**Year 6 Geography Curriculum – Summer Term**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Theme: Natural Resources and Trade** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| **Natural Resources**   * 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 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.   **Trade**   * 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 | **Organic** | relating to or derived from living matter. | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Natural resources** | materials or substances occurring in nature which can be [exploited](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn0_6NfHt4Xxo_qGB4cZw05hlYj1k9A:1713798604574&q=exploited&si=AKbGX_rLPMdHnrrwkrRo4VZlSHiJlK4z1yBAmKlYMXz2ESKYNzte9FA2rALrDhFtViuTO9bVBoenxBBVG7nZdzm2jkjl3XQkoioyHHoKsHtW8KFQFhKxD1A%3D&expnd=1&sa=X&ved=2ahUKEwjY6qqojdaFAxVHV0EAHYMOArkQyecJegQIDxAO) for economic gain. | **Economy** | the state of a country or region in terms of the production and consumption of goods and services and the supply of money. | | |
| **Trade** | the action of buying and selling goods and services. | **Raw materials** | the basic material from which a product is made. | | |
| **Metal ore** | all the materials which are removed from the mine for the purpose of extracting the desired metal(s). | **Cultivation** | in agriculture and horticulture, the loosening and breaking up (tilling) of the soil or, more generally, the raising of crops. | | |
| **Minerals** | a solid, naturally occurring [inorganic](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn08_s2Zw4d37o4zCtu3z7ypc1oASzQ:1713798681066&q=inorganic&si=AKbGX_rLPMdHnrrwkrRo4VZlSHiJP5oCDsyxE3XBz83Rpa1WOpdhqnWDWnphzCB-FSWioGAd2zwCgKAM0nhUe99O6oy1obsLNXlrcFwqkwno6JH1KBBRjS8%3D&expnd=1&sa=X&ved=2ahUKEwjoxufMjdaFAxX7UUEAHW12DXIQyecJegQIKBAO) substance. | **Harvest** | the process or period of gathering in [crops](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn0_3GxVQM7eEIcCJDUZ8InIemGvG7A:1713798846953&q=crops&si=AKbGX_oRjcCPa5QPMQwD2ABTMArQc2H7E-pQq3zCWh6204wpK4Ztd3cWY0qSgl4waCC-BAwuGkY8mxEdsloBdqILsiau418SGw%3D%3D&expnd=1&sa=X&ved=2ahUKEwjVt_SbjtaFAxUbQEEAHT2FBYMQyecJegQIHBAO). | | |
| **Manufacturing** | the making of articles on a large-scale using machinery; industrial production. | **Construction** | Construction is a general term meaning the art and science of forming objects, systems, or organizations. | | |
| **Industry** | economic activity concerned with the processing of raw materials and manufacture of goods in [factories](https://www.google.com/search?sca_esv=977e94292b20825f&rlz=1C1GCEU_en-GBGB1069GB1073&sxsrf=ACQVn0_Q7mQdxj0YN3pbg6aFes9hJnluHA:1713798731675&q=factories&si=AKbGX_rLPMdHnrrwkrRo4VZlSHiJ88CZiSr2tKvHH0MEa_S_R-V3CN29uZTBdyciQY4NUQQcIGO0H5R-zVK7phFvRs23c86YiHWQiI8Jee_afDi_IceXeoY%3D&expnd=1&sa=X&ved=2ahUKEwi9uPjkjdaFAxXLQUEAHUDvCZMQyecJegQIDxAO). | **Consumption** | Consumption is the act of using resources to satisfy current needs and wants. | | |
|  |  |  |  | | |
| **Prior Learning:**  Journeys- Year 2  The Water Cycle-Year 4  World Countries and Capitals-Year 5 | | | | | **Future Learning:**  N/A | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. How do we use natural resources? | | * A natural resource is defined as anything that people use which comes from nature. Some natural resources like oil, gas and metal ores are limited which means they will eventually run out. Others such as food crops and wood are renewable meaning they can be replaced. Wind, sunshine and soil are all good examples of renewable resources. * People depend on the Earth’s resources in order to survive. We cannot live without some of these resources such as air, water and food. Coal, gas, oil and electricity provide us with heat energy. Minerals supply us with the raw materials needed for manufacturing and industry. We build shelter (houses) out of bricks, wood, steel, glass and concrete. | | | | | * Discuss how we depend on natural resources in our everyday lives and consider the resources used in the classroom (a bottle of water or an item of clothing/ materials used in the building structure itself such as glass and plastic in the windows, metal in the electric cables and plaster on the walls). * Research with two groups the vital resources of oil and electricity; talk or report where they come from; how these resources are used; their advantages and disadvantages; what would happen if we stopped using them; their alternatives. | | |
| 1. Where does our food come from? | | * Most food we have on a daily basis has travelled hundreds to thousands of miles to get to our homes. * We rely on many foreign countries to ship/fly our food resources, we call these food imports. * Food that is organic means that the way it was grown respects the environment, using approved pesticides and fertilisers, and it usually does not contain any artificial additives to enhance taste or lifespan. * Farming in the UK also produces homegrown foods. Farmers face challenges of managing the land, crop production and harvests. | | | | | * Collect a range of food items (canned goods included) and map the countries they have come from and the air miles taken to get here. * Map these countries on a globe and compare the range of countries producing foods and the miles travelled for each food and country. (Combine total air miles and the highest average country producing foods if time allows). | | |
| 1. How is water important in our lives? | | * Water is essential for life on earth and without it humans, animals, plants and all life on our planet would die. * Water comes from a range of sources both natural in rainwater and rivers and harvested through manmade means such as storage tanks, reservoirs, and plumbing. * Droughts and floods pose serious risks to property and life. The UK and other parts of the world face problems in these areas increasingly with climate change and ways of preventing and minimising these problems are ever more important with a changing planet. | | | | | * Record all the usage of water in a typical week in your own home. * Justify your own water usage based on what is essential use and which areas could be reduced to conserve water. | | |
| 1. Are all shops the same? | | * Economic activity is one of the dynamics that underpins the modern world. In the past, many people depended on their own resources to support themselves and make a living. * Over the centuries the benefits of trade have become increasingly apparent as successful trading centres flourished and grew into important towns and cities. * In recent times the volume of trade has increased enormously, giving rise to a single, globalised world economy. * We now have access to not only physical shops in our town centre but online retailers who deliver goods swiftly and cater to shopper preferences. The choice at the consumers fingertips has never been so great or diverse. | | | | | * Survey the children in class to find out what sort of shop they think is missing on the high street/online. * Decide on a suitable location and present proposal in a presentation or in written form to the rest of the class. | | |
| 1. What are the different types of work? | | * Economic activity is traditionally divided into three main categories: primary activity, secondary activity and tertiary activity. * Primary activity involves acquiring raw materials. For examples, coal and metal ore are dug out of mines, trees are cut down to obtain wood, and oil and gas are extracted from underground wells. Fishing and farming are also a key part of primary production. * Secondary activity involves turning raw materials into goods which people value. For example, the wheat which farmers cultivate is turned into bread in bakeries, and mineral ore is turned into metal and used in factories. Building and construction are also considered as part of the secondary sector. * Tertiary activity refers to the services which support primary and secondary activity. This sector covers a wide range of activities including healthcare and education. | | | | | * Chronicle the journey of a pencil and sequence of processes it takes from raw materials in a pencil factory (primary activity), to being made from strips of wood and lengths of graphite (secondary activity), to finally being delivered to shops in lorries and sold to customers or used in schools (tertiary activity). | | |
| 1. How are we linked to other people through trade? | | * Generally speaking, countries where the economy is less developed have a relatively high proportion of their workforce engaged in primary activity. The most developed economies on the other hand have a strong bias towards tertiary trade. * Within the UK, some regions have a specific economic focus. In the mountains of Wales and Scotland, farming and forestry are important activities. The West Midlands has a particularly high concentration of manufacturing industry. Meanwhile, South-East England, the Severn valley and the central lowlands of Scotland are noted for electronics and service industries. The pattern is constantly changing as new economic forces come to shape our working lives. * Globally patterns exist too. In general terms, many of the countries in Africa and South America provide the raw materials for the USA, Japan and the industrial nations of Europe. However, the prices they receive are often very low. This imbalance in terms of trade is one of the reasons for massive global inequalities of wealth. Ultimately, over time, people may have to find new ways of living which do not depend on ever-increasing levels of consumption. | | | | | * Investigate the organisation ‘Fair Trade’ through the logo, their products and their story. Discuss disadvantages as well as advantages for primary workers to tertiary consumers. Explore deeper lines of questioning here as to whether ‘Fair Trade’ can really make a difference. | | |
| **Themes and links** | | | | | | | | | |
| **Geography themes** | **Where these are covered:** | | | | | | | **Links across the Geography curriculum** | |
| **Space and scale** | * Lessons 1, 2, 3, 4, 5 and 6. | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **1** |  | | **2** | Journeys | | **3** |  | | **4** | The Water Cycle | | **5** | World Countries and Capitals | | |
| **Interdependence** | * Lessons 1, 2, 3, 4, 5 and 6. | | | | | | |
| **Environment and sustainability** | * Lessons 1, 3, 5 and 6. | | | | | | |
| **Cultural understanding and diversity** | * Lessons 5 and 6. | | | | | | |