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| **Geography Year 6 Medium Term Planning – Settlements** | | | |
| **National Curriculum**  Pupils should be taught to:  Human and physical geography  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   Geographical skills and fieldwork   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world * 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.   Catholic Social Teaching Principles   * Stewardship * Distributive Justice * Participation * The common good * Preferential option for the poor * Solidarity | | | |
|  | Lesson 1 | Lesson 2 | Lesson 3 |
| **Learning intention** | What are settlements and where are they found? | Do settlements have a pattern? | Do people, their movement and economic activity have patterns? |
| **Recall and retrieval** |  | What are settlements?  Can you give some examples of where they can be found? | Do settlements have patterns? |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Discuss what is a settlement and what are settlement patterns.  Discuss UK cities at night and locate them on a satellite night map.  Discuss what patterns you can identify and whether physical features shape where a city is located. | **Key knowledge**  Discuss natural resources located at a settlement.  Discuss industry and mines particularly MerthyrTydfil, a coal mine in Wales, that didn’t close till 2022.  Discuss trade and commerce  Discuss what happens to a settlement when resources decline | **Key knowledge**  Discuss migration in the UK.  Discuss the Windrush and the Caribbean people as migrants.  Discuss why some immigrants are encouraged to come and live and work in the UK.  Discuss forced migration. |
| **Scaffolding** | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence |
| **Challenge** | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. |
| **Key Vocabulary**  **Tier 2** | location  resource | distribute  employ  production  consumption | employ |
| **Key Vocabulary**  **Tier 3** |  | trade  economy  navigate  lowlands | migrate  refugee |