



## Year 6

### Geography Curriculum Overview

#### The Big Picture

Tourism is now the world's biggest industry. It is responsible for over 250 million jobs worldwide and is the main source of income for 80% of the world's poorest countries. Today, we have more choice than ever in where we want to go, how we want to travel and what we choose to do when we reach our destination. From package holiday to exotic jungle expeditions, holiday companies and the internet are now offering us whatever we want – for the right price. However, not all countries benefit from this. Many poorer countries have underpaid workers with tour operators and hotel chains located in other countries that see all the profit.

In this unit, children will look at the benefits and disadvantages the tourism industry has given us over the years and the impact this has on places like Costa Rica (North America), Kenya (Africa) and the Great Barrier Reef (Australia).

#### What do we already know?

##### Knowledge Retrieval:

Children understand the five oceans and seven continents and be able to recognise these on maps with different orientations. They can draw on their understanding of The Equator, Northern and Southern hemispheres, Tropics of Cancer and Capricorn and Arctic and Antarctic circles to understand climate zones and begin to name biomes within continents across the world.

Children will know the countries within The UK, Europe and South America, as well as cities within these.

Children will understand human and physical features and will use these to describe known locations. They will be able to use eight compass points and six figure grid references.

#### Year 6 Geography – The Holiday

##### NC objectives – Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

##### Locational knowledge

- 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
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

##### Place knowledge

- 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

##### Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

##### Geographical skills and fieldwork

- 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
- 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.

##### Key unit objectives

To name and locate countries visited on holidays along with their human and physical features.

To understand latitude and longitude in relation to places visited.

To understand the time zones of countries visited in relation to the Prime Meridian.

**Focus on Costa Rica (North America), Kenya (Africa) and the Great Barrier Reef (Australia).**

To use a range of maps, globes and atlases to identify locations.

To use maps to see how features have changed over time.

To know how tourism has effected settlements, economic activity, natural resources and eco-systems.

To identify how natural disaster can effect tourism.

Use the three locations provided to present a detailed Holiday Brochure explaining why each location should be a tourist destination.

Advantages and Disadvantages can be explained within the presentation.

##### Key Questions

Can children explain what tourism is?

Can children explain longitude and latitude?

Can children explain time zones in relation to the Prime Meridian?

##### Key vocabulary and understanding for concept connectors

**Time zones** are divided by imaginary lines called **meridians** which run from the **North Pole to the South Pole**.

There is an imaginary line running through the UK (Greenwich, London) called the **Prime Meridian**. The Prime Meridian splits the world into **Eastern and Western hemispheres**.

The lines extending around the Earth **horizontally are called lines of latitude; vertically are called longitude**.

**Tourism** is an operation of holidays and visits to places of interest.

##### Key Texts

Where the forest meets the sea – Jeannie Baker

The Great Kapok Tree – Lynne Cherry

Belonging – Jeannie Baker



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During this final unit of work, children will now have a detailed understanding of the world they live in. They will have discussed and identified the locations of continents, countries, counties and cities across the world and be able to use their knowledge of key geographical features to know what life is like there. Children will understand the effect of The Equator, Northern and Southern hemispheres, Tropics of Cancer and Capricorn, longitude and latitude, the Prime Meridian and Arctic and Antarctic circles on climate zones and will name biomes within continents across the world.

Children will now be able to use the knowledge that has been gained to complete a final project summarising their geographical understanding.

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Children will know the countries within The UK, Europe and North and South America, as well as cities within these.

Children will understand human and physical features and will use these to describe known locations. They will be able to use eight compass points and six figure grid references.

#### Year 6 Geography – Going Global

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Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

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#### Final Project

Focus on a shop/store within Shopping City or within the local area.

What items are sold in the store?

-Where are they made?

- Where do they come from? Look at climate of the country and why this is

- How do they arrive at this store?

- What trade links are used?

- What impact does this have on the environment?

- Are any products produced to support sustainability?

Allow children to present their ideas in the form of a presentation – summing up what they have learnt within Geography in Primary School.

#### Key vocabulary and understanding for concept connectors

See previous overviews for a list of key vocabulary.

#### Key Questions

Can children use their knowledge and understanding to create a presentation?

#### Key Texts