changed over time. 3. I know that community needs may change in future and that this will affect local industry and employment 	What are the work opportunities like in our area?	<ul style="list-style-type: none"> • Teaching slides • Images of the local area and industries to add to teaching slides 6 and 7 before the lesson • Local area photos of industry (past and present if available) and Local area newspapers/websites • Paintings by L. S. Lowry – link • Paints and paper 	Industry, employment, primary, secondary, tertiary or quaternary
	4	Use fieldwork to observe, measure, record and present the human and physical features in the local area	WALT understand that communities need a range of accessible amenities and public services	<ol style="list-style-type: none"> 1. I know what amenities and public services are available locally. 2. I can use a map to locate local amenities and public services. 3. I understand that the location of amenities and public services in communities is important. 	What are the public services and amenities like in our area?	<ul style="list-style-type: none"> • Teaching slides • Local are map- add this to teaching slide 10 before session • Historical local area map – add this to teaching slide 11 before the lesson • Local news websites and newspapers 	Amenities, accessible, public services, public spaces

	5	Use fieldwork to observe, measure, record and present the human and physical features in the local area	WALT understand how the geography of communities affects community spirit	<ol style="list-style-type: none"> 1. I know what community spirit is and why it is important. 2. I can describe some activities or facilities that support the development of community spirit. 3. I understand that the design of communities can help or hinder relationships. 	What is the community spirit like in our area?	<ul style="list-style-type: none"> • Teaching slides • Survey highlights loss of neighbourly spirit – link • Liverpool Community Spirit website – link • Local resident visitor, if possible • Examples of strategies of local organisations to try and improve community spirit – place examples on teaching slide 7 before the lesson • Local area maps – place one on teaching slide 8 before the lesson • Local area websites, magazines, etc. 	Community spirit, public spaces
	6	Use fieldwork to observe, measure, record and present the human and physical features in the local area	WALT plan for a sustainable future for our area	<ol style="list-style-type: none"> 1. I feel optimistic about my role in the future of my area. 2. I can choose an appropriate format to present my geographical learning. 3. I understand how developments can be sustainable. 	Can we make a plan for a sustainable future for our area?	<ul style="list-style-type: none"> • Teaching slides • Sustainable Development Criteria information sheet • Presentation resources to support the children’s ideas • Additional resource: More able children may want to look at the Egan wheel – link 	Sustainable development, physical and human features, housing, industry, public services, community spirit