

Medium Term Plan – Geography – Year 6

Autumn – North America: How diverse are its places and landscapes?

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Sequence of Learning:
Pre-learning	- Name and locate the world's continents and key countries using maps and atlases. - Latitude and longitude can be used to describe location. - Climate varies around the world and is influenced by location. - Identify and describe physical features such as mountains, rivers, plains and lakes. - People live in different cultures and communities, including Indigenous groups.	Continent Region Latitude Longitude Caribbean	<u>Session 1 - Using maps to locate countries in North America</u> <u>Learning</u> - North America has 23 countries, including the USA, Canada, and Mexico. - It is bordered by the Arctic, Atlantic, and Pacific Oceans. - Major regions include the Rocky Mountains, Appalachians, and Great Plains. - The continent also includes Central America and the Caribbean.
<u>Geographical Concepts</u> Land use and settlement Regions: UK and global Climate and Weather	<u>Geographical Knowledge</u> - North America is a large and diverse continent made up of 23 countries, including major nations such as Canada, the USA, and Mexico, as well as Central America and the Caribbean. - The continent is bordered by the Arctic, Atlantic, and Pacific Oceans, and contains major regions such as the Rocky Mountains, Appalachians, and Great Plains. - North America has a wide range of climate zones, from Arctic tundra in the far north to tropical climates in Mexico and the Caribbean, with deserts in the southwest USA. - Climate patterns are influenced by latitude, altitude, and distance from the ocean. - Key physical features include the Rocky Mountains, Appalachian Mountains, Great Plains, Great Lakes, and major rivers such as the Mississippi, Colorado, and Yukon. - Human geography varies greatly across the continent, with over 500 million people, major global cities (e.g., New York, Los Angeles, Toronto, Mexico City), diverse languages (English, French, Spanish), and Indigenous groups such as Native Americans, First Nations, and Inuit. - North America has significant economic activity, including large-scale farming, mining, manufacturing, advanced technology industries (e.g., Silicon Valley), and a strong tourism sector. - Planning a journey across North America requires understanding its transport networks, climates, and varied landscapes.	Climate Tropical Arctic Tundra Desert	<u>Session 2 - Climate of North America</u> <u>Learning</u> - North America has many climate zones, from Arctic cold to tropical heat. - Canada/Alaska = very cold; USA = temperate; Mexico/Caribbean = tropical. - Deserts exist in the southwest USA and northern Mexico. - Climate is affected by latitude, altitude and proximity to the ocean.
		Mountain range River Plains Canyon Biome Great Lakes	<u>Session 3 - Physical geography of North America.</u> <u>Learning</u> - Major features include the Rocky Mountains, Great Plains, and Appalachian Mountains. - Important rivers: Mississippi, Colorado, and Yukon. - The Great Lakes form the world's largest freshwater lake system. - Landforms range from tundra to deserts to tropical rainforest.
		Population Culture Indigenous Urban Rural	<u>Session 4 - Human geography of North America</u> <u>Learning</u> - Over 500 million people live in North America. - Major cities: New York, Los Angeles, Toronto, Mexico City. - Languages include English, French, and Spanish. - Indigenous groups include Native Americans, First Nations, and Inuit.
	<u>Geographical Skills</u>	Economic Industry Agriculture	<u>Session 5 - Economic activities of North America</u> <u>Learning</u>

	• Use maps, atlases, globes, digital mapping tools and GIS-style resources to locate countries, regions, physical features and climate zones. • Interpret climate maps, charts, diagrams and data to understand variations in temperature, rainfall and climate patterns across the continent. • Investigate physical features (mountains, plains, lakes, rivers, deserts) using maps, diagrams and photographs. • Analyse human geographical features, including population distribution, languages, Indigenous groups, cities, and land use. • Use geographical enquiry skills to compare economic activities, interpret indicators of development, and understand how environment and climate influence livelihoods. • Ask and answer geographical questions such as: How does climate vary across North America? Why is population higher in some areas? How do physical features affect settlement and industry? • Plan a journey using route maps, transport networks, and climate information, selecting what to pack and how to travel based on geographical evidence. • Communicate understanding using maps, tables, diagrams, written explanations and geographical vocabulary.	Manufacturing Technology Tourism Trade Route Transport Time zone Landscape Climate zone Border	• Farming is strong in the Great Plains (wheat, corn, cattle). • Major industries include mining, manufacturing, and technology. • Silicon Valley is a global technology hub. • Tourism is important across the USA, Canada, and the Caribbean. <u>Session 6 - Planning a journey through North America</u> <u>Learning</u> • A journey may pass through Canada → USA → Mexico. • Travellers experience many climates and landscapes. • Transport options: air travel, highways, rail. • Packing depends on climate—from Arctic cold to tropical heat.
Useful Resources	https://www.thenational.academy/teachers/programmes/geography-primary-ks2/units/north-and-south-america-how-diverse-are-their-places-and-landscapes/lessons		

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Sequence of Learning:
Pre-learning	• People use natural resources taken from the Earth. • Natural resources can be used for energy, transport, manufacturing and homes. • Burning fossil fuels releases greenhouse gases. • Climate change is linked to human activity. • People and governments can reduce environmental impact through choices and actions. • Reducing energy use can have global environmental benefits.	Energy Renewable Natural resources Minerals	<u>Session 1: Introducing natural resources</u> <u>Learning</u> • Natural resources are materials produced by the environment that humans can make use of. • All of these natural resources are important to us and our daily lives, some are renewable and some are not. • Natural resources are unequally distributed globally and people have unequal access to them, which can cause conflict. • Some resources, like food and water, are essential to life; others, like precious gem stones, are not.
<u>Geographical Concepts</u> Physical processes Land use and settlements Regions: UK and global Climate and Weather including climate change/sustainability	<u>Geographical Knowledge</u> • Natural resources come from the environment. • Natural resources can be renewable or non-renewable. • The Sun is the source of all energy, directly or indirectly. • Non-renewable energy sources include fossil fuels (coal, oil, gas); they are finite, polluting and a major cause of climate change. • Renewable energy sources include solar, wind, hydro-electric, tidal, wave, biomass and geothermal energy. • Energy use varies widely across the world and across different sectors. • Burning fossil fuels releases carbon emissions, which contribute to global climate change. • Reducing carbon emissions requires using more renewables, cutting fossil fuel use, and reducing overall energy consumption. • Everyday activities such as heating, lighting, cooking and transport use large amounts of energy.	Renewable Non-renewable Hydro-electric Geothermal Unsustainable	<u>Session 2 – Identifying renewable and non-renewable energy sources</u> • The sun, directly or indirectly, is the source of all energy on Earth: plants use energy to grow the food we eat. • Non-renewable energy sources are fossil fuels: coal, oil, natural gas, and the elements uranium and plutonium. • Renewable energy sources include solar power, wind, wave and tidal energy, hydro-electric, biomass and geothermal. • Non-renewable sources are unsustainable, polluting and a cause of rapid climate change.
		Manufacturing Greenhouse gases Emissions Climate change	<u>Session 3 – Energy use and climate change</u> <u>Learning</u> • There are big differences in the amount of energy used across the world. • Manufacturing, farming, transport and domestic are all major areas of energy consumption. • There are links between energy use, fossil fuels, carbon emissions and climate change.
		Non-renewable energy Climate change	<u>Session 4 – Non renewable energy sources</u> <u>Learning</u> • Non-renewable energy sources, e.g. fossil fuels, are those that cannot be replaced and will eventually run out.

	- Individuals, businesses and governments all have a role in reducing energy use and tackling climate change. Disciplinary Knowledge - Use maps, atlases and digital tools to investigate where natural resources and energy sources are found. - Classify resources as renewable or non-renewable and assess their sustainability. - Interpret tables, graphs, charts, diagrams and data about energy use, carbon emissions and climate change. - Explain physical and human processes, such as how fossil fuels form, how renewable energy is generated, and how energy use affects the climate. - Compare global patterns of resource distribution, energy consumption and carbon output. - Ask and answer geographical questions such as: <i>Where does our energy come from? Why do countries use different amounts? How can we reduce climate change?</i> - Evaluate the impact of different energy sources on people and the environment. - Propose evidence-based actions for reducing energy use and mitigating climate change at individual, local and national levels.	Carbon emissions	- Fossil fuels such as gas, oil and coal are transported across the globe by ships, lorries and pipelines. - Burning fossil fuels releases carbon emissions into the atmosphere. - A way of reducing climate change is for countries to stop using non-renewable fossil fuels.
		Renewable energy Carbon emissions Hydro-electric Biomass	Session 5- renewable sources of energy Learning - Renewable sources of energy include solar, wind, wave and tidal energy, biomass, hydro-electric and geothermal energy. - Different forms of renewable energy have advantages and disadvantages. - Renewable energy sources can contribute to reducing carbon emissions. - Some countries like Iceland and Costa Rica get nearly all their energy from renewable sources.
		Appliances Meters Active travel Carbon footprint	Session 6 – Reducing energy use Learning - Heating, lighting, cooking and heating water use lots of energy and can be monitored by meter readings. - Different forms of transport use very differing amounts of energy, but active travel uses the least. - Reducing energy use can contribute to reducing the impacts of climate change. - Individuals, businesses and the government can take action to reduce the impact of climate change.
Useful Resources: https://www.thenational.academy/teachers/programmes/geography-primary-ks2/units/natural-resources-what-are-they-where-are-they-found-why-are-they-important/lessons https://www.thenational.academy/teachers/programmes/geography-primary-ks2/units/energy-how-do-we-power-the-world/lessons			

Summer – Coasts: What happens where the land meets the sea?

	Disciplinary and Substantive Knowledge and Skills	Vocabulary	Sequence of Learning:
Pre-learning	- Coasts are physical features where land meets the sea. - The UK has extensive coastlines made up of islands. - Landscapes change due to natural processes, including erosion and deposition. - Waves, wind and water shape land over time. - Human activity can increase or reduce erosion. - Climate change affects sea levels, impacting people and places. - People respond to environmental risks through management and defences.	Coast Maritime Ocean Settlement	Lesson 1 - The coast of the UK - A coast is a strip of land made of rock, sand, mud or gravel, that meets the sea or ocean. - The UK is surrounded by the North Atlantic Ocean, the North Sea, the Irish Sea, and the English Channel. - The UK is a maritime nation which means the lives of people living here are connected to the sea. - Many large settlements around the world are on or near the coast.
Physical processes Land use and settlements Regions: UK and global Climate and Weather including climate change/sustainability	Geographical Knowledge - A coast is a strip of land made of rock, sand, mud or gravel where land meets the sea or ocean. - The UK is a maritime nation, surrounded by four bodies of water: the North Atlantic Ocean, North Sea, Irish Sea, and English Channel, and many major settlements worldwide are located near coasts. - The UK has a highly varied coastline with many islands and a wide range of human and physical features, which can be identified using maps. - Erosion shapes the coastline through the action of wind, waves, and human activity and creates landforms such as caves, arches, stacks, headlands and bays. - Coastal change also happens through transportation and deposition of sediment, driven by wave energy and wind direction. - Coastal communities are affected by erosion, flooding and sea-level rise, and these changes have social and environmental impacts. - Coastal defences include hard engineering (e.g., sea walls, groynes) and soft engineering (e.g., beach nourishment), each with advantages and disadvantages. - Climate change—caused by increased greenhouse gases—leads to rising sea levels, melting ice caps, and more extreme weather, all of which affect coastlines and coastal populations.	Coastline Land use	Lesson 2 - Mapping the coast - Maps can help us identify different human and physical features of coasts. - The UK has a lot of coastlines as it includes one large island, part of another, and thousands of smaller islands. - The UK coastline has a great diversity of features. This means that the land can be used in many different ways. - Almost all of the UK coastlines can be walked.
		Waves Erosion Geology	Lesson 3 - Coastal erosion - The coastline is eroded by the actions of the wind, waves and human activity. - Erosion can create landforms such as caves, arches and sea stacks. - Hard rock is eroded slowly and creates headlands, soft rock erodes quickly and creates bays. - Maps can be used to identify headlands and bays formed by hard and soft rock.
		Sediment Erosion Deposition	Lesson 4 - The changing coastline - Coastal communities at risk are deeply affected by changes caused by erosion, flooding or sea level rise. - The sea transports sediment such as mud, sand and stones: these can create coastal patterns of erosion and deposition. - Sediment patterns on beaches reflect wave energy and wind direction.
	Geographical Skills		

	• Use maps, atlases and digital tools to locate and identify UK coasts, islands, and coastal features. • Interpret maps, aerial photos, diagrams and cross-sections to understand coastal landforms such as headlands, bays and erosion patterns. • Explain physical processes including erosion, transportation, deposition, wave action and the effects of climate change. • Analyse human–environment interactions, including why people live near coasts, the impacts of coastal change, and the need for defences. • Consider multiple viewpoints when deciding how coastlines should be managed, using geographical evidence to justify decisions. • Ask and answer enquiry questions such as: <i>How are coasts changing? What risks do coastal communities face? How should coastlines be protected?</i> • Communicate findings using geographical vocabulary and a range of formats such as annotated maps, explanations, diagrams and debate.	Engineering Coastal defences	Lesson 5 - Protecting the land • Some people living on the coast are at risk of losing their homes because of coastal erosion. • Coastlines can be protected via hard or soft engineering techniques including sea walls, groynes and beach nourishment. • There are many points of view to consider when deciding whether installing coastal defences is cost-effective.
		Sea level Carbon dioxide Fossil fuels Renewable energy Sustainable Atmosphere	Lesson 6 - Coasts and the future • Increased greenhouse gases in the atmosphere as a result of human activity are causing rapid climate change. • Rapid climate change is a problem as people and animals can't adapt quickly enough to change. • Sea level rise is one change caused by increased temperatures as ice caps melt and water expands. • Increased energy in the atmosphere and oceans increases the risk of extreme weather.

Useful Resources: <https://www.thenational.academy/teachers/programmes/geography-primary-ks2/units/coasts-what-happens-where-the-land-meets-the-sea/lessons>