



Geography at Great Wheltenham

C of E Primary School

Year 6

Autumn: Angry Earth	
Overview	<p>The purpose of studying these aspects of physical geography is to give children an understanding of the component parts of planet Earth and how these move and interact to cause such natural disasters as volcanic eruptions and earthquakes. The unit will bring together these physical considerations with human geography, looking at settlements near to volcanoes and in earthquake zones and children will examine why people still choose to live in those areas despite the dangers. They will then investigate foods that come from those, often tropical regions, and how this food gets into our shops in the UK. They will also compare the idea of living where they do with that of living in a disaster zone on the American continent.</p> <p>The class will become experts on the parts of a volcano and what causes an eruption as they create posters to explain this. They will also continue to consolidate their locational knowledge through looking at volcanoes and earthquakes around the world and being able to describe them in terms of continent, region, tropics, mountain range or country, with a particular focus on the Ring of Fire around the Pacific Ocean and down the side of the Americas.</p>
Knowledge Acquisition	<p>The children will know the physical components of planet Earth, its layers and the plates which make up its crust. They will understand the processes which take place in the build up to a volcanic eruption, naming the parts on a diagram. They will know the main types of volcano and volcanic eruption. They will know how and why earthquakes occur due to tectonic plate movement, know the different types of collision and understand how these have also caused the worlds mountain ranges</p> <p>The pupils will become aware of major natural disasters throughout recorded history and focus in particular on Krakatoa in 1883. They will understand why volcanoes remain popular places for human settlement. They will also know about the main climate regions, continents, tropics, poles, hemispheres and oceans of the world, noticing how these occur largely independently of tectonic plates and volcanic activity.</p> <p>They will use the most recent eruption worldwide to compare time zones with our own on the Greenwich Meridian</p>
Key vocabulary	<p>Volcano, earthquake, eruption, magma, lava, crater, ash cloud, vent, magma chamber, shield volcano, composite volcano, pyroclastic flow, active, dormant, extinct, tectonic plate, Krakatoa, Ring of Fire, water cycle, cone, precipitation, equator</p>

<p>Key LOs</p>	<ul style="list-style-type: none"> ➤ To know about the layers of the earth leading down to its core ➤ To understand how breaks in the crust lead to earthquakes and volcanic eruptions ➤ Be able to identify climate zones, poles, hemispheres, Tropics and time zones in different parts of the world and understand their significance to human lives ➤ Be able to describe the stages leading up to an eruption ➤ To describe the different types of volcano ➤ To describe the different types of eruption ➤ To put themselves in the shoes of a person living through a major volcanic eruption ➤ To compare human and physical geographical features of a region of the UK with the Ring of Fire and the West coast of America ➤ To be able to describe how tectonic plate movement causes earthquakes to occur and affects tides and the sea ➤ To know some of the reasons why human settlement still takes place on the slopes of active volcanoes ➤ To compare time zones around the globe to the Greenwich Meridian ➤ To begin to understand trade links and where our food comes from through looking at benefits to agriculture around a volcano
<p>Key Learning experiences</p>	<ul style="list-style-type: none"> ➤ A unit launch lesson where children check live webcams of current volcanic eruptions and then locate those volcanoes with an atlas, map or using Google Earth ➤ Understand tectonic plates by cracking up a boiled egg ➤ Use globes to identify key areas of earthquake and volcanic activity ➤ Design, write and create an explanation poster to show how and why a volcano erupts ➤ In Guided Reading, look at texts of actual recounts from people who experienced the eruption of Krakatoa

Spring – Travelling Through	
Overview	This unit will involve the children carrying out geographical fieldwork. They will be learning about their local town, Bury St Edmunds. The fieldwork will be focussed on the topic of transport and the children will carry out traffic surveys in the town. They will reflect on the transport issues that arise in the town and possible solutions to these. Also, the children will explore the transport links that the town has with other areas of the UK. They will look at how the town has grown over time by comparing maps from different time periods, looking at changing land use, and understand how Bury's geographical position has influenced its expansion. They will develop their understanding of maps, looking at the local area and learning about the key features of map work.
Knowledge Acquisition	The children will know about the history of Bury St Edmunds and how it has changed over the centuries. They will understand how transport has influenced these changes. The class will know how to read maps using symbols and a key, its scale, contours and will find and create 4 and 6 figure grid references for local maps. The children will use this knowledge to draw their own maps of a local area. They will know how growth and technology affects both transport and land use in a town. They will know how to conduct a survey in their local area and ask questions and draw conclusions based on the results.
Key vocabulary	Field work, compass, grid reference, settlements, transport links, population, survey, observe, land use, commercial, educational, industrial, residential, agricultural, recreational
Key LOs	<ul style="list-style-type: none"> ➤ To use the eight points of a compass, four and six figure grid references, symbols and keys (Ordnance Survey maps) to build their knowledge of Bury and the wider world. ➤ To measure using the appropriate scale. ➤ To use fieldwork to observe, measure, record and present the human features in the local area. ➤ To complete traffic surveys ➤ To understand the effect of landscape features on the development of a locality ➤ To draw accurate maps which include complex keys. ➤ To ask geographical questions ➤ To recognise that people have differing views about an issue and to begin to understand the reasons why.
Key Learning experiences	<ul style="list-style-type: none"> ➤ Study the local town of Bury and to record findings using a range of methods including sketch maps and plans. ➤ Complete fieldwork with a day trip to the town – undertake a traffic survey (tally counting, types of vehicles observed, comparing the traffic flow at different times of the day, parking problems) ➤ Record data and present it in graphs and tables and where possible, use digital technologies. ➤ Discuss geographical questions – how is traffic controlled? What are the main problems? ➤ Explore other modes of transport in Bury – trains and buses. Explore the question – where can you travel to from Bury?