


Learning journey	Geography	Globalisation	Year 6 Autumn 2	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
<p>Before the start of the unit the children...</p> <p>The pupils know how to use an atlas and find key countries on a map.</p> <p>The pupils can use positional and directional vocabulary while using a variety of maps.</p> <p>The pupils have studied how people are affected by climate change and rapid urbanisation in previous years</p> <p>The pupils have identified the push and pull factors of migration</p>	<p>The pupils will learn what globalisation is</p> <p>The pupils will identify how globalisation has changed the way we communicate</p> <p>The pupils will study how globalisation affects trade</p> <p>The pupils will identify what globalisation has to do with fashion</p> <p>The pupils will identify what globalisation has to do with food</p> <p>The pupils will study where globalisation will lead us</p>	<p>In KS3 the pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.</p>	<p>Globalisation</p> <p>Increasing connections</p> <p>Trade</p> <p>Politics</p> <p>Culture</p> <p>Technology</p> <p>Transport</p>	<p>Trade</p> <p>Import</p> <p>Export</p> <p>Communication</p> <p>Telegram</p> <p>Usage</p> <p>Technology</p>

NC coverage and HWJS skills development

National curriculum coverage for Geography

Pupils should extend their knowledge and understanding beyond the local area to include Europe and South America. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

- locate the world's countries
- identify key topographical features and land-use patterns
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere

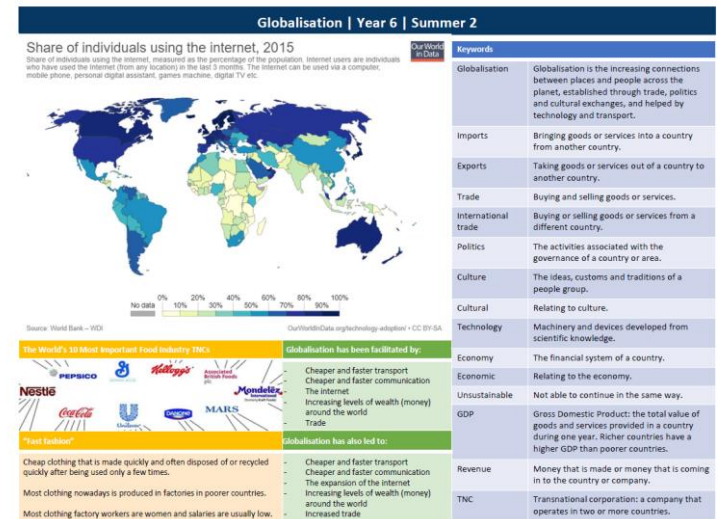
Describe and understand key aspects of:

- human geography, including: 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

HWJS skills development

- Identify the major companies that trade globally
- Explain the importance of trade and communication
- Evaluate the effectiveness of fast fashion
- Describe key locations that are involved in trade, fashion and food using positional and directional vocabulary

Knowledge organisers



Connections / deepening understanding

Community visit from Fyffes Bananas

RADE

Article 6 - (life, survival and development) **Article 12** - (respect for the views of the child) **Article 13** - (freedom of expression) **Article 17** - (access to information from the media) **Article 28** - (right to education) **Article 29** - (goals of education)

Assessment

The pupils will be assessed through ongoing assessment using the online games, atlas games and 'Where am I?' starter.

By the end of the unit children will be able to explain the impact trade has globally

