



Year 6

YEAR 6 — Mountains

How do tectonic processes create mountains, volcanoes and earthquakes, and how do people live with them?

Prior learning retrieved

Y4 rivers/physical processes; Y5 climate zones, latitude/longitude and regional comparison.

Geographical concepts

Process; tectonics; hazard; location; scale; adaptation.

Key vocabulary

altitude, crust, tectonic plate, fold mountain, volcano, earthquake, fault, magma, summit, ridge, plateau, slope, tree line, snow line, avalanche, hypothermia.

Careers link

Geologist • seismologist • volcanologist • mountain guide • environmental risk assessor. Gatsby BM4.

SMSC / climate & sustainability

SMSC: risk, resilience and different choices about living in hazardous places. Climate: changing snow/ice and mountain environments where evidence is appropriate.

Why this? Why now?

Year 6 requires pupils to bring together location, physical process and human response. The existing tectonic-plate content is strengthened to make statutory volcanoes and earthquakes explicit without changing lesson order. This prepares pupils to reason about risk and landscape change in the final coastal unit.

YEAR 6 — Mountains: Learning Sequence

1 Identify key physical characteristics of mountains.

2 Locate UK mountain ranges using atlases, keys and 4-/6-figure grid references.

3 Locate major world mountain ranges.

4 Use latitude, longitude, Equator, hemispheres and Tropics to describe mountain location; explicitly connect tectonic plates to mountain building, volcanoes and earthquakes.

5 Compare mountain climates.

6 Compare the Himalayas and Lake District, including land use and change over time.

YEAR 6 — Mountains: Fieldwork & Mapping

Fieldwork / geographical enquiry

Local slope/topography enquiry; gradient/profile; risk mapping; secondary hazard data.

Mapping / GIS progression

4-/6-figure references; contour/topographic maps; latitude/longitude; global tectonic/hazard maps.

Fieldwork and mapping are taught as disciplinary knowledge: pupils become increasingly accurate, selective and independent in how they gather, represent and interpret geographical evidence.

YEAR 6 — The Chocolate Trade

How does chocolate connect people, places, environments and economies?

Prior learning retrieved

Y3 rainforest/deforestation; Y5 trade/tourism; climate zones; global mapping.

Geographical concepts

Interconnection; trade; resource; land use; sustainability; scale.

Key vocabulary

cacao, trade, Fairtrade, import, export, supply chain, farming, harvest, profit, land use, natural resource, water supply, carbon footprint.

Careers link

Fairtrade officer • supply-chain manager • agricultural scientist • sustainability officer • trade analyst.
Gatsby BM4/BM5.

SMSC / climate & sustainability

SMSC: fairness, livelihoods, consumer choices and multiple perspectives. Climate/sustainability: land use, transport, carbon footprint, resilient food systems.

Why this? Why now?

This synoptic Year 6 unit deliberately reconnects tropical climate and rainforest learning with trade and resources. Pupils trace flows from producer to consumer and consider environmental, social and economic interconnections at multiple scales.

YEAR 6 — The Chocolate Trade: Learning Sequence

1 Locate major cacao-growing countries using maps/globes and compass/grid-reference skills.

2 Study tropical climates and impacts of natural hazards on food production.

3 Explain influence of climate, location and water supply on cacao production.

4 Understand Fairtrade and differing roles within trade.

5 Explain settlement, land use, economic activity and distribution of natural resources including food, energy, minerals and water.

6 Map the journey of chocolate from plant to consumer and estimate/consider carbon footprint.

YEAR 6 — The Chocolate Trade: Fieldwork & Mapping

Fieldwork / geographical enquiry

School/local product-origin survey; questionnaires/tallies; map flows and present data.

Mapping / GIS progression

Flow maps; thematic climate/trade maps; 6-figure reference practice where appropriate; GIS layers.

Fieldwork and mapping are taught as disciplinary knowledge: pupils become increasingly accurate, selective and independent in how they gather, represent and interpret geographical evidence.

YEAR 6 — Coastal Erosion

Why is our coastline changing, and how should people respond?

Prior learning retrieved

Y4 rivers/erosion/deposition; Y6 mountains/physical processes; cumulative local fieldwork.

Geographical concepts

Process; change; risk; management; interconnection; sustainability.

Key vocabulary

weathering, erosion, deposition, cliff, beach, cave, arch, stack, headland, bay, spit, dune, estuary, geology, sea defence, managed retreat.

Careers link

Coastal engineer • marine geologist • environmental planner • climate adviser • coastal ranger.
Gatsby BM4/BM6.

SMSC / climate & sustainability

SMSC: competing viewpoints, community risk and responsible decisions. Climate/sustainability: sea-level change, adaptation and the environmental/economic consequences of coastal management.

Why this? Why now?

As the final unit, coastal erosion brings together physical processes, local place knowledge, fieldwork, mapping, evidence and decision-making. The North East coast provides an authentic context in which pupils can explain change and evaluate responses rather than simply naming landforms.

YEAR 6 — Coastal Erosion: Learning Sequence

1 Explain how water and weather change landscapes.

2 Explain formation of key coastal features and locate UK examples.

3 Apply coastal-process knowledge to the local North East coast.

4 Use fieldwork to observe, measure, record and present local human/physical coastal features.

5 Explain how coastal landscapes change over time.

6 Predict future change and evaluate possible responses using physical factors and evidence.

YEAR 6 — Coastal Erosion: Fieldwork & Mapping

Fieldwork / geographical enquiry

Local coastal enquiry where safe: field sketch, land-use/defence survey, photographs, measurements and evaluation.

Mapping / GIS progression

OS/coastal maps; 6-figure references; aerial/satellite change; GIS/map layers.

Fieldwork and mapping are taught as disciplinary knowledge: pupils become increasingly accurate, selective and independent in how they gather, represent and interpret geographical evidence.