Geography Knowledge Map - Year 6

	Autumn Term **How sustainable is food production in the UK? (vegetation belts, tropics, time zones)**	Spring Term **How is climate change affecting us?** (Fieldwork: Pollution and ways to combat it in the local area)	Summer Term **Why do people migrate?** (Fieldwork: survey, question local immigrants?)
Locational Knowledge	• Locate countries from various continents based on where the food comes from • Use lines of latitude and longitude to locate countries • Identify what climate zone countries are in	• Locate local features to investigate causes and solutions to climate change (parks, bike lanes, Thames flood barrier, Airports, Power generators (wind farms, power stations etc.)	• Identify locations of migration "hotspots" to the UK at different points in history (Caribbean, Germany, Ireland, Poland, Syria, Ukraine)
Place (including human and physical geography)	• Identify how the climate and topography affects what food is grown there • How we trade goods with different countries including what we import and export. • How a restaurant functions in its role within the food industry (e.g. operations, roles, menu, stock, sourcing ingredients). • How the food miles of the food we consume impacts on the carbon footprint we are creating and how we could improve the sustainability of these foods. • How Fair Trade is used to ensure farmers receive a fair wage for their produce. • How different farming types are used in the UK and how the physical geography affects these choices.	• Compare physical and Human features of maps of London from now and historical maps. • Research flooding, heat waves, pollution in London and compare with an Asian country. • Identify how businesses and buildings are being adapted to be greener.	• Look at different reasons for migration including how the topography and location may affect decisions to leave. • Case study: Natural disaster causing migration.
Skills and fieldwork	• Identify time zones – How does it affect timetables of food journey • Use 6-figure grid references • Use 16 points of a compass to describe a food journey • Use scale to measure food miles	• Enquire about the effects of pollution in the area. Data loggers – air quality data – tally traffic at different times of day – look at impact of LTN areas on health, business, safety etc.	• Investigate what features/reasons compelled immigrants to settle here: Questionnaire to local residents who have migrated (shopkeepers, teachers etc.) • Describe a migrant's journey using accurate distances, compass directions (16-point) grid references (6-figure)