**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-EYFSLocal study-where we live- Year 1Villages, 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
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| **EYFS** | Understanding the World |
| **1** | Local study-where we live |
| **2** | Villages, towns and cities |
| **3** |  |
| **4** |  |
| **5** |  |

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| **Interdependence** | * Lessons 3, 4 and 6
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| **Environment and sustainability** | * Lessons 1 and 5
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| **Cultural understanding and diversity** | * Lessons 2, 3, 4, 5 and 6
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