



Geography

Year 6

Term 2

Independent World Locality Study

Key Question: What are the human and physical features of the country I am researching?

National Curriculum Objectives:

- Locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- Describe and understand key aspects of:
 - Physical geography, including: climate zones, biomes, rivers, mountains, volcanoes and earthquakes and the water cycle
 - Human geography, including: types of settlement and land use, economic activity and the distribution of natural resources
- Use maps, atlases, digital mapping and globes to locate countries and describe the features studied.
- Use the eight points of the compass, six figure grid references, symbols and keys to build their knowledge of the wider world

Vocabulary:

Continent, North, East, South, West, North-East, South-East, South-West, North-West, Africa, Asia, Eastern Europe, European Union/Western Europe, North America, South America, Central America and The Caribbean, Oceania, Middle East, latitude, longitude, climate zone regions, biomes, topography, natural formations, land form, elevation, contour lines, altitude, altitude scale, environmental issue, environmental protection, environmentalism, global risks,
 * Lessons require independent research and will give different results so new vocabulary will needed to be added to/explored during each lesson

Prior Learning:

This unit revisits all prior learning in Geography. They will revise the location and characteristics of one country (of their choosing) researching the significant human and physical features of the place.

End Point:

See Key question 6.
 Write an essay including maps and data to show what their country is like geographically.

Knowledge:

- I know the seven continents and that they can be further subdivided
- I know the world's climate zones and biomes and that they can be further subdivided.
- I know what topography is and can locate natural landforms
- I know the major environmental issues of the world
- I know that physical and human geographical processes are interdependent

Skills:

- I can read a topographical map
- I can read a variety of keys and use them to read geographical information
- I can collect, analyse and communicate a range of gathered geographical data
- I can interpret a range of sources of geographical information including, maps, diagrams, aerial photos and GIS
- I can communicate geographical information with a map and through writing at length

Map Work:

I can read and use world and country maps.
I can locate a country using latitude and longitude and compass directions
I can read a variety of keys
I can label geographical information on a map

Field Work

NA

Cross Curricular Links:

Science- climate, weather, animals and their habitats

Oracy:

Building understanding - how can I read different keys?
Debate - What environmental issue does my country face and what can be done about it?

Wider Reading

Enrichment

Selection of atlases presenting different information

NA

Sequence of Learning

Lesson	Key Question	Key learning/notes
1	<p>Where in the world is my country? How can I describe continents in more detail?</p>	<ul style="list-style-type: none"> • Look at a world map and play a quiz to revise continents and countries (Mapping the World BBC clip) • https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/znm7vk7 • Choose a country that you would like to research. This is a term long topic so choose a country that is large and diverse in terms of human and physical geography • A model of India as an in- depth study will be provided so if children are less confident then use India as their country • Use an Atlas to identify where your country is : how you describe this in terms of compass directions, latitude and longitude • India is in the South-East of the world and described as being in South Asia (use an atlas to revise terms such as The Middle East, Arabia and the horn of Africa). Use an Atlas and website to identify the recognised regions of the world (see vocab box) which are further sub divisions of the continents. Note different Atlases will further divide continents into different regions. • https://sciencetrends.com/the-geographic-regions-of-the-world/#oceania • It is bordered by the Arabian Sea to the West, the Indian Ocean to the South and the Bay of Bengal to the East. • It is bordered by the countries of Pakistan, Nepal, China, Bhutan, Bangladesh and Burma • The latitude is 20'North and the longitude is 77'East. The latitude tells me that India is in the Northern hemisphere • Extend to find out what time it is in your country and how you would get there from the UK
2	<p>What is the physical Geography of my country? How can I describe climate zones and biomes in more detail?</p>	<ul style="list-style-type: none"> • Use a world climate zone map and world biomes map to find this information • Revise how to read keys and note the correlation between climate zone regions and biomes • In Year 4 we learnt that the climate zones of the world are Tropical rainy climate, Dry/desert climate, warm temperate climate, cold temperate climate, polar climate. However this is simplistic and these can be further sub-divided. . (Note depending on the Atlas used, different classifications of climates will be made) • India has a mainly Savanna climate with a Monsoon climate along the East and West coasts and a Steppe (high temperature) climate in central India. Use the key to describe the characteristics of these climates. Extend to note other places in the world with the same climate and the relevance of latitude/The Equator to this. • In Year 5 we learnt the 6 main biomes were <i>rainforest biome, desert biome, savannah biome, woodland/forest biome, rainforest biome, grassland biome, tundra biome</i>. However if we look at a map of India using the 6 world biomes it suggests that India is covered by Tropical rainforest biome. To be more concise biomes are further divided - use an atlas to research your countries biomes. (Note depending on the Atlas used, different classifications of biomes will be made) • India has Tropical and sub- tropical rain forest, Monsoon woodland and sub-tropical and temperate woodland. Use the key to describe characteristics of these biomes. • Extend to researching an animal that lives in the country and thrives in the climate and biome • https://www.factmonster.com/math-science/biology/plants-animals/where-in-the-world-do-animals-live • India has the Bengal tiger.....
3	<p>What are the key topographical features of my country?</p>	<ul style="list-style-type: none"> • Topography describes the physical features of an area of land. These features typically include natural formations such as mountains, rivers, lakes, and valleys. (Manmade features such as roads, dams, and cities may also be included.) Topography often records the various elevations of an area using a topographical map. • Topography studies the elevation and location of landforms. • Landforms - Landforms studied in topography can include anything that physically impacts the area. Examples include mountains, hills, valleys, lakes, oceans, rivers, cities, dams, and roads. • Elevation - The elevation, or height, of mountains and other objects is recorded as part of topography. It is usually recorded in reference to sea level (the surface of the ocean). • What is a Topographical Map? • A topographical map is one that shows the physical features of the land. Besides just showing landforms such as mountains and rivers, the map also shows the elevation changes of the land. Elevation is shown using contour lines. • When a contour line is drawn on a map it represents a given elevation. Every point on the map touching the line should be the same elevation. On some maps, numbers on the lines will let you know what the elevation is for that line. • Contour lines next to each other will represent different elevations. The closer the contour lines are to each other, the steeper the slope of the land. • Use a topographical or relief map to name rivers, mountains, lakes, and valleys of your country. Label them on a blank map of your country • India - River Ganges, Godavari, Krishna, Western and Eastern Ghats, Thar Desert, Himalaya

		<p>Mountains,</p> <ul style="list-style-type: none"> • Teach how to read the elevation key. Identify the Central, Deccan, and Malwa Highland plateaus of India. They are 500 m above sea level (The Himalayas are 4000 m above sea level). Extend to colouring map to show elevation using an altitude scale.
4	What is the human Geography of my country?	<ul style="list-style-type: none"> • Use a map of your country to find and label on a blank map the capital and main cities of your country. • The capital of India is New Delhi. Label Mumbai, Pune, Hyderabad, Chennai, Bangalore.... Look at comparative population sizes of the cities using population distribution maps. • Explore maps showing human geography in an atlas. Identify that there are world maps that show key geographical features of a country. These include agriculture, energy and minerals, industry and trade, travel and tourism, standard of living, languages and religions, migration maps etc. • Children gather information about their country using these maps (and keys) • Model doing this for India - India's agriculture is arable and woods and forests; The minerals they produce are chromium, zinc and iron ore; they have a large textile manufacturing sector, there imports and exports are less than North America and Europe, they earn 25% of the world average, between 25 and 50% of the adult population is illiterate...
5	What environmental issue does/has my country faced?	<ul style="list-style-type: none"> • Environmental issues are harmful effects of human activity on the environment. Environmental protection is a practice of protecting the natural environment on the individual, organizational or governmental levels, for the benefit of both the environment and humans. Environmentalism, a social and environmental movement, addresses environmental issues through advocacy, education and activism • The top five global risks in terms of likelihood for 2020 are all environmental - they include extreme weather events, failure of climate-change mitigation and adaptation, environmental damage and disasters such as oil spills and radioactive contamination, major biodiversity loss and natural disasters such as earthquakes, tsunamis, volcanic eruptions, and geomagnetic storms.(source - World Economic Forum global risk report) • Refer back to previous learning about environmental issues. • Use ICT to research an environmental issue their country is facing. Links below to children's pages of charities involved in environmentalism. • https://ypte.org.uk/resources • https://www.wwf.org.uk/learn • https://www.greenpeace.org.uk/all-resources/ • http://www.listofenvironmentalissues.com/environmental-issues-facts-for-kids/ • https://www.theworldcounts.com/stories/environmental-issues-for-kids • Model doing this for India. Use the "issues tree" as used in previous year groups (problem on the trunk; causes of the problem on the roots; the impact on the branches and what can be done to fix the issue on the fruits/leaves) Could use images to stick on the tree to illustrate the issue. • Relate to previous learning about India. It is the second most populated country in the world so this leads to environmental issues, such as waste management, water management, pollution.....They also used to have more rainforest. • Focus on waste and model using the websites to look at recycling and reusing.
6	What geographically is my country like?	<ul style="list-style-type: none"> • Communicate geographical information in a variety of ways including through maps and writing at length • Write an essay using this unit's learning and the subheadings of the key questions • Use relevant maps according to the section (relief, political, land use etc.) • Children select order and organisation, and when to use maps and statistical data • Model essay on India provided, including relevant maps