

Netherton J&I School



Geography Unit of Work Overview Y6 Mapping Skills

Unit of Work	Y6 Perfect plotters and clever co-ordinates.
NC Objectives	KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities KS2 - name and locate counties and cities of the United Kingdom KS2 - 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 KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied KS2 - 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
Unit of Work Summary	During the unit of work the children will further develop their geographical skills relating to maps, compass points and grid references. They will also be introduced to trade, imports and exports and learn about the global economy.
Prior Learning	In the Early Years children will have look at local area maps to locate farm land in our local area as part of the 'Down on the Farm' unit of work. In KS1 children will have used world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage. Children in KS1 will also have used simple compass points (North, South, East and West) and locational language to describe the location of features and routes on a map.

	In KS2 Children will have revisited mapping skills to use maps, atlases, globes and then extended this to use of digital/computer mapping to locate countries and describe features studied. Children in Year 4 will have experienced a residential visit to Cober Hill and used mapping skills to navigate the local area walks. Children will also have studied Europe in detail in Year 5 and should therefore know how to locate these countries on a map.
Sticky Knowledge	• To know how to locate countries in Europe on a map. (Recap previous mapping skills work) • To know how to locate rivers and mountain ranges to a map. (Recap previous mapping skills work) • To know how to located the counties of England. • To know the 8 compass points. • To describe counties in relation to each other e.g. Berkshire is west of London. Counties - proper nouns. • Explain what the term 'bordered' means and give a couple of examples of its use e.g. Suffolk is bordered by Norfolk, Cambridgeshire and Essex. • To know how to use four and six-figure grid references. • To know and use map symbols. • To know the terms imports and exports and why certain items are only imported or only exported. • To know how to use an atlas to locate the main countries the UK exports to and imports from. • To know what the UK imports from USA, Germany, China, Spain, Netherlands, Belgium and Italy. • To know that the UK trades a lot of goods and services. • To know some of the goods the UK exports are: scrap iron, whisky, tartan kilts, medicines, aircraft parts, cars, computers, oil and gas. • To know that some of the goods the UK imports are: coffee beans, bananas, medicines, aircraft parts, cars, computers, oil and gas.

	• To know that Fairtrade is a system of certification that aims to ensure a set of standards are met in the production and supply of a product or ingredient. To know that for farmers and workers, Fairtrade means workers' rights, safer working conditions and fairer pay. To know that for shoppers it means high quality, ethically produced products. • To know that globalisation is a process by which businesses or other organizations develop international influence or start operating on an international scale. • To know the positive impact of globalisation such as: - Access to New Cultures. - The Spread of Technology and Innovation. - Lower Costs for Products. - Higher Standards of Living Across the Globe. - Access to New Markets. - Access to New Talent. - International Recruiting. - Managing Employee Immigration. • To know the negative impact of globalisation such as: - International Recruiting. ... - Managing Employee Immigration. ... - Incurring Tariffs and Export Fees. ... - Payroll and Compliance Challenges. ... - Loss of Cultural Identity. ... - Foreign Worker Exploitation. ... - Global Expansion Difficulties. ... - Immigration Challenges and Local Job Loss.
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New Vocabulary

Key Vocabulary

fair trade	A way of buying goods designed to make sure that the producers of these goods in developing countries are paid a fair and stable price for the goods that we buy from them.
globalisation	The spread of trade and ideas worldwide.
global supply chain	The different places a product and its parts come from, and travel to, on its way to the consumer (the person who is buying the product).
multinational	Something that operates in more than one country. A multinational business is based in more than one country.
economy	The word used to explain how money is made and spent in a particular area. This could be within a country or across the world.

Key Vocabulary

trade	Buying and selling goods and services.
import	Goods or services purchased from one country and brought into the UK.
export	Goods or services made in the UK and sold to another country.
goods	Items that can be bought and sold. Sometimes they are called products.
global	Around the world.



Year 9 Road Map

We will look at the
“BIG GLOBAL ISSUES”
of the 21st Century.

We will apply lots of the skills
learnt in Year 7 and Year 8 to the
world’s modern, complex and
dynamic issues.

We will look again at issues in our
own community through local
fieldwork.

We will assess:

- the causes of the problems
- how they are impacting our planet
- different points of view about possible solutions