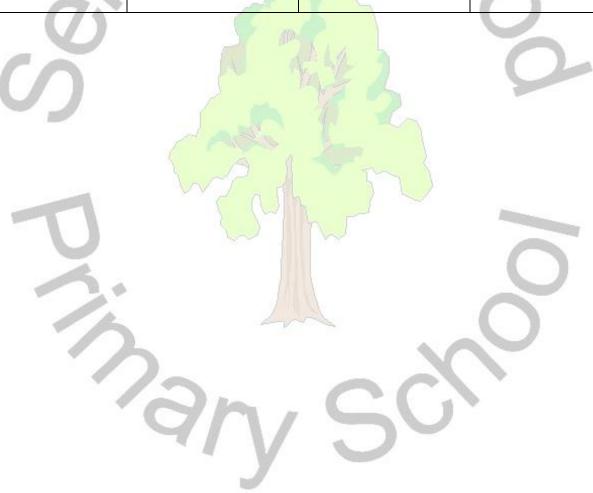
Year 6 Geography Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Farms and factories: who from Locational k Place kno Physical ge Human ge	m? nowledge owledge eography	Sign			Is my route to school safe? Locational knowledge Human geography

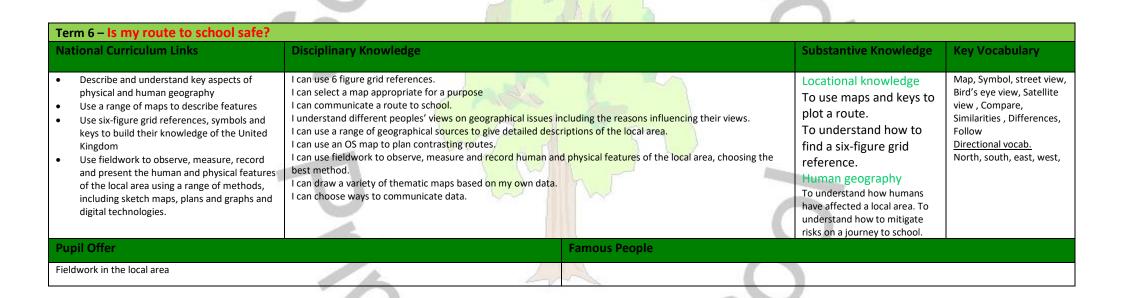


Year 6 Medium Term Plan

Term 1/2 – Farms and factories: where				
National Curriculum Links	Disciplinary Knowledge	Substantive Knowledge	Key Vocabulary	
Locational knowledge -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 Place knowledge 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 Human and physical geography describe and understand key aspects of: physical geography - climate zones human geography: land use, economic activity including trade links, and the distribution of natural resources food Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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. I understand how some of these features have changed over time. I can compare land uses, economic activity and distribution of natural resources in relation to food. I understand how decisions about places and environments affect the quality, and future quality, of people's lives. I can use fieldwork to observe, measure and record human and physical features of the local area, choosing the best method. I can confidently identify significant places and environments I understand different peoples' views on geographical issues including the reasons influencing their views.	Locational knowledge Place knowledge I can explain the impact that climatic and seasonal differences have on food availability. 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. Physical geography Human geography I can describe how food production, processing and distribution has changed over time and identify potential positive and negative impacts of these changes. I can describe the processes involved in commercial bread production. 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. 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. 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 Processing Distributing Retailers Commercially Place of origin Imported Greenhouse gas emissions In season Processing Imported Climate Harvested Out of season Hemisphere Exported Carbon footprint Food miles Intensive farming	Latitude Supply chain Retailer Manufacturer Cooperative Malnutrition Starvation Climate change Poverty Atmosphere Emission Agriculture Pesticide Fertilisers Yield Artificial intelligence (AI)
Pupil Offer		mous People		
Become food waste champions across the school, pro	esent actions in assembly			

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

	Retrieval: starter questions to assess prior knowledge. Key points: How food is produced, processed, distributed and consumed is complex but it all comes from plants and animals. Most food makes a journey from farms, where animals are reared and crops grown, to shops where people purchase it. Several different stages are involved in the commercial production of bread.	identify potential positive and negative impacts of these changes. Retrieval: stages of food production. Key points: The foods routinely available in the UK have numerous places of origin around the world; many are imported. Contemporary food production, processing and distribution systems are much more complex than those of the past. 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 Retrieval: match the food to location, recap on food processing 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 Seasonal differences between the northern and southern hemispheres mean that some crops are imported out of season 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. Retrieval: how does climate affect food production? Key points: All food has to travel to reach our plates and the distance it travels is known as food miles. The total food miles will depend on the different stages and route of a food's journey. Maps or the internet can be used to calculate the approximate food miles of different food products. There is debate about the relative positive and negative consequences of sourcing food locally versus importing it.	facing small-scale cocoa farmers. Retrieval: food miles and carbon footprint. Key points: Most cocoa trees grow in a narrow belt between a latitude of ten degrees north and ten degrees south of the Equator. Various stages are involved in chocolate production, from growing and harvesting cocoa beans to manufacturing chocolate. Small-scale cocoa farmers face challenges with growing their crops and are adapting to these in different ways. 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. Retrieval: cocoa farming and Fairtrade. Key points: The causes of insufficient access to food are complex. Hunger can happen to people all over the world but there are more people going hungry in some countries than others. There are different ways to take action against hunger; some of these are short-term and some are long-term. 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. Retrieval: How natural disasters cause hunger Key points: Farming and food production are major causes of climate change. All of the stages of the journey of food, from where it is grown or made to our plates, have a carbon footprint. Different types of food and stages of a food's journey emit different amounts of greenhouse gases. 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. Retrieval: How can growing crops contribute to climate change? Key points: Farming and food production have changed over time and there are advantages and disadvantages of these changes. The world faces different challenges in producing enough food and these problems are being overcome in various ways. Everyone can help make food systems fairer and better for our planet but some actions have a greater impact than others. It is useful to plan an action carefully before doing it. 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	41	Measurement of distances	7	Information text about causes of hunger		



Week 4

Presenting information

and answering the big question

Human geography

Locational knowledge

Week 3

Retrieval: How humans

have affected a local area-

link to environmental

study from year 5

Carrying out investigation

and collecting data

where do you need to go?

• Design the enquiry,

Week 1

Retrieval: 4 figure grid

references, using an OS

Understanding maps and

Six figure grid references

Human and physical

Find key locations on map

map and keys,

keys

features

Week 2

Planning investigation

•What do we need to do

small groups plan the

enquiry.

Retrieval

to answer the question? In

•Go out into the local area

Human geography

and interview the public

Term 1

including

Substantive

knowledge

Lesson Overview

	Discuss routes and answer the question. Map skills lesson including 6 figure grid references Children to use a variety of maps to find routes to school. Choose map that want copying for the next lesson Locational knowledge 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 Locational knowledge Retrieval What do the public think? What do you think we will find in our investigation?	9 /
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 Risk assessments Answer big question
Reading & Maths Opportunities			Time, data collection	Data analysis

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