

Year 6  
**Geography – Where it's at!**  
Autumn, Spring and Summer Terms 2007/2008

**Where it's at!**

This is a 'continuous' unit.  
Children explore place and location and use ICT to explore geographical ideas in relation to the new items, places referred to in other areas of the curriculum as well as geography.

**SKILLS**

Children:

- use globes, maps and atlases
- use secondary sources
- identify places on maps A, B and C
- use ICT

**VOCABULARY**

*In this unit, children are likely to use:*

news, current affairs, issues, weather, weather symbols, climate, country, continent, land use, environmental quality, community, physical features, human features, traffic, journeys, distance, direction, grid references, Ordnance Survey maps and symbols; words associated with the news item for geography: weather, rainfall, precipitation, temperature, wind speed, wind direction, cloud type, cloud cover, questionnaire, human and physical features, country, continent, route, travel agent, itinerary for IT: spreadsheet, address book, e-mail, attachment, bookmark, surf, internet, World Wide Web, website

**RESOURCES**

*In this unit, children are likely to use:*

newspapers  
access to the internet  
local street plans  
UK, European and world maps  
Ordnance Survey maps  
word processing/desktop publishing software  
radio recordings of news and traffic news  
television recordings of weather forecasts and news bulletins

**EXPECTATIONS**

**at the end of this unit**

*most children will:*

recognise selected physical and human processes and appreciate how these can change the character of places and environments studied; identify and explain different views held by people about an environmental change; recognise and describe how people can improve or damage the environment in particular cases; use a range of skills and sources to undertake independent or teacher-planned investigations; identify the points of reference specified on maps A, B and C in the national curriculum  
describe the physical and human features of a range of places studied and show how the mix of features helps to explain their character; draw out similarities and differences between places; draw on their own observations and secondary sources to suggest geographical questions that might be studied; use a wide range of skills and sources; use ICT effectively to access information and to record, present, analyse and communicate data

*some children will not have made so much progress and will:*

respond to questions about 'why things are like that'; begin to recognise that other people may have different views towards environmental change; identify how people affect the environment; use a range of skills and simple sources to undertake investigations planned by the teacher  
describe the physical and human features of their locality; begin to draw out similarities and differences between places; ask and respond to geographical questions in the course of undertaking tasks set by the teacher; use selected skills and sources; begin to use ICT to access information and to record, present, analyse and communicate data

*some children will have progressed further and will also:*

collect, synthesise and use information from a wide range of secondary sources to inform their enquiries; develop a suitable investigation for another place in the news; compare reports of the same event in different media  
use ICT effectively to access, select and synthesise a wide range of information; record, present and analyse different types of data with increasing sophistication; understand appropriate uses of ICT applications in relation to work in geography

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
<b>LOCATING PLACES: What is in the local, national or international news? Where are these places? What is happening there? Why?</b>			
<ul style="list-style-type: none"> <li>• to investigate places</li> <li>• to use secondary sources</li> <li>• to use and interpret maps and plans</li> </ul>	<ul style="list-style-type: none"> <li>• Bring local, national or international news items from <b>newspapers</b> or the internet to the attention of the whole class by displaying them on a 'class newsboard' and ask the children to do the same.</li> <li>• Ask the children to identify the location of the story <b>or news event</b> on a local street plan or UK <b>or European</b> or world map. <b>Children to build their "In the News" project folders (as a registration activity) with their maps and notes about the event.</b></li> <li>• Use images of geographical events, <i>eg flooding</i>, as a stimulus for report writing. Ask the children to write a news report about what happened before and after the event, in terms of geographical processes and the impact of the event on human lives.</li> </ul>	<ul style="list-style-type: none"> <li>• show a developing understanding of geographical processes relating to news items by writing a news report based on interpretation of secondary sources and their own geographical ideas</li> </ul>	<p>Literacy: there are opportunities to highlight how information is selected and printed in different texts, <i>eg newspapers, encyclopedias.</i></p>

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<b>PLACES AND WEATHER: What is in the televised news today? What is happening and why? How does weather vary around the world? Why?</b>			
<ul style="list-style-type: none"> <li>to investigate places</li> <li>to use secondary sources</li> <li>about weather conditions around the world</li> </ul>	<ul style="list-style-type: none"> <li>Use children's <b>television</b> news programmes and other selected mainstream news bulletins as a stimulus for geographical enquiry. For example a river in flood could be used to develop ideas about geographical processes and how physical and human features interact.</li> <li>Use weather forecasts to develop ideas about weather patterns and climate. (This activity could also involve weather reporting in newspapers.)</li> </ul>	<ul style="list-style-type: none"> <li>use television to support their enquiries</li> <li>show a developing awareness and understanding of world weather and climate and the difference between them</li> </ul>	
<b>What is the weather like there?</b>			
<ul style="list-style-type: none"> <li>to ask and respond to geographical questions</li> <li>to collect, record and analyse evidence</li> <li>to use secondary sources of evidence</li> <li>to use ICT to assist in handling and presenting data</li> <li>about weather in different places</li> </ul>	<ul style="list-style-type: none"> <li>Through 'twinning' with another school, exchange weather data by fax daily for a set period of time. Transfer data to a spreadsheet on the computer, allowing children to produce graphs and charts to show similarities and differences between the weather in two places. Ask the children to analyse the data, offering reasons for variations, and consider the impact the weather might have on human activity.</li> <li>using the internet to find out the weather in Greece, the Lake District and other localities connected to topics being studied</li> </ul>	<ul style="list-style-type: none"> <li>communicate, present and analyse weather data using ICT</li> <li>record, display and compare weather information from the internet</li> </ul>	<p>Mathematics: presentation and analysis of weather data may link with work on collecting, representing and interpreting data.</p> <p>maths work on line graphs and averages</p>

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
<b>What is happening in our local area?</b>			
<ul style="list-style-type: none"> <li>• about recent or proposed changes in a locality</li> <li>• to use fieldwork skills</li> <li>• how people affect the environment</li> <li>• to use ICT to present information</li> </ul>	<ul style="list-style-type: none"> <li>• Use a local issue, <i>eg the building of a new bypass</i>, and collect information through fieldwork, <i>eg photographs, land use in the immediate area, environmental quality</i>.</li> <li>• <b>Focus can be on the development of our new local housing estate/redevelopment of Mapperley Plains Primary School.</b> <b>See also Geography unit on the Lake District involving a simulation about a planned development within the National Park</b></li> <li>• Use quote cards that outline the views of different interested parties (both for and against) as a stimulus for the children to write reports on the issue. Use word processing, desktop publishing or other appropriate software to present it. As a class, debate the issue.</li> <li>• Divide the children into small groups and ask each group to develop a radio news report about a local issue considering different arguments by interviewing each other in different roles.</li> </ul>	<ul style="list-style-type: none"> <li>• show how different people in the community may respond to a change by producing a news bulletin</li> <li>• understand that different people in the community may respond in different ways to a particular issue</li> </ul>	<p>To answer the enquiry question, focus activities on specific questions, <i>eg What is it like here? How will this change? How will other people in the community respond?</i></p> <p>IT: using word processing or desktop publishing software to present information</p> <p>Speaking and listening: the issue can be explored through role-play.</p>

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
<b>TRANSPORT: What is in the radio traffic news today?</b>			
<ul style="list-style-type: none"> <li>to investigate places</li> <li>to use secondary sources</li> <li>to use and interpret maps and plans</li> <li>about wider geographical contexts</li> </ul>	<ul style="list-style-type: none"> <li>Use daily traffic news on the <b>radio</b> as a stimulus for problem solving about journeys. Ask the children to use Ordnance Survey maps to plan alternative routes to 'work' or school when normal routes are not usable. For each route, ask the children to note grid references and distance and to use Ordnance Survey symbols to identify what they might see on each journey.</li> </ul>	<ul style="list-style-type: none"> <li>identify and record details of alternative routes in the local area</li> </ul>	<p>To answer the enquiry question, focus activities on specific questions, <i>eg How will this affect journeys to work or school? What alternative routes could be used?</i></p> <p>Mathematics: this work may provide links to work on co-ordinates and understanding and using measures.</p>
<b>Where is a place? How will we get there?</b>			
<ul style="list-style-type: none"> <li>to investigate places at a range of scales</li> <li>to use and interpret globes and atlases</li> <li>how their locality is set within a wider geographical context</li> </ul>	<ul style="list-style-type: none"> <li>Discuss with the children where a place being studied <b>eg. the Lake District, Greece</b> is in relation to where they live, whether anyone has travelled to the place and, if so, how they travelled.</li> <li>Ask the children to locate the place on a globe and in an atlas, identify the nearest airports and mark, on a map, the route a flight might take.</li> </ul>	<ul style="list-style-type: none"> <li>identify places visited on a map</li> <li>use an atlas to identify airports and mark routes on a base map</li> </ul>	