# Year 6 Geography Long Term Plan

| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| **Farms and factories: where does our food come from?**<br>Locational knowledge<br>Place knowledge<br>Physical geography<br>Human geography | | | | | Is my route to school safe?<br>Locational knowledge<br>Human geography |

# Year 6 Medium Term Plan

**Term 1/2 – Farms and factories: where does our food come from?**

| National Curriculum Links | Disciplinary Knowledge | Substantive Knowledge | Key Vocabulary | |
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| **Locational knowledge**<br>-locate the world's countries, using maps to focus on Europe, Central America and Asia, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>**Place knowledge**<br>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America<br>**Human and physical geography**<br>describe and understand key aspects of:<br>physical geography - climate zones<br>human geography: land use, economic activity including trade links, and the distribution of natural resources food<br>**Geographical skills and fieldwork**<br>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods graphs, and digital technologies. | I can name and locate countries of the world and their identifying human and physical characteristics.<br>I understand how some of these features have changed over time.<br>I can compare land uses, economic activity and distribution of natural resources in relation to food.<br>I understand how decisions about places and environments affect the quality, and future quality, of people's lives.<br>I can use fieldwork to observe, measure and record human and physical features of the local area, choosing the best method.<br>I can confidently identify significant places and environments<br>I understand different peoples' views on geographical issues including the reasons influencing their views. | Locational knowledge<br>Place knowledge<br>I can explain the impact that climatic and seasonal differences have on food availability.<br>I can describe ways in which food systems contribute to climate change and investigate possible actions that can be taken to reduce the carbon footprint of food.<br>Physical geography<br>Human geography<br>I can describe how food production, processing and distribution has changed over time and identify potential positive and negative impacts of these changes.<br>I can describe the processes involved in commercial bread production.<br>I can describe how cocoa is grown and the processes involved in manufacturing chocolate, and identify some of the challenges facing small-scale cocoa farmers.<br>I can understand and explain reasons why some people don't have enough to eat and share my opinions about potential actions that can be taken to help end world hunger.<br>I can describe ways in which farming and food production have changed over time and investigate ways of taking action to make food systems fairer and better for our planet and its people. | Food production<br>Processing<br>Distributing<br>Retailers<br>Commercially<br>Place of origin<br>Imported<br>Greenhouse gas emissions<br>In season<br>Processing<br>Imported<br>Climate<br>Harvested<br>Out of season<br>Hemisphere<br>Exported<br>Carbon footprint<br>Food miles<br>Intensive farming | Latitude<br>Supply chain<br>Retailer<br>Manufacturer<br>Cooperative<br>Malnutrition<br>Starvation<br>Climate change<br>Poverty<br>Atmosphere<br>Emission<br>Agriculture Pesticides<br>Fertilisers<br>Yield<br>Artificial intelligence (AI) |

| Pupil Offer | Famous People |
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| Become food waste champions across the school, present actions in assembly | |

| Term 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
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| Lesson Overview including Substantive knowledge | **Retrieval: hemispheres**<br>**The geography of food**<br>I can describe the processes involved in commercial bread production. | **Changes in the foods we eat**<br>I can describe how food production, processing and distribution has changed over time and | **Sourcing our food**<br>I can explain the impact that climatic and seasonal differences have on food availability.<br>Retrieval: | **Retrieval: Using maps to locate places, continets**<br>**The distance food travels**<br>I can explain what food miles are and analyse | **Making our food**<br>I can describe how cocoa is grown and the processes involved in manufacturing chocolate, and identify some of the challenges | **World food supplies**<br>I can understand and explain reasons why some people don't have enough to eat and share my opinions about potential actions | **Retrieval: climate zones**<br>**Food and climate change**<br>I can describe ways in which food systems contribute to climate | **The future of food production**<br>I can describe ways in which farming and food production have changed over time and investigate ways |

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| | **Retrieval**: starter questions to assess prior knowledge.<br>**Key points:** How food is produced, processed, distributed and consumed is complex but it all comes from plants and animals.<br>Most food makes a journey from farms, where animals are reared and crops grown, to shops where people purchase it.<br>Several different stages are involved in the commercial production of bread. | identify potential positive and negative impacts of these changes.<br>**Retrieval**: stages of food production.<br>**Key points:** The foods routinely available in the UK have numerous places of origin around the world; many are imported.<br>Contemporary food production, processing and distribution systems are much more complex than those of the past.<br>There are potential positive and negative impacts of contemporary food production, processing and distribution systems. | Many food crops can only be grown in places with the right climatic conditions<br>**Retrieval**: match the food to location, recap on food processing<br>**Key points:** Some food crops grown in the UK are only 'in season' for part of the year because of the UK's temperate climate<br>Seasonal differences between the northern and southern hemispheres mean that some crops are imported out of season<br>Atlases can be used to investigate the location and climate zones of the place of origin of imported food crops | the positive and negative impacts of both locally produced and imported food.<br>**Retrieval:** how does climate affect food production?<br>**Key points:** All food has to travel to reach our plates and the distance it travels is known as food miles.<br>The total food miles will depend on the different stages and route of a food's journey.<br>Maps or the internet can be used to calculate the approximate food miles of different food products.<br>There is debate about the relative positive and negative consequences of sourcing food locally versus importing it. | facing small-scale cocoa farmers.<br>**Retrieval:** food miles and carbon footprint.<br>**Key points:** Most cocoa trees grow in a narrow belt between a latitude of ten degrees north and ten degrees south of the Equator.<br>Various stages are involved in chocolate production, from growing and harvesting cocoa beans to manufacturing chocolate.<br>Small-scale cocoa farmers face challenges with growing their crops and are adapting to these in different ways.<br>The challenges facing small-scale cocoa farmers, and the solutions to these, have direct and indirect consequences. | that can be taken to help end world hunger.<br>**Retrieval:** cocoa farming and Fairtrade.<br>**Key points:** The causes of insufficient access to food are complex.<br>Hunger can happen to people all over the world but there are more people going hungry in some countries than others.<br>There are different ways to take action against hunger; some of these are short-term and some are long-term.<br>It is important to listen to and consider the viewpoints of others when working in a group. | change and investigate possible actions that can be taken to reduce the carbon footprint of food.<br>**Retrieval:** How natural disasters cause hunger<br>**Key points:** Farming and food production are major causes of climate change.<br>All of the stages of the journey of food, from where it is grown or made to our plates, have a carbon footprint.<br>Different types of food and stages of a food's journey emit different amounts of greenhouse gases.<br>There are many different ways to take action to reduce the carbon footprint of food. | of taking action to make food systems fairer and better for our planet and its people.<br>**Retrieval:** How can growing crops contribute to climate change?<br>**Key points:** Farming and food production have changed over time and there are advantages and disadvantages of these changes.<br>The world faces different challenges in producing enough food and these problems are being overcome in various ways.<br>Everyone can help make food systems fairer and better for our planet but some actions have a greater impact than others.<br>It is useful to plan an action carefully before doing it.<br>There are often different viewpoints about the causes and impacts of food issues, and potential solutions. |
| Organisation & Communication | Children to write their own questions about the production of food. | Map work- where do the different foods originate? | How do seasons affect food availability? Research and explain | How far does food travel? Use of Digimaps to find countries and distances. | Written explanation about how food is made and challenges cocoa farmers face. | Ordering events to explain causes and consequences of hunger. | Explain how food production can affect climate change. Investigation into food waste. | Explain how food production and farming might change in the future and how you can take action now |
| Reading & Maths Opportunities | | Time zones | | Measurement of distances | | Information text about causes of hunger | | |

| Term 6 – Is my route to school safe? | | | |
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| **National Curriculum Links** | **Disciplinary Knowledge** | **Substantive Knowledge** | **Key Vocabulary** |
| • Describe and understand key aspects of physical and human geography<br>• Use a range of maps to describe features<br>• Use six-figure grid references, symbols and keys to build their knowledge of the United Kingdom<br>• Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. | I can use 6 figure grid references.<br>I can select a map appropriate for a purpose<br>I can communicate a route to school.<br>I understand different peoples' views on geographical issues including the reasons influencing their views.<br>I can use a range of geographical sources to give detailed descriptions of the local area.<br>I can use an OS map to plan contrasting routes.<br>I can use fieldwork to observe, measure and record human and physical features of the local area, choosing the best method.<br>I can draw a variety of thematic maps based on my own data.<br>I can choose ways to communicate data. | Locational knowledge<br>To use maps and keys to plot a route.<br>To understand how to find a six-figure grid reference.<br>Human geography<br>To understand how humans have affected a local area. To understand how to mitigate risks on a journey to school. | Map, Symbol, street view, Bird's eye view, Satellite view , Compare, Similarities , Differences, Follow<br>Directional vocab.<br>North, south, east, west, |

| **Pupil Offer** | **Famous People** |
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| Fieldwork in the local area | |

| Term 1 | Week 1 | Week 2 | Week 3 | Week 4 |
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| Lesson Overview including Substantive knowledge | **Retrieval: 4 figure grid references, using an OS map and keys,**<br>Understanding maps and keys<br>Six figure grid references<br>Find key locations on map<br>Human and physical features | Planning investigation<br>•What do we need to do to answer the question? In small groups plan the enquiry.<br>•Go out into the local area and interview the public<br>Human geography<br>Retrieval | Retrieval: How humans have affected a local area- link to environmental study from year 5<br>Carrying out investigation and collecting data<br>• Design the enquiry, where do you need to go? | Presenting information and answering the big question<br>Locational knowledge<br>Human geography |

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| | •Discuss routes and answer the question. Map skills lesson including 6 figure grid references<br>•Children to use a variety of maps to find routes to school. Choose map that want copying for the next lesson<br>Locational knowledge<br>Human geography | What do we know about the local area that will help us with planning our enquiry? | Carry out the enquiry and collect data<br>Locational knowledge<br><u>Retrieval</u><br>What do the public think?<br>What do you think we will find in our investigation? | |
| Organisation & Communication | Mark route to school on the copied map | Collate information gained. If more interviews are needed, ask each other. | Record the design of the enquiry in groups | Create own map on template<br>Risk assessments<br>Answer big question |
| Reading & Maths Opportunities | | | Time, data collection | Data analysis |