



# Orton Wistow Primary School – Curriculum Plan



Subject : Geography

Year : 6

Term : Autumn



## Vocabulary

Define the word and include etymology if useful.

**Trade** - Buying and selling of goods and services on a market.

**Import** - Something brought in from an exterior source, especially for sale or trade.

**Export** - The act of conveying or sending commodities abroad or to another country.

**Key** - A guide explaining the symbols or terminology of a map or chart.

**El Salvador** - A country in Central America.

**Fair trade** - A system of trading promoting more equitable global trade, especially to sellers and producers in poorer areas, but also to the environment.

**Fairtrade** - Produced in such a way that everybody involved in the production receives a fair wage for their work.



## Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

Know what **trading** is.

Know some goods **exported** and **imported** from and to the UK.

- Some goods exported from the UK are: whiskey, tartan kilts and scrap iron.
- Some goods imported to the UK are: coffee beans and bananas.

Know some countries the UK exports to and imports from.

- The UK exports to and imports from the United States, Germany and Netherlands.

Know the meaning of **fair trade**.

Know some products that are fairly traded: tea, chocolate, sugar and gold.

Know some goods exported from **El Salvador** to the UK: coffee, cotton, shrimp, sugar and fruit and nuts.



## Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Understand how trade takes place today.

Understand how trade took place in Tudor and Victorian times.

Understand why countries need to import goods.

Understand the fair trade process for some products.

Understand that the expansion of the **British Empire** meant trading with some countries was easier (and cheaper) for UK merchants.



## Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Explain the UK's trade links with other countries.

Explain the difference between imports and exports.

Use an atlas to find countries, e.g. locate El Salvador on a world map.

Create a **key** to show import and export links with the UK.

Give reasons why fair trade is important.





Describe how goods can be the product of more than one country.

Describe the climate and landscape of El Salvador.

List some issues facing people living in El Salvador.

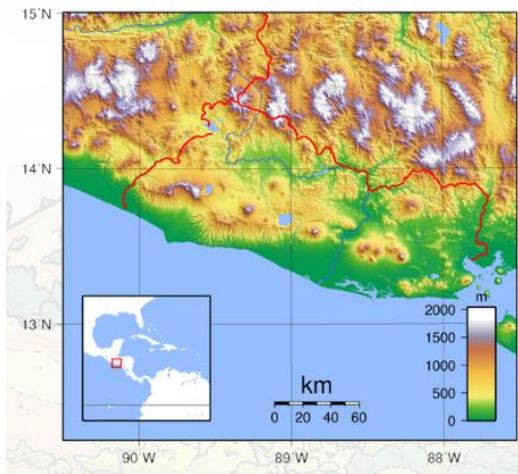
Describe an example of a **global** supply chain.


List some of the positive and negative effects of **multinational** companies on local trade.

			
<b>Vocabulary</b>	<b>Knowledge</b> What children will know	<b>Understanding</b> What children will understand	<b>Skills</b> What children will be able to do
<b>Define the word and include etymology if useful.</b>	<b>Learning</b> <b>Teaching</b> <b>Assessment</b>	<b>Learning</b> <b>Teaching</b> <b>Assessment</b>	<b>Learning</b> <b>Teaching</b> <b>Assessment</b>
	Remembering   Telling   Testing	Practising   Coaching   Observing	Reflecting   Facilitating   Evaluating
<p><b>Globalisation</b> - The process of becoming a more interconnected world.</p> <p><b>British Empire</b> - The United Kingdom and its dependencies. It became the Commonwealth of Nations following the independence of most of its dependencies.</p> <p><b>Multinational</b> - Of, or involving more than two countries.</p>			Identify similarities and differences between trading today and different periods in history.

**Useful Information**

**Topographical map of El Salvador:**






There are some very mountainous areas.

El Salvador is located between the equator and the Tropic of Cancer.

What is the climate like in this area?



Hot and humid with very heavy rainfall at times.

**Fairtrade logo:**

This logo is the FAIRTRADE mark.

Products that carry this logo have been fairly traded.

There are over 1000 products on sale in the UK which carry this logo.



**FAIRTRADE**



# Orton Wistow Primary School – Curriculum Plan

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Year : 6

Term : Spring



## Vocabulary

**Define the word and include etymology if useful.**

**Weathering** (physical weathering, chemical weathering and biological weathering): See Useful Information.

**Minerals** - Any naturally occurring inorganic [not consisting of or deriving from living matter] material.

**Erosion** - The result of having been worn away or eroded, as by a glacier on rock or the sea on a cliff face.

**Features of a Coastline: See Useful Information** - Coast, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit.

**Deposition** - The act of depositing material, especially by a natural process.

**Colony** - A governmental unit created on land by another country, land owned by another country.

**Regeneration** - A rebuilding or restructuring on a large scale repair.



## Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

Know the different types of **weathering**.

Know the features of a **coastline**.

Know the location of some famous UK coastal features.

Know some areas of the UK which has been affected by coastal **erosion**.

Know that changes in human activity will change the Earth and are predicted to occur by 2050.

Know some of the physical changes to the Earth predicted to occur by 2050.



## Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Understand how water and weather can change the landscape.

Understand how coastal features are formed.

Understand how the international borders of Europe have changed over time.

Understand how the UK's borders have changed over time.

Understand how the shape of Spurn Head has changed over time.

Understand how and why landscapes change over time.

Understand how human activity has changed the Earth since 1800.

Understand that some places do stay the same, as they're protected.



## Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Describe how erosion changes rocks.

Describe how a coastline might have looked in the past.

Describe how erosion and **deposition** change the look of a coastline.

Describe how physical, chemical and biological weathering change rocks.

Identify similarities in photographs of a landscape taken at different times.

Give reasons why the UK's and Europe's borders have changed over time.

Give reasons why a landscape might have changed over time.

Describe how physical changes have affected Earth since 1800.

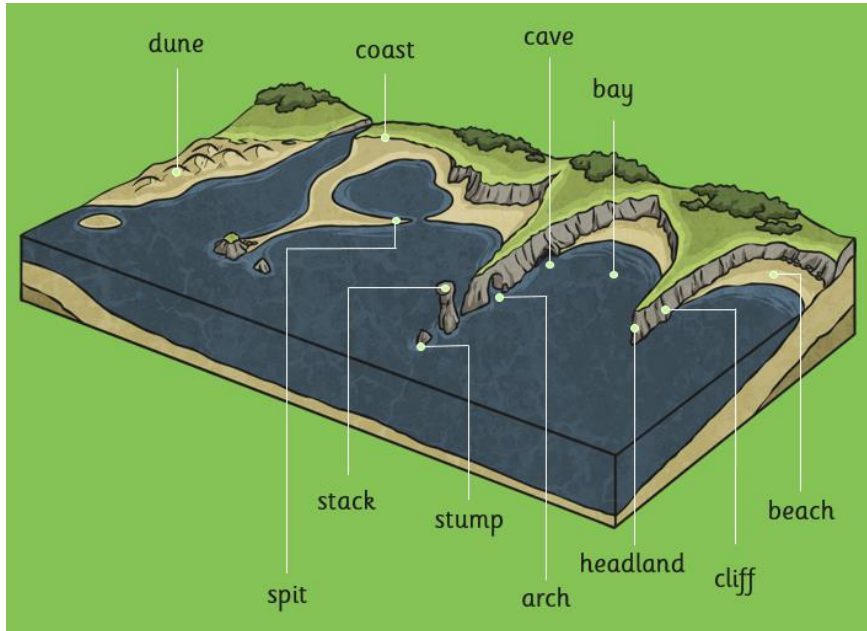
Describe some ways that human activity changes the landscape.

Predict how physical factors might change the landscape in the future.



**Useful Information**

**Features of a Coastline:**



**Types of Weathering:**

**Physical Weathering**

- Rainwater collects in a crack in the rock. It freezes and forces the crack to widen. This freeze-thaw cycles repeats.



**Chemical Weathering**

- Acidic rainwater falls onto rocks such as limestone. Over time it will dissolve some of the rock.



**Biological Weathering**

- Roots from trees and other plants may grow into or under rocks with such force that they can cause damage or even split the rock in two!



**Why Do Places Stay the Same?**

Buildings	Landscapes
<ul style="list-style-type: none"> <li>• Grade I Listed - buildings of exceptional interest</li> <li>• Grade II* Listed – buildings of particular interest</li> <li>• Grade II Listed - buildings that are of special interest</li> <li>• Scheduled monument</li> <li>• Local councils can designate parts of cities, towns and villages “Conservation Areas”</li> </ul>	<ul style="list-style-type: none"> <li>• Area of Outstanding Natural Beauty</li> <li>• National Park</li> <li>• Country park</li> <li>• Nature reserve</li> <li>• Green belt</li> </ul>
Other	Habitats
<ul style="list-style-type: none"> <li>• Area of archaeological importance</li> <li>• World Heritage site</li> <li>• Regionally important geological site</li> </ul>	<ul style="list-style-type: none"> <li>• Marine Protection Area</li> <li>• Site of Special Scientific Interest</li> <li>• Special Area of Conservation</li> <li>• Special Area of Protection</li> <li>• Tree Preservation Order</li> </ul>







 **Orton Wistow Primary School – Curriculum Plan** 

**Subject : Geography**















**Year : 6**

**Term : Summer**

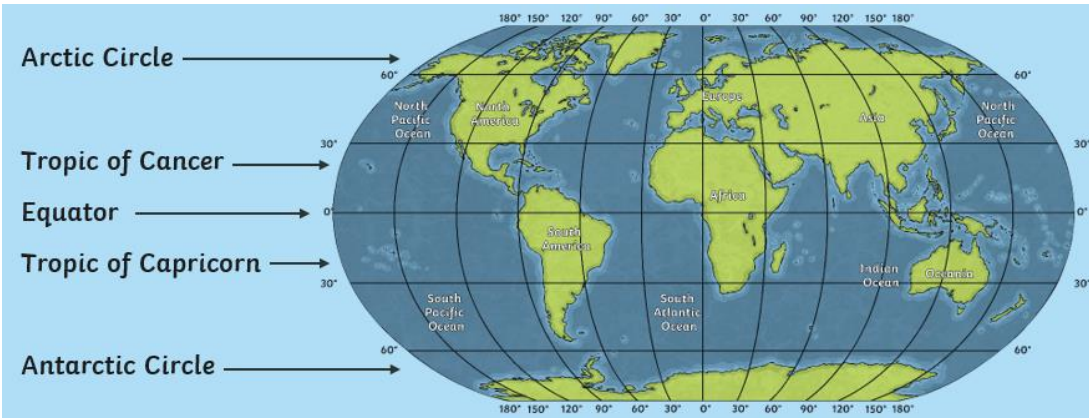
									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p><b>Climate</b> - The usual or average weather conditions over a long period of time.</p> <p><b>Continent</b> - Any of the world's main continuous expanses of land, e.g. Europe and <b>South America</b>.</p> <p><b>Latitude</b> - Imaginary parallel lines which circle the globe from east to west.</p> <p><b>Biomes</b> - A large geographical area which is home to certain plants and animals, specially adapted to suit the environment.</p> <p><b>Physical Geography</b> - The natural features of a place or environment.</p> <p><b>Human Geography</b> - Features of an environment that have been shaped by people.</p>	<p>Know the locations of the ancient and new wonders of the world.</p> <p>Know some wonders of the Americas.</p> <p>Know some of the countries of North and <b>South America continents</b>.</p> <p>Know the significance of the equator, tropics and poles.</p>			<p>Understand that co-ordinates pinpoint a geographical location.</p> <p>Understand the difference between <b>human geography</b> and <b>physical geography</b>.</p> <p>Understand how <b>latitude</b> affects the geography and <b>climate</b> of a region.</p> <p>Understand the climates and <b>biomes</b> of different regions across the Americas.</p>			<p>Describe the climate, physical features and human geography of an area of the Americas.</p> <p>Describe the characteristics and significance of a natural wonder of the Americas.</p> <p>Use an atlas to find the names of countries and cities.</p> <p>Use coordinates to locate places on a map.</p> <p>Identify physical and human geographical features of my local area.</p> <p>Compare a place, climate, physical and human geography in North America with my local area.</p> <p>Plan and undertake fieldwork in my local area.</p>		



Useful Information

The New Seven Wonders of the World						
						
Christ the Redeemer, Brazil	Machu Picchu, Peru	Chichen Itza, Mexico	The Colosseum, Italy	Taj Mahal, India	The Great Wall of China	Petra, Jordan
Some of the Natural Wonders of the Americas						
						
Grand Canyon, Arizona	Niagara Falls, Ontario/New York	Angel Falls, Venezuela	Yosemite Valley, California	Kilauea, Hawaii	Great Blue Hole, Belize	Amazon Rainforest, Brazil

World Map:



Map of North and South America:



Climate Groups:

