

## Geography – Mexborough St John the Baptist C of E Primary School

Showing a rationale for sequencing content: how progress happens. Year 6 Geography planning placed in context of long-term knowledge growth.

	Geographical Content and Enquiry Questions.	Concepts, Ideas and Language		Subject Rationale	Evidence Record
Year 6 – South America	<p><b>Are all rivers and mountains the same?</b></p> <p>Outline locational Geography of Europe and the America's.</p> <p>Locate the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn. Discuss these in relation to a range of countries across the world.</p> <p>Identify the position and significance of latitude and longitude. Identify the prime and Greenwich meridian and time zones. Include the exploration of day and night and how the time zones effect this.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of</p>	Location	<ul style="list-style-type: none"> <li>- Locate the world's countries and continents, using maps to focus on Europe and North and South America, concentrating on their environmental regions. Use OS maps to answer questions.</li> <li>- Locate information/place with speed and accuracy. Use a key to make deductions about landscape/history/features etc.</li> <li>- Explore in detail the location of South America on a map, identify where South America is.</li> <li>- Identify and explore in detail the 12 countries and major cities within South America. Draw attention to Brazil, Argentina and Peru.</li> <li>- Identify the capital cities of the countries within South America.</li> <li>- Identify the Ocean's and Sea surrounding South America. The Pacific Ocean, Atlantic Ocean and Caribbean Sea.</li> <li>- Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn, Arctic and Antarctic circles. Discuss these in relation to a range of countries across the world. For example, 90% of South America falls into the Southern hemisphere therefore it is South of the equator. 10% of the continent falls in the Northern hemisphere. Discuss the seasonal differences of the two hemispheres.</li> <li>- Identify the position and significance of latitude and longitude. Identify the prime and Greenwich meridian and time zones (explain how these work). Include the exploration of day and night and how the time zones effect this.</li> <li>- Suggest where in the world an aerial photo or satellite image shows, explain reasons for their suggestion. For example, the aerial image shows this is South America as we can see the thin part of land where Mexico is located, connecting North and South America.</li> <li>- Analyse evidence and draw conclusions. For example, make comparisons between locations using photos, pictures, temperatures, population. Compare a night satellite image of South America to North America. You can see lots of light pollution around built up cities to the right of the USA (such as, Washington) and not as much in the South. This is because North America is more populated than the South.</li> <li>- Look for patterns and explain reasons behind them.</li> <li>- Make comparisons between the North and South American continents. For example, you could compare the scale of the continents.</li> </ul>	<p>During this final Geography topic, children now have a secure knowledge of location and place. They are confident using maps and locating continents, countries and cities. This year children will compare South America (studied last year) to North America. Children will compare and contrast an increasing range of geographical patterns. They will collect statistics about people and places from field work or research and analyse data looking for trends. They will also interpret other people's arguments for change, analysing various sources. In Year 5, extreme weather was a focus of study. In year 6, children will continue developing their knowledge of physical features of South America. They will carry out an in-depth study of the Amazon river and the Andes mountain range. In year 6, climate change was a focus of sustainability. This year it will be deforestation.</p>	<p><i>Geographical sources of evidence:</i> Maps (e.g. historical maps, thematic maps, Ordnance maps, navigational maps, Google maps and Google Earth), atlases, globes, aerial images, photographs, Infographics, Gazetteers (Geographical dictionary which contains information about locations and statistics), audio recordings, video recordings, films, published books newspapers and magazine clippings, Letters, Visitors and interviews,</p>

<p>South America. Compare to the United Kingdom.</p> <p>Physical features of South America, including Climate zones, biomes and vegetation belts, rivers, mountains, rainforests, deserts, landforms and water courses.</p> <p>Key human features, including types of settlement and land use and how they have changed over time. Provide explanations for the use of land.</p> <p>The importance of tourism in South America and where tourists visit.</p> <p>The indigenous people who live in the Amazon rainforest.</p> <p>The impact of people on the environment and how residents try to sustain environments.</p> <p>The impact of deforestation in the Amazon rainforest and how we can help.</p>	<p style="text-align: center; color: red;">Place</p>	<ul style="list-style-type: none"> <li>- Understand that South America is a continent (4<sup>th</sup> largest). Understand that 12 countries make up South America.</li> <li>- Study the geographical similarities and differences of Europe, North America, and South America. You could choose an area previously studied (Mexborough, Spain, South America). Are both locations suffering from the effects of tourism? Do they both have areas of lower population density? What features do the over-populated areas have which are similar? Do they both have similar biomes? Do they have similar vegetation belts? Are they both prone to adverse weather?</li> <li>- Support reasons for the similarities and differences between the physical and human features of the locations with factual evidence.</li> <li>- Identify and describe the links and relationship that connects localities both within and beyond the UK. For example,</li> <li>- Suggest ways in which a location might develop and change in the future, based on information. For example, small trees that grow up in drought conditions within the Amazon rainforest could form the basis of more drought-resistant rainforests in the future. Severe and long-lasting droughts are becoming more common in the Amazon, often killing large trees that form the forest canopy. Scientists suggest, small trees adapt better to droughts and could grow into a new generation to help the rainforest survive.</li> <li>- Confidently describe route and direction using 8 compass points (N, E, S, W, NW, NE, SW, SE) and link to degrees on a compass. For example, describe the route from Rio to Lima. Plot the route on a map or globe, identifying countries and/or significant landmarks that are passed considering time zones and how they would affect the journey.</li> <li>- The South American continent covers a vast area which huge similarities and differences in human and physical geography.</li> <li>- South America's biome is predominantly tropical and subtropical moist broadleaf forest (rainforest). However, other biomes can be found, such as, grassland, mountains and deserts.</li> <li>- Identify the climate in South America. Most of the continent is warm all year. The climate is generally tropical so it never gets too cold but there are higher areas where it does get cold and the temperature drops below freezing.</li> <li>- Support reasons for the human and physical features of a range of locations with factual evidence. For example, tourists visit the Peru and Brazil to see two of the wonders of the world – Machu Picchu and the Christ the Redeemer statue.</li> <li>- Identify and describe in detail the impact of change on the lives of people in a given locality. Identify the physical and human features that have contributed towards the change and development of a locality. For example, the Christ the Redeemer statue has boosted Brazil's economy through tourist activity.</li> <li>- Discuss how the physical location can determine the growth of a settlement or industry.</li> <li>- Investigate the many differences between urban and rural Brazil and case study the lives of people living within Rio de Janeiro.</li> <li>- Collect and analyse data from first and second-hand sources, identifying and analysing patterns and suggesting reasons for them. For example, explore how most employees in the urban areas work for banks, hotels, factories, office buildings, or stores. The rural environment is extremely different; the land in Brazil is vast, so much of the land is unpopulated. Most rural inhabitants work on large plantations or ranches. Poverty is a major issue in the rural areas, as in the urban counterparts.</li> </ul>	<p>Children have now finished their Primary Geography curriculum. They have all the knowledge and skills needed to successfully access the Key Stage 3 curriculum.</p>	<p>Field work objects e.g. weather vane, barometer.</p> <p>Use atlases and maps which show physical and human features.</p> <p>Compare information from atlases with that from a globe.</p> <p>Carry out e-learning.</p> <p>Collection and recording of evidence: showing questionnaire results within a variety of charts or colour coded maps which demonstrate patterns.</p> <p>Use the 16 points and link to degrees on a compass.</p> <p>Confidently use 4 and 6 figure grid references and simple scale.</p> <p>Accurate observational skills, maps and keys, compass directions and locational language.</p> <p>Geographical debate and ability to explain, ask and</p>
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Physical Geography

**Physical links within this topic:**

- Intensively study key physical features of South America. Include climate zones, biomes and vegetation belts, **rivers, mountains**, rainforests, and deserts.
- Describe how some places are similar and some are different in relation to their physical features.
- Identify key topographical features and how they have changed over time. For example, landforms, water courses and vegetation.
- Identify and explain the four climate zones – (tropical, cold, dry and temperate) found in South America (ranging from cold in Peru and tropical in the Amazon).
- Name and locate the vegetation belts across South America. Explain how some of these have changed over time.
- Describe and compare different features of the physical geography in South America, offering explanations for the location of some of these features.
- Identify the **Amazon rainforest** and locate on a map. Carry out an in-depth study of the physical feature.
- The Amazon Rainforest is the largest tropical rainforest in the world with more than half located in Brazil. It is full of wildlife.
- Tribes of people still live in some areas of the rainforest with no contact with the outside world.
- Identify and describe the four layers of the rainforest in detail.
- Identify and compare the level of rainfall throughout Brazil and South America.
- Identify the **most southern point** of South America – Cape Horn.
- The waters around Cape Horn are very dangerous, due to icebergs, strong winds and large waves.
- Use aerial images and maps to locate and name geographical physical features on an OS map. Compare the changes over time. For example, the effects of deforestation over time.
- Ask and answer geographical questions about the physical characteristics of South America. For example, the temperature gets cooler as you move from the North to the South of the continent. Why is this? (Moving further from the equator)
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristics of locations in South America.
- Pose a geographical hypothesis using various sources to draw a conclusion. For example, rainforests are in the North of the continent because it is warmer.
- South America's major natural resources are gold, silver, copper, iron ore, tin, and oil. The many resources of South America have brought high income to its countries especially in times of war or of rapid economic growth by industrialized countries elsewhere. Identify the location of the resources and how they are distributed.

**Key aspects of physical geography during this topic (this will form the bulk teaching of the topic):**

**River study:**

- Identify the **Amazon river** and locate on a map. Carry out an in-depth study of the physical feature.
- The River is approximately 4000 miles long, mostly flowing through rainforest.
- It has around 200 tributaries.
- It begins in the Andes Mountains and is the second longest river in the world.

**Key learning objectives during this intensive study:**

- List some features of a river's upper, middle and lower courses. (**Upper course** river features include steep-sided V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges. **Middle course** river features include wider, shallower valleys, meanders, and oxbow lakes. **Lower**

answer questions about geographical factors.

Pose a geographical hypothesis using various sources to draw a conclusion.

Compare and contrast an increasing range of geographical patterns.

Collect statistics about people and places from field work or research and analyse data looking for trends.

Interpret other people's arguments for change, analysing various sources.

**Greater Depth evidence:**

Rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises.

**course** river features include wide flat-bottomed valleys, floodplains, marshland, mudflats and deltas, estuary)

- Compare the features (above) of a river at different points along its course.
- Discuss how they are all formed.
- Identify key locations along a river.
- Describe how water erodes a riverbank.
- Describe how deposition changes the shape of a river.
- Use a legend to find rivers on a map.
- Compare the length of rivers.
- Identify the sea a river flows into.
- Identify the place in which the source of a river is found.
- Explain how meanders form.
- Identify meanders on a map and photograph.
- Describe how waterfalls are formed.
- Give at least two reasons why dams are built and identify the advantages and disadvantages of them.
- Identify the parts of a river, and land use around and how these can change people's lives.
- Sort the ways rivers are used into categories.
- Identify possible future impacts of river use.
- Explain why the water cycle is a closed cycle.
- Compare the discharge of rivers.
- Explain how an oxbow lake forms and identify oxbow lakes on a map and photograph.

**Key learning objectives during this intensive study:**

- Identify the world's largest mountain range, **The Andes**.
- The Andes stretch the following countries: Argentina, Chile, Peru, Bolivia, Venezuela, Colombia and Ecuador.
- The Inca built their ancient city, Machu Picchu, in the Andes.

**Mountain study:**

- Use the index in an atlas to find mountains.
- Explain that not all mountains look the same.
- Explain that mountains formed a very long time ago.
- Identify the country a mountain range is found in.
- Identify a valley and the summit, foot and slope of a mountain.
- Describe what a hill might look like based on its contours and find the height of the peak on a map.
- Explain different ways areas of higher ground are shown on a map and use a legend to find areas of higher ground on a map.
- Draw contour lines to show higher ground.
- Identify an outcrop, a ridge the tree line and the snow line.
- Describe how fault lines in the Earth's crust move to create mountains.
- Describe how pressure from magma under the Earth's surface creates dome mountains.
- Identify a plateau and describe how erosion creates plateau mountains.
- Describe how tectonic plates move together to create fold mountains.
- Describe how lava flow creates volcanic mountains.
- Explain the differences between a weather forecast and climate.
- Identify differences and similarities between mountain climates.
- Identify the risks associated with a mountain climate.
- Discuss why people might visit mountain and some of the positive effects of tourism on an area.

			<ul style="list-style-type: none"> <li>- Identify ways to limit the damage tourism causes to an area and who is responsible for this.</li> <li>- Draw a mountain range including the key features they have identified.</li> </ul>		
		<p style="color: red;">Human Geography</p>	<ul style="list-style-type: none"> <li>- Identify and give an extended description of the key human features around the locations studied in South America. (Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water).</li> <li>- Use aerial images and maps to confidently locate and name geographical human features on an OS map. Use OS map symbols whilst looking at these maps. Understand and confidently use 4 and 6 figure grid references and scale.</li> <li>- Describe and compare different features of human geography in South America, offering explanations for the location of some of these features. For example, not all children in South America have access to schooling. Why is this and what is the government doing to allow this to happen? Another example, Brazilian airports are located around the outskirts of Brazil. Why is this?</li> <li>- Brazil has the largest market over tourists visiting South America. Rio de Janeiro and São Paulo are two of the most visited destinations in the country, offering visitors a fabulous peek into the complex heritage and natural spectacle of Brazil.</li> <li>- Discuss how human features have caused some problems for South America. For example, many landmarks have been destroyed already by negligent tourists. All the negative effects of unsustainable tourism cause irreparable damage to an area and the people. This is why it's so important for everyone to learn to travel responsibly and in an eco-friendly way.</li> <li>- Ask and answer geographical questions about the human characteristics of South America. For example, why do more citizens live in Sao Paulo than the small the indigenous tribe villages within the Amazon rainforest?</li> <li>- Discuss types of settlement in South America. (Coffee farming, mining (gold, silver, copper, iron, tin), rural settlements, metropolitan settlements). Identify and explain previous land settlements of South America. Explore the indigenous tribes and where they settled. Compare the historical types of settlement and settlement today.</li> <li>- Identify and explain the difficulties faced by the indigenous tribes today. For example, tourism, dangerous animals, lack of resources.</li> <li>- Discuss land use and how it has changed over time. Rainforest, tourism, built/non-built-up areas, artificial surfaces, agricultural areas, semi-natural areas and wetlands and water bodies.</li> <li>- Compare the largest urbanisation in Brazil (Sao Paulo) to Alter do Chão, Brazil (a small riverside town hidden deep in the Amazon rainforest).</li> <li>- Compare houses in the UK to houses in Brazil. How are they similar/different? Why?</li> <li>- Compare urbanisations in the UK to Brazil. How are they similar/different? Why?</li> <li>- Discuss how South America has capitalised from their human features. For example, tourism is very high, so they capitalise on their landmarks, infrastructure, and travel facilities.</li> </ul>		

		Sustainability	<p>Deforestation</p> <ul style="list-style-type: none"> <li>- Children will explore the environmental crisis of deforestation within the Amazon rainforest.</li> <li>- Explore the direct drivers of deforestation: cattle ranching, small-scale agriculture, fires, agriculture, logging and mining.</li> <li>- The impacts of deforestation in the Amazon basin carry many serious implications, many of which are already being felt. Identify and explain these implications.</li> <li>- Impacts on – indigenous people, water supply, local temperature, destruction of animal habitats.</li> <li>- Children are to make a plausible case for environmental change. They need to interpret other people’s arguments for change, analysing and evaluating their viewpoints.</li> <li>- Communicate in ways appropriate to task and audience. For example, produce a persuasive piece of writing to persuade people to put a stop to climate change.</li> </ul>		
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## Optional links to the history topic:

	Geographical Content and Enquiry Questions.	Concepts, Ideas and Language		Subject Rationale	Evidence Record
Year 6 - Aztecs	<p><b>Has Mexico changed since the Aztec period? How and why?</b></p> <p><b>What have the Aztecs left us?</b></p> <p><b>Why was trade important?</b></p> <p>The trade links and how Mexico being located where it is benefited these.</p>	Location	<ul style="list-style-type: none"> <li>- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions. Use maps, including digital ones, and atlases appropriately by using contents and indexes. Use basic OS map symbols whilst looking at these maps. Understand and confidently use 4 and 6 figure grid references and simple scale.</li> <li>- Explore in detail the location of Mexico on a map, identify where in North America it is.</li> <li>- Identify and explore in detail the major cities within Mexico.</li> <li>- Compare Aztec Mexico to modern Mexico. How are the maps similar/different?</li> <li>- Identify the Seas surrounding Mexico (Pacific Ocean and the Gulf of Mexico).</li> <li>- Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn. Discuss these in relation to the location of Mexico.</li> <li>- Suggest where in the world an aerial photo or satellite image shows, explain reasons for their suggestion. For example, the aerial image shows this is Mexico as we can see the thinner part of land connecting North and South America.</li> <li>- Analyse evidence and draw conclusions. For example, make comparisons between locations using photos, pictures, temperatures, population. Compare ancient and modern Mexico.</li> </ul>	<p>During this History topic, children will expand upon their previously acquired knowledge to support their understanding of the Aztecs. Throughout their primary years, children have been developing their locational and place knowledge. They are aware of the location of countries within Europe and the Americas and the Oceans and Seas which surround them.</p> <p>They will already have secure knowledge about earthquakes and volcanoes from last year's study. They will know how and why they occur. Children will carry out an in-depth study of the active Mexican volcano, Popocatepetl, to embed this learning.</p> <p>Children will use their geographical knowledge to locate the historical landmarks in Mexico. They will compare both Ancient and modern Mexico.</p> <p>To conclude the topic, children will consider whether Mexico is doing all it can to protect the wildlife and environment within the country. They will need to think geographically and come to accurate conclusions, using information. They will rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises.</p>	<p><i>Geographical sources of evidence:</i></p> <p>Maps (e.g. historical maps, thematic maps, Ordnance maps, navigational maps, Google maps and Google Earth), atlases, globes, aerial images, photographs, Infographics, Gazetteers (Geographical dictionary which contains information about locations and statistics), audio recordings, video recordings, films, published books newspapers and magazine clippings, Letters, Visitors and interviews, Field work objects e.g. weather vane, barometer.</p> <p>Use atlases and maps which show physical and human features.</p>
	<p>Outline locational Geography of North and South America.</p> <p>Locate the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn. Discuss these in relation to a range of countries across the world.</p> <p>Identify the position and significance of latitude and longitude. Identify the prime and Greenwich meridian and time zones. Include the exploration of day and night and how the time zones effect this.</p> <p>Understand geographical similarities and</p>		Place		

<p>differences through studying the human and physical geography of Mexico. Compare to the United Kingdom.</p> <p>Physical features of Mexico, including volcanoes and earthquakes.</p> <p>Key human features, including types land use, natural resources, landmarks and how they have changed over time. Provide explanations for the use of land. The importance of tourism in Mexico and where tourists visit.</p> <p>The impact of people on the environment and how residents try to sustain environments.</p>		<p>Physical Geography</p>	<ul style="list-style-type: none"> <li>- Study key physical features of Mexico. Include climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</li> <li>- Identify the locations of volcanoes in Mexico. For example, Popocatépetl - an active volcano - In Aztec mythology, both Popocatépetl (a fierce warrior) and Iztaccíhuatl (his lover) were turned into mountains and covered in snow following a tragic tale that is very reminiscent of Romeo and Juliet. While the 'white woman' lies peacefully at rest, however, Popocatépetl – or the 'Smoking Mountain' – raged at his loss, regularly erupting and shooting rocks and ash into the air.</li> <li>- Popocatépetl erupted in 2020 and is still very much an active volcano. Consider the problems this causes for the citizens surrounding the volcano.</li> <li>- Identify the locations in Mexico stricken most often by hurricanes. Discuss and analyse why this is the case. Hurricanes attack the East coast most because the Atlantic Ocean is warmer, helping to maintain the hurricane. They also travel in a west-northwest direction, so when they are formed in the Atlantic Ocean they are pushed towards the East coast of the US and the Gulf of Mexico.</li> <li>- Identify the different climate zones in Mexico. The weather in Mexico is determined not only by latitude but also by altitude. Mexico has tropical forests, dry deserts, fertile valleys, and snow-capped mountains. Since Mexico's terrain is extremely varied, so is the weather. On the coast, the climate is generally balmy year-round, but some months are rainy and others dry, and Mexico City can have days that are quite chilly.</li> <li>- Identify the locations in Mexico most struck by earthquakes. Mexico's location makes the country prone to strong earthquakes because it is in a so-called subduction zone.</li> <li>- Use aerial images and maps to locate and name geographical physical features on an OS map.</li> <li>- Use a range of geographical resources to give detailed descriptions and opinions of the characteristics of locations in Mexico.</li> <li>- Describe and explain which natural resources are produced in Mexico. Including coffee, fruits, and vegetables.</li> <li>- Are they the same resources as were exported during the Aztec trading times?</li> </ul>		<p>Compare information from atlases with that from a globe.</p> <p>Carry out e-learning.</p> <p>Collection and recording of evidence: showing questionnaire results within a variety of charts or colour coded maps which demonstrate patterns. Use the 8 points and link to degrees on a compass.</p> <p>Confidently use 4 and 6 figure grid references and simple scale.</p> <p>Accurate observational skills, maps and keys, compass directions and locational language.</p> <p>Geographical debate and ability to explain, ask and answer questions about geographical factors.</p> <p>Pose a geographical hypothesis using various sources to draw a conclusion.</p>
		<p>Human Geography</p>	<ul style="list-style-type: none"> <li>- Identify the key human features around the locations studied in Mexico. (Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water).</li> <li>- Use aerial images and maps to confidently locate and name geographical human features on an OS map. Use OS map symbols whilst looking at these maps. Understand and confidently use 4 and 6 figure grid references.</li> <li>- Describe and compare different features of the human geography in Mexico, offering explanations for the location of some of these features. For example, tourism is high in Riviera Maya due to the beautiful beaches and weather but low in Mexico City due to high levels of crime.</li> <li>- Discuss how human features have caused some problems for places with high levels of tourism. Discuss erosion and effects to wildlife, for example, turtles.</li> <li>- Discuss land use. Woodland, tourism, built/non-built-up areas, artificial surfaces, agricultural areas, semi-natural areas and wetlands and water bodies.</li> <li>- Discuss how Mexico has capitalised from their human features. For example, tourism is very high, so they capitalise on their landmarks, infrastructure and travel facilities.</li> </ul>		



		Sustainability	<p>Environmental protection and wildlife conservation</p> <p>Could the tourism trade in Mexico be damaging the environment and wildlife?</p> <ul style="list-style-type: none"> <li>- Pupils are to use their knowledge of location, place and geographical features to answer the question. For example, over population and tourist activity is causing sea turtles problems during nesting season. They are unable to successfully find their way to the sea due to use of the beaches by tourists. How are the Mexican's helping the turtles?</li> <li>- They are to hold geographical debate through drama and role-play to discuss the viewpoints.</li> <li>- Children are to identify and explain how residents try to sustain environments, take into account the different viewpoints of other people as well as their own. What are they putting in place within tourist areas to reduce the negative effects of tourist activity?</li> <li>- Rank information in order of importance to make justified conclusions.</li> </ul>		<p>Compare and contrast an increasing range of geographical patterns.</p> <p>Collect statistics about people and places from field work or research and analyse data looking for trends.</p> <p>Interpret other people's arguments for change, analysing various sources.</p> <p><b>Greater Depth evidence:</b> Rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises.</p>
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