**Year 6 Geography Curriculum – Autumn Term**

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| **Theme: Settlements and Market Harborough** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| * 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 * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | | **Keyword** | Definition | **Passage** | A journey or trip, often referring to travel by sea or air. | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Pattern** | A repeated design or arrangement of shapes, lines, or forms. | **Trail** | A path or track, often used for walking or hiking. | | |
| **Population** | The total number of people living in a particular area, city, or country. | **Trek** | A long, challenging journey on foot. | | |
| **Satellite Image** | A picture of the Earth or another planet taken by a satellite from space. | **Inequality** | The unequal distribution of resources or opportunities among people or groups. | | |
| **Skyline** | The outline of buildings and structures against the sky, especially in a city. | **Refugee** | A person who has been forced to leave their country because of war, persecution, or natural disaster. | | |
| **Immigrant** | A person who comes to live permanently in a foreign country. | **United Nations (UN)** | An international organization founded in 1945 to promote peace, security, and cooperation among countries. | | |
| **Migration** | The movement of people from one place to another, often for reasons like work, safety, or better living conditions. |  |  | | |
| **Prior Learning:**  Understanding the World-EYFS  Local study-where we live- Year 1  Villages, towns and cities- Year 2 | | | | | **Future Learning:**  N/A | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Do settlements have a pattern? | | * Understanding the different types of settlements (hamlets, villages, towns, cities). * Learning about the factors that influence settlement patterns (water sources, trade routes, land fertility). * Exploring the layout and function of settlements (residential, commercial, industrial areas). | | | | | **Activity:** Create a map of a fictional settlement, including key features like roads, schools, markets, and residential areas.  **Skill:** Map drawing and spatial planning. | | |
| 1. What are the settlement patterns in Market Harborough, and what factors influenced its development? | | * Learning about the history and development of Market Harborough. * Understanding the factors that influenced its growth and layout. * Exploring the functions and services available in Market Harborough. | | | | | **Activity:** Conduct a field study or virtual tour of Market Harborough to identify and map its key features.  **Skill:** Fieldwork and observational skills | | |
| 1. Why do people migrate? | | * Understanding the push and pull factors of migration (economic, social, political, environmental). * Learning about different types of migration (internal, international, voluntary, forced). * Exploring historical and contemporary examples of migration. | | | | | **Activity:** Conduct interviews or research case studies of migrants to understand their reasons for moving.  **Skill:** Research and interview techniques. | | |
| 1. How has migration impacted Market Harborough, and what contributions have migrant communities made? | | * Exploring the historical and recent migration trends in Market Harborough. * Understanding the cultural and economic impacts of migration on the town. * Learning about the contributions of different migrant communities. | | | | | **Activity:** Create a timeline of migration events in Market Harborough and their impacts on the community.  **Skill:** Timeline creation and historical analysis. | | |
| 1. What happens to refugees? | | * Understanding the definition and causes of refugee movements. * Learning about the challenges faced by refugees (legal status, living conditions, integration). * Exploring international responses to refugees (UNHCR, asylum policies). | | | | | **Activity:** Research and create a presentation on a specific refugee crisis, focusing on the journey and challenges faced by refugees.  **Skill:** Research and presentation skills. | | |
| 1. How can local communities support refugees, and what role can students play in these efforts? | | * Exploring local and national initiatives to support refugees. * Understanding the role of community organizations in helping refugees integrate. * Learning about ways students can contribute to supporting refugees. | | | | | **Activity:** Organize a fundraising event or awareness campaign to support a local refugee organization.  **Skill:** Project planning and community involvement. | | |
| **Themes and links** | | | | | | | | | |
| **Geography themes** | **Where these are covered:** | | | | | | | **Links across the Geography curriculum** | |
| **Space and scale** | * Lessons 1 and 2 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | Local study-where we live | | **2** | Villages, towns and cities | | **3** |  | | **4** |  | | **5** |  | | |
| **Interdependence** | * Lessons 3, 4 and 6 | | | | | | |
| **Environment and sustainability** | * Lessons 1 and 5 | | | | | | |
| **Cultural understanding and diversity** | * Lessons 2, 3, 4, 5 and 6 | | | | | | |