Badger Hill PRIMARY SCHOOL

Geography Long Term Plan Y6 2025-26

	Autumn Term	Spring Term	Summer Term
Topic	**A European Study- A comparison between Bavaria and Yorkshire** **Where should we go on holiday?**	**Journeys : Clothes** **Where does all our stuff come from?**	**Protecting the Environment** **Are we damaging the world?**
Sticky Knowledge	1. Can compare the key physical and human characteristics of Bavaria and Yorkshire 2. Can explain the physical environment, climate and economic activity of Bavaria and Yorkshire. 3. Can explain that human activity is influenced by terrain, climate and weather and can give examples. 4. Can use base maps to create their own maps of Bavaria and Yorkshire.	1. To know what trade means 2. Understand climatic conditions 3. To know the importance of sustainability and recycling 4. Use enquiry questions 5. To know how choices can impact upon geography 6. To describe the journey of food	1. Identify key threats to the planet 2. To know what a mineral is 3. To know renewable energy sources 4. To understand the carbon cycle 5. To know why oceans are important 6. Use knowledge of sustainability
Vocabulary	Bavaria, Yorkshire, economic, climate, human activity, terrain, mountains, topography, urban area, rural area, physical features, climate, natural resources, industry, agriculture, tourism Continent, country, region, settlement, city, town, village, human features, physical features, longitude, latitude, tropic of cancer, north, south, east, west, region,	Import: to bring goods into a country for sale Export: to send goods to another country for sale Trade: buying or selling goods or services Raw materials, man-made, native, season, biome, climate, recycle, reuse, fair trade, import, export, raw material, country of origin, import, producer, retailer, consumer, trade, sustainability, Imported, locally sourced, consumers, retailers and producers Names of continents and relevant countries and regions	Sustainability, habitat destruction, endangered, extinction, conservation, Mineral, renewable, non-renewable, Renewable and non-renewable, wind power, Biomass, wave energy, geothermal energy, hydroelectricity, tidal energy, solar energy, fossil fuels (oil, gas, coal), Marine, ocean (and the names of the world's oceans), endangered species, Sustainability, enquiry, biodiversity, recycle, waste
Locational Knowledge	Can describe in depth key physical and human characteristics and environmental regions of Europe. Can compare physical environments in the local area and abroad, e.g. coastal and mountain environments, and how they change (e.g. season to season). Can use physical and political maps to draw conclusions about cities, countries and regions of Europe.	Can locate cities, countries and regions which are part of key trade routes. Can name and locate types of industry in the area and give reasons why they are important.	Name and locate places across the globe which have changed over time due to climate change. Can compare physical environments in the local area and abroad, e.g. coastal and mountain environments, and how they change (e.g. season to season).

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Place Knowledge	Can explain the physical environment, climate and economic activity of a region of Europe. Can explain that human activity is influenced by terrain, climate and weather and can give examples. Can compare Bavaria and Yorkshire's major urban areas, knowing some of their distinct characteristics.	Understand that human activity is influenced by climate and weather and can give examples. Can explain that human activity is influenced by trade and can give examples.	Understand that human activity is influenced by climate and weather and can give examples. Can explain the physical environment, climate and economic activity of a region of Europe. Can describe in depth hazards from physical environments and their management, for example in mountains or by the water. Can explain that human activity is influenced by terrain, climate and weather and can give examples.
Human and Physical Geography	Can describe and understand a range of key physical processes and the resulting landscape features. Can compare Yorkshire and Bavaria, identifying similarities and differences. Can describe in depth hazards from physical environments and their management, for example in mountains or by the water. Can describe key physical and human characteristics and environmental regions of Europe (e.g. Bavaria).	Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Know that products we use are imported as well as locally produced.	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Can describe how food production is influenced by climate. Can explain some ways biomes are valuable, why they are under threat and how they can be protected.

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Geography/Fieldwork skills	Can locate and describe several physical environments in the UK. Can use fieldwork to observe, describe and record the environment and create a sketch map, using symbols and a key. Can use digital maps to investigate and describe features of an area. Can use maps to locate Bavaria and identify the physical features of the region. Can use base maps to create their own maps of Bavaria and Yorkshire.	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, including sketch maps, plans and graphs, and digital technologies. Can use maps to locate places and countries that locally available products come from. Can record/list products available locally and say whether they are produced locally and/or imported.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital. Can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues. Can make sketch maps of the local area using symbols, a key and a scale. Can use a range of resources to locate national and global environmental issues. Can use fieldwork to observe and describe local human and physical features and compare them with those in Bavaria.
Suggested Tasks	- Compare in depth topographical maps of Yorkshire and Bavaria - Compare the human geography of both regions - Investigate types of tourism in Bavaria and Yorkshire. - Compare temperature graphs from Bavaria and Yorkshire. - In groups create a mobile app/resource promoting tourism in Bavaria and how this might differ from Yorkshire.	-Begin with map work looking at where our school uniform comes from? Think about natural and manmade materials -Share a range of fruit with the children. Discuss where they are grown. Recap on biomes and use maps to identify origins of fruit. -Discuss with the children the idea of Fair Trade-what does it mean? Talk about the journey of a simple cotton T shirt. Use maps and research to support -Carry out an investigation into food products available in the local area? Which are home grown and local to us and which are imported? Opportunity for fieldwork and visitors into school. -Children to create an informative report about local vs imported and the journey of food	-Research current state of the planet-using WWF and David Attenborough resources. Write a report -Recap on children's prior knowledge on minerals and identify with a variety of images. Use a map to locate origins of different minerals -Research the carbon cycle. What type of power station is acceptable for the future? -Using maps identify oceans and seas. Why are they in danger? -Create own project into sustainability in school -Plan a campaign advertising an environmental concern
Assessment opportunities	Children to be assessed on the information used in their apps Use the unit quiz to support assessment and link back to the sticky knowledge.	Use the report as an assessment tool for their understanding of sustainability and how imported food affects the geography of somewhere	Use the children's campaign to assess their understanding of environmental issues

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		Use the unit quiz to support assessment and link back to the sticky knowledge.	Use the unit quiz to support assessment and link back to the sticky knowledge.
Previous and past Learning	**Prior Learning:** Coasts Y3 Our World Y3 Climate Y4 Mountains Y5	**Prior Learning:** Journeys:Food Y2 Our World Y3 Climate Y4 How has Yorkshire changed? Y5	**Prior Learning:** Journeys:Food Y2 Our World Y3 Climate Y4 How has Yorkshire changed? Y5 Journeys : Clothes Y6