

Year 6 – Autumn 1 – ‘Earth Matters’

NC Geography

- Describe and understand key aspects of physical geography, including the water cycle
- Name and locate geographical regions and their identifying physical characteristics: coasts; Use maps, atlases, globes and digital mapping.
- Name and locate counties and cities of the United Kingdom, and their identifying human and physical characteristics.
- Understand how some of these aspects have changed over time.
- Describe and understand key aspects of human geography, including types of settlement and land use

What is the Water Cycle and why is it important?

Begin with a brief discussion about what they know already from prior learning- try labelling a water cycle diagram. Ensure chn understand the implication of the word ‘cycle’: that water is not gained or lost, but moves around in a continuous process.

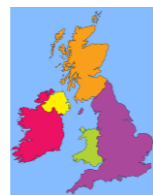
Show a concept cartoon to elicit understanding of evaporation as a process. Talk partners discuss the ideas presented, deciding which idea most accurately describes what has happened. Was evaporation labelled on their original diagram? If not, add it. Condensation? Put chn into groups of 3 and display the materials available. Allow groups time to discuss how they might use these materials and then hand out the Water Cycle Model Examples (session resources). Groups then carefully make their models.



Transformation, Protest, Beauty, Rights, Responsibility, Sustainability

What is a coast? Where are the coastlines in the UK?

Share BBC episode of ‘Coast’ before creating a shared definition. Explain that there are different types of coastline- can they name any? Has anyone been to any? Share pictures of different coastlines-chn try to name them: sand dunes, salt marsh, mud flats, cliff, estuary, artificial and beach. Label each coastline type next to the corresponding picture in books. Ask chn to use their research and maps to locate examples of each coastline type. Label in their books around map of UK.



Answer questions to assess understanding: From what is this coast type made? What would you see if you were there? How is this type of coast formed? How much of the United Kingdom’s coastline is formed by this type of coast? Where else can this type of coast be seen? Discuss push and pull factors of living by the coast. Why is/isn’t it desirable?

Transformation, Protest, Beauty, Rights, Responsibility, Sustainability

What impact does the sea have on human activity?

Does the coast stay the same? Discuss their ideas, asking them to give evidence from their own experience wherever possible. What key vocabulary have we learnt so far? Watch the video clip ‘Coastlines - beach formation’ and look at the details about how coasts change, ask chn to note down any key vocabulary they hear, whether or not they know its meaning. Collect some of these terms to use point for their glossaries. Create a ‘glossary’ of key terms used to describe coastal features and processes.

Watch the video clip on coastal erosion at Holderness, East Yorkshire to introduce the idea that the sea can drastically and rapidly change the shape of the coastline. Compare with BBC news reports on the Norfolk floods, floods and the strong winds in Milford-on-Sea. Discuss the impacts of these storms and high tides on the people living on the UK’s east coast. Write a case study comparison

Transformation, Protest, Beauty, Rights, Responsibility, Sustainability

Is tourism a good/bad thing?

Why do people visit the coast? Create mind maps on their tables. Can ideas be grouped e.g. sport/leisure/climate etc. ‘By going to the coast, tourists spoil the very thing they go to see’

Debate ideas as a whole class verbally- reasons for and reasons against (record on flipchart). Explain that they’ll be working in trios to prepare a persuasive speech to either continue tourism to coastal regions, or to put an end to it (split the class in half). Persuasive speeches to be rehearsed, polished and performed to the whole class before reaching their own decision on whether coastal tourism is a good or bad thing.

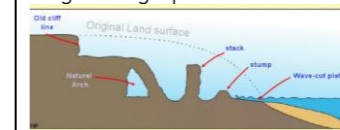


Transformation, Protest, Beauty, Rights, Responsibility, Sustainability

What can be done to prevent coastal erosion?

Begin with the end in mind- explain that they’ll be creating a double page spread non-chronological report to answer the above question.

This will include photographs, labelled diagrams, graphs, tables/charts etc.



Spend first part of the lesson looking at what sea defences are, what they do, advantages and disadvantages. Find examples of where in the UK each type of coastal protection can be found. Websites provided and Powerpoint ready set up for chn to use (research in pairs, however written outcome to be created independently).



Transformation, Protest, Beauty, Rights, Responsibility, Sustainability

Recap on their findings from last lesson. How is their piece going to be structured? Discuss subtitles/headings Use a piece of A3 to draft their layout and structure of their double page spread. Make any final edits/redrafts to their writing before constructing their final piece in their books. Use graph/squared paper where appropriate for graphs/tables and plain paper for annotated diagrams. Share examples of WAGOLL double page spreads from other subjects to model layout.



Write up/publish final non chronological report in best in their Humanities books. Transformation, Protest, Beauty, Rights, Responsibility, Sustainability

NC Citizenship

- To talk and write about their opinions, and explain their views, on issues that affect themselves and society
- To research, discuss and debate topical issues, problems and events
- To explore why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rule
- To know that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- To resolve differences by looking at alternatives, making decisions and explaining choice
- To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- To think about the lives of people living in other places and times

