

Year 6
Autumn: Why does population change?

Intended outcome of the unit	Lesson	Objective
- Identify the most densely and sparsely populated areas. - Describe the increase in global population over time. - Begin to describe what might influence the environments people live in. - Define birth and death rates, suggesting what may influence them. - Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. - Describe the causes of climate change, explaining its impact on the global population. - Suggest an action they can take to fight climate change. - Calculate the length of a route to scale. Follow a selected route on an OS map. - Use a variety of data collection methods, including using a Likert scale. - Collect information from a member of the public. - Create a digital map to plot and compare data collected from two locations. - Suggest an idea to improve the environment.	1	How is the global population changing? To understand the change and distribution of the global population.
	2	What are birth and death rates? To define birth and death rates and describe why they change.
	3	Why do people migrate? To recognise the push and pull factors influencing migration.
	4	How is climate change impacting the population? To begin to understand the impact climate change can have on the global population.
	5	How is population impacting our environment? Data collection To collect data showing how population impacts the amount of traffic and litter in an area.
	6	How is population impacting our environment? Findings To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.
Key Vocab: air pollution, birth rate, cartogram, climate, climate change, conclusions, death rate, deforestation, densely populated, digital technologies, fossil fuels, greenhouse gases, impact, improvements		

Year 6
Spring: Where does our energy come from?

Intended outcome of the unit	Lesson	Objective
- Describe the significance of energy. - Give examples of sources of energy and their trading routes. - Define renewable and non-renewable energy. - Discuss the benefits and drawbacks of different energy sources. - Describe the significance of the Prime Meridian. - Identify human features on a digital map. - Discuss how transport links have changed over time. - Locate UK cities on a map. - Use six-figure grid references to identify features on an OS map. - Consider and justify the location of energy sources. - Design and use interview questions. - Plot points on a sketch map.	1	Why is energy important? To know why energy sources are important.
	2	What is renewable energy? To understand the benefits and drawbacks of different energy sources.
	3	How does the United States generate energy? To understand how energy is generated in the United States.
	4	How does the United Kingdom generate energy? To know how energy sources are distributed in an area.
	5	What is the best way to generate energy? To explain reasons for choosing an energy source.
	6	Where is the best place for a solar panel on the school grounds? To collect and present data on where to position a solar panel on the school grounds.
Key Vocab: Biofuel, coal, consumption, contour line, crude oil, dam, emissions, energy source, hydropower, natural gas, non-renewable, nuclear power, Prime Meridian, producer		

Year 6

Summer: Can I carry out an independent fieldwork enquiry?

Intended outcome of the unit	Lesson	Objective
• Give examples of issues in the local area. • Identify questions to be asked to find the relevant data. • Justify which data collection method is most suitable. • Design an accurate data collection template. • Identify areas along a route that are best for data collection. • Discuss how to mediate potential risks. • Collect data at points located on an OS map. • Manage risks during a fieldwork trip. • Identify any outcomes from data collected. • Map data digitally. • Describe the enquiry process.	1	Developing an enquiry question To develop an enquiry question.
	2	Creating data collection methods To determine the most effective data collection methods for fieldwork.
	3	Mapping a route To plan a route for a fieldwork trip.
	4	Collecting the data To collect the data to answer the enquiry question.
	5	Analysing the data To determine an answer to the enquiry question.
	6	Presenting the data To present my findings.
Key Vocab: Analyse, audience, city, data, data collection methods, enquiry, evidence, impact, improvement, issue, justify, plot, presenting, process		