

Year 6	Term: Autumn 2	Unit Title: European Region Study
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:
<ul style="list-style-type: none"> ▪ Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. ▪ Locate Europe and its key human and physical characteristics. ▪ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>Questions:</p> <ul style="list-style-type: none"> Where is the European continent? Which European countries are in more than one continent? What vegetation belts could you find in Europe? What is the difference between Europe (the continent) and the European Union? Where is the Mediterranean Sea? What do we mean by a Mediterranean climate? Why do so many tourists choose to visit the Mediterranean? How can tourists take greater responsibility for the environment? Where do migrants to Greece arrive from? What pulls or pushes people away from their homes? What does it mean when we describe someone as a 'refugee'? How do these arrivals affect people in Greece? What does modern Greece look like? What words can I use to explain what Greece is like? 	<ul style="list-style-type: none"> How do different parts of Greece contrast with each other? How is the landscape of Greece used by – and affected by – people? What if...the UK's highlands and lowlands swapped places? What is the region around Athens known as? What are some of the key landmarks or sites of interest in Athens? What do the children living in Athens say they like about it? How do children feel about everyday life in Athens? How does my school life compare with that of the children in the school in Athens? What makes a person decide they would like to live in a particular place? How do children in different countries feel about the past and future of the places that they live in?
<ul style="list-style-type: none"> ▪ Identify and locate Europe's major cities. ▪ Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts 	<p>Knowledge:</p> <p>Location Knowledge</p> <ul style="list-style-type: none"> - Discover information about some of the main countries of Europe - Explain the difference between Europe and the European Union - Identify countries that are near to the Mediterranean - Describe the climate of these countries - Use northern, southern, eastern, western language to describe location of Greece within Europe - Identify countries that are near to Greece - Identify bodies of water that are near to Greece 	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #e1f5fe;"> <p>See Geography 2022-23 – Oddizzi – Y5 – European Region Study</p> </div>
<ul style="list-style-type: none"> ▪ 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>Place Knowledge</p> <ul style="list-style-type: none"> - Describe what modern Greece is like <p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Explain why tourists visit the Mediterranean - Explain why people migrate from Syria to Greece - Understand the meaning of 'refugee' - Explain how the arrival of refugees affects people in Greece - Describe contrasting aspects of the landscape of Greece – coastal, mountainous, urban, rural - Describe how the landscape of Greece is used by people – agricultural, industrial, residential or not used by people – wilderness - Identify human and physical features of Greece - Explore the weather/climate of Greece 	

- Create an itinerary for a day trip to Athens
- Compare everyday life for a child in Athens with that of ours (If possible – link up with a school in Athens, Greece (through Oddizzi) and ask children their experiences of life in Athens)

Geographical Skills and Fieldwork

- Locate Europe on a world map, atlas or globe
- Locate the Mediterranean Sea on a world map, atlas or globe
- Locate Greece on a world map, atlas or globe
- Identify the main mountains, islands and cities of Greece on a map, atlas or globe
- Use maps, images or films to investigate the principal features of Athens
- Use maps, images or films to explore Greece, the Attica Basin and Athens
- Identify key landmarks of Greece on a map

Sustainability Link

- Investigate what environmental organisations (e.g. the UN Environment Programme) have to say about the impact of so much tourism on wildlife and natural environment)
- Explore how tourists can take greater responsibility for the environment
- Offer contrast to two-dimensional ‘sun and sand’ view of Mediterranean

KEY VOCABULARY

Europe, European Union, France, Germany, Italy, Mediterranean, Poland, polar, Russia, Scandinavia, Spain, temperate, Ukraine, civilisation, leisure, Mediterranean Sea, resort, service industry, tourism, border, Greece, migrant, refugee, Syria, agricultural, coastal, industrial, mountain, residential, rural, urban, wilderness, Athens, Attica, itinerary, port, climate, population, pollution

CAREER LINKS

cartographer, travel writer, tour guide, travel consultant, refugee resettlement officer, charity worker, conservation officer, environmental manager

Linked Texts:

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Topic specific additional resources, including people and places:

- World maps, atlases, globes, Oddizzi online resources

Year 6	Term: Summer 1	Unit Title: Climate Zones
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:
<ul style="list-style-type: none"> ▪ Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle. ▪ Describe and understand key aspects of: physical geography, including: climate zones and vegetation belts. 	<p>Questions:</p> <ul style="list-style-type: none"> ▪ What is the difference between weather and climate? ▪ What do the lines across a world map show? ▪ How is latitude linked to climate? ▪ How does the shape of the world affect our climate? ▪ How does the climate vary between the Equator and the Poles? ▪ What are the main climate zones? <ul style="list-style-type: none"> ▪ How do we get our seasons? ▪ Why do Australians sometimes spend Christmas on the beach? ▪ What sort of climate zone is the UK in? ▪ How does the temperature in London compare with that in Manaus? ▪ How does the rainfall in London compare with that in Manaus? ▪ How might those differences affect the landscape and vegetation of each place? 	
Knowledge:		
Location Knowledge		
<ul style="list-style-type: none"> - Identify different lines of latitude, including the Equator, on a map - Explain the significance of key lines of latitude, including the Equator - Explain how the latitude is linked to climate - Explain how the shape of the world affects the climate 		
Human and Physical Geography		
<ul style="list-style-type: none"> - Define the difference between weather and climate - Explain the significance of the Northern and Southern Hemispheres - Identify the main climate zones - Describe the location of different climate zones around the world - Explore how the Earth's tilt affects seasons - Explain how climate varies between the Equator and the Poles - Compare climate data for different locations (temperate and tropical – precipitation levels and temperature) - Explore how climate affects the landscape and vegetation of different places - Present precipitation/temperature levels using graphs - Explore which climate zones are the wettest/driest - Explore which climate zones are the hottest/coolest - Compare climate in Seville and Santiago - Identify key characteristics of each climate zone - Consider advantages/disadvantages of living in different climate zones 		
<p>KEY VOCABULARY: Climate, weather, latitude, Equator, hemisphere, sphere, axis, season, temperate, tropical, temperature, precipitation, temperature, Mediterranean, arid, polar</p>		
<p>CAREER LINKS: cartographer, climatologist, meteorologist, climate change officer, climate scientist, environmental engineer, sustainability consultant</p>		
Linked Texts:		Topic specific additional resources, including people and places:
		<ul style="list-style-type: none"> ▪ World maps, atlases, globes, Oddizzi online resources

**See Geography 2022-23 – Oddizzi –
Y6 – Climate Zones**

Year 6	Term: Summer 2	Unit Title: Rio and South East Brazil	
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:	
<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities. Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America. 		<p>Questions:</p> <p>Where could you find penguins in South America? What interesting places can people visit in South America? Why are most big South American cities near the coast? What piece of land separates South America from Central/North America? Why does Brazil have two different time zones? Why do the UK clocks go one hour forward in spring? How can French Guiana, in South America, also be part of France? In what ways is life for people in Brazil similar to life in the country in which I live? How does the Brazilian landscape differ from that of my home country? How different is the Brazilian east coast from the country's interior? Does all of Brazil have a tropical climate?</p> <p>How does the climate in Rio de Janeiro compare with the UK? How does the landscape affect life in Rio de Janeiro? Why do so many people choose to live in Rio de Janeiro? Why do you sometimes get poor neighbourhoods in successful cities? What do we buy in my country that comes from Brazil? Why don't we make or grow those things in my own country? How does it affect the environment to buy things from Brazil? How might the choices I make affect people's lives in Brazil? Who chooses where the Olympic Games take place? What do you need to think about if you are organising a big sporting event? Why weren't the Olympic Games popular with everyone in Brazil? What are the main pros and cons of hosting a big sporting event in a country like Brazil?</p>	
<ul style="list-style-type: none"> Describe and understand key aspects of human geography, including economic activity [and] trade links. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 		<p>Knowledge:</p> <p>Location Knowledge</p> <ul style="list-style-type: none"> - Explain how South America's location may affect its climate - Recap: points about latitude and climate from the North America topic in Year 5 - Explain why places around the world have different time zones - Know some ways in which Brazil is similar/different to the UK - Describe daily life in Rio using information, films and photographs - Explain how our lives, are connected through trade, to south East Brazil 	
<ul style="list-style-type: none"> Identify the position and significance of the Equator. 		<p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Categorise well-known human and physical features of South America - Know key aspects of Brazil – population, capital city, area, longest river etc. - Compare climate in London to Manaus, Brazil - Explore America's largest port, Port of Santos - Consider Brazilian exports used by us - Consider how changes we might make in our own lives could affect farmers, miners engineers and other workers in the future - Compare UK exports with Brazil exports - Discuss the interdependence of countries and people around the world - Investigate aspects of the 2016 Olympic Games in Brazil: what the games were, where the sports venues were located and planning considerations 	

See Geography 2022-23 – Oddizzi – Y6 – Rio and South East Brazil

- Describe the pros and cons of the 2016 Olympic Games for Brazil

Geographical Skills and Fieldwork

- Locate South America and its key features on maps, atlases or globes
- Use index and map references in a world atlas to find South American countries
- Locate South American cities on a map
- Use online and atlas information maps (e.g. population, land use, rainfall, temperature) to supplement investigations
- Use a time zones map to calculate/compare time difference between South American cities and the UK (and other places)
- Compare Brazilian landscape to the UK landscape
- Compare Brazilian east coast to the country's interior
- Locate Rio de Janeiro within Brazil on a map, atlas or globe
- Compare climate in Rio to climate in the UK
- Compare Rio landscape to the UK landscape
- Compare poor neighbourhoods with successful cities
- Use atlases to find evidence of the main shipping routes between Brazil and the UK

KEY VOCABULARY

Cerro Aconcagua, Lake Titicaca, La Paz, Sao Paulo, Southern Hemisphere, Ushuaia, Brasilia, latitude, longitude, time zone, tropical, Northern Hemisphere, population, culture, favela, recreation, region, trade, export, manufacturing, mining, port, tourism, development, Olympic Games

CAREER LINKS

cartographer, landscape architect, population analyst, export compliance officer, import/export officer, researcher

Linked Texts:

Topic specific additional resources, including people and places:

- World maps, atlases, globes, Oddizzi online resources