**Subject Area – Geography  Year Group - 6**

| | Term 1 | Term 2 | Term 3 |
|---|---|---|---|
| Unit of work | **Rhine and Mediterranean** | **Natural Disasters** | **Earth Matters** |
| Link to programme of study | Key stage 2 - Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. | | |
| Composite Knowledge | **How are different parts of the Rhine and the Mediterranean used by people?** | **What impact do natural disasters have on settlements and their people?** | **How do local actions in the UK affect global climate?** |
| Component knowledge<br><br>(building blocks) | **Locational knowledge**<br>-Can you name any countries of Europe, and where do our key case studies sit?<br>-How is the city of Cologne affected by the River Rhine?<br>-Where is the Mediterranean Sea and what countries surround it?<br><br>**Place knowledge:**<br>-What are the features of Cologne and other cities on the Rhine?<br>-How do humans rely on the River Rhine from source to mouth?<br>-How has the Mediterranean impacted the development of settlements?<br>-How do the human uses of the Rhine corridor compare to those of the Mediterranean basin?<br><br>-What is Rotterdam and the mouth of the Rhine used for?<br>-What is the purpose of the Suez Canal?<br><br>**Human and physical geography:**<br>-What are the geographical features of the River Rhine? | **Locational knowledge:**<br>- What is the significance of the location of most natural disasters?<br><br>**Human and physical geography:**<br>- Can you describe and understand key aspects of physical geography, including volcanoes and earthquakes?<br>- How are natural disasters caused by the physical processes of the Earth?<br>- What effect do natural disasters have on human and physical geography<br>- What are the similarities and differences between the natural disasters that occur in the UK and those that occur in South America?<br><br>**Skills and fieldwork:**<br>- Can you use maps to locate countries and describe features studied? | **Locational knowledge:**<br>- Can you locate the world's countries using a map?<br>- How have certain aspects of the world changed over time?<br>- Can you identify the Arctic and Antarctic circle?<br><br>**Human and physical geography:**<br>- Can you describe and understand key aspects of physical geography, including climate zones and biomes?<br>- Can you describe and understand key aspects of human geography, including land use and the distribution of natural resources including energy, food, minerals and water<br>- What impact do rising temperatures have on the planet?<br>- What are the similarities and differences between the effects of global warming on the UK and Somalia?<br>- How does climate change affect different biomes (in the UK and Somalia)?<br>- How are the UK and Somalia being affected? dealing with climate change? What are their solutions?<br><br>**Skills and fieldwork:**<br>- How has earth changed over time? |

| | | | |
|---|---|---|---|
| | -How is the course of the river changed by human activity including canals?<br>-How do modern people use the Mediterranean coastline?<br><br>**Skills and fieldwork:**<br>-Using maps, atlases and GIS<br>-Interpreting aerial photographs<br>-Analysing geographical patterns | | |
| National Curriculum KS2 | Pupils should:<br>**<u>Locational knowledge</u>**<br>♣ 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<br>♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time<br>♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)<br>**<u>Place knowledge</u>**<br>♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America<br>**<u>Human and physical geography</u>**<br>describe and understand key aspects of:<br>♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br>♣ 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<br>**<u>Geographical skills and fieldwork</u>**<br>♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>♣ 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<br>♣ 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. | | |

| | | | |
|---|---|---|---|
| Links to prior knowledge<br><br>(refer to year group planning) | Year 5 – Human Impact, South America<br>Year 4 – Settlements and cities<br>Year 3 – Rivers<br>Year 2 – Jamaica, United Kingdom | Year 6 (Autumn 1) - Rhine and Mediterranean<br>Year 5 - South America, North America<br>Year 4 – Climate Zones<br>Year 3 - Mountains, rivers<br>Year 1 - Weather | Year 5 – South America, North America<br>Year 4 – Climate Zones<br>Year 3 – Mountains, Rivers<br>Year 2 – United Kingdom, Jamaica<br>Year 1 – Around the World, Weather |

**Termly Planning**

Autumn – How are different parts of the Rhine and the Mediterranean used by people?

| Autumn | Enquiry Question | Key Knowledge | Main Task | Vocabulary |
|---|---|---|---|---|
| **Lesson 1** | Can you name any countries of Europe, and where do our key case studies sit?<br><br>Objective: To locate the continent of Europe on a world map, identify its major political regions, and introduce the spatial locations of the River Rhine and the Mediterranean Sea. | Europe is a diverse continent comprising roughly 50 sovereign nations, spanning from the Atlantic Ocean in the west to the Ural Mountains in the east. Politically and culturally, it is often split into regions: Northern, Southern, Eastern, and Western Europe. This unit focuses on two massive geographical features that cut across these borders: the **River Rhine** (a vital industrial corridor flowing through Western Europe into the North Sea) and the **Mediterranean Sea** (a vast intercontinental sea separating Southern Europe from Africa and Asia). | Complete an introductory baseline mapping activity. Students will label key European nations (such as the UK, France, Germany, Italy, and Spain) and draw/highlight the paths of the River Rhine and the boundary of the Mediterranean Sea to establish a physical framework for the term.<br><br>Task Outcome: A customized, color-coded political map of Europe that clearly overlays the locations of the River Rhine and the Mediterranean Sea, establishing the spatial context needed for the next 12 weeks. | Continent, political border, region, landlocked, maritime, topography, framework. |
| **Lesson 2** | What are the geographical features of the River Rhine?<br><br>Objective: To describe and sequence the physical characteristics of the River Rhine from its source to its mouth. | The River Rhine is one of Europe's longest and most significant rivers, spanning approximately 1,230 kilometres. Its source is located in the Swiss Alps (Lake Toma). The river flows north through Switzerland, Germany, and the Netherlands before emptying into the North Sea. Key physical features include the dramatic Rhine Gorge (Upper Middle Rhine Valley) and major tributaries like the Moselle and Main rivers that feed into its main channel. | Create an illustrated long-profile diagram of the River Rhine, dividing it into its upper, middle, and lower courses, and annotating key physical features from source to sea.<br><br>Task Outcome: An annotated cross-sectional long profile of the Rhine, clearly demonstrating how the river changes features (e.g., V-shaped valleys to wide deltas) as it flows downstream. | Source, course (upper, middle, lower), tributary, confluence, delta, gorge, drainage basin. |
| **Lesson 3** | What are the features of Cologne and other cities on the Rhine? | The Rhine connects major industrial and cultural urban centres across Europe. Key cities include Basel (Switzerland), Strasbourg (France), and Cologne and Düsseldorf | Produce a comparative fact file or matrix comparing the urban characteristics, populations, and key landmarks of Basel, Cologne, and Strasbourg.Task | Settlement pattern, urbanisation, landmark, infrastructure, transport hub, historic core. |

| | | | | |
|---|---|---|---|---|
| | Objective: To investigate the human and physical characteristics of major urban environments along the course of the Rhine. | (Germany). These cities developed historically because the river provided water, defense, and a trade highway. Cologne is famous for its Gothic Cathedral (Kölner Dom), historic old town, and high-density urban infrastructure built directly along the riverfront. | Outcome: A structured information matrix or fact file highlighting the specific cultural, industrial, and infrastructural traits that tie these distinct European cities to the river corridor. | |
| **Lesson 4** | How is the city of Cologne affected by the River Rhine?<br><br>Objective: To analyze how a major river presents both economic opportunities and severe environmental challenges to human settlements. | While the Rhine drives Cologne's economy through tourism and river commerce, it also poses severe environmental risks, primarily seasonal flooding from heavy rainfall and alpine snowmelt. The city has developed sophisticated flood protection systems, including mobile flood walls, specialized pumping stations, and strictly managed floodplains to mitigate damage to the historic city centre while keeping the shipping lanes active. | Write a geographical risk assessment report outlining how Cologne benefits from the Rhine economically, the physical dangers of seasonal flooding, and the specific engineering solutions used to protect the city.<br><br>Task Outcome: A structured, formal geographical report including a cost-benefit summary of living by the river and an explanation of physical flood-mitigation strategies. | Floodplain, flood defenses, mobile walls, economic asset, high-water level (Hochwasser), risk management. |
| **Lesson 5** | What is Rotterdam and the mouth of the Rhine used for?<br><br>Objective: To explain the commercial and logistical significance of the mouth of the Rhine as a hub for global trade. | As the Rhine reaches the Netherlands, it splits into a vast delta network before entering the North Sea. Here sits the Port of Rotterdam (Europort), the largest seaport in Europe. It acts as a global gateway, where massive ocean-going cargo ships transfer goods to smaller river barges, trains, and trucks. This allows goods to flow deep into the European mainland (the "hinterland"), making the mouth of the Rhine vital to global supply chains. | Construct a flow diagram tracing a cargo container's journey from an international ocean vessel at Rotterdam, down the Rhine delta, to its destination inland, explaining the changing scale of transport at each stage.<br><br>Task Outcome: A step-by-step illustrated supply chain flowchart showing how intermodal freight transport relies on the changing physical geography of the river's lower course. | Delta, distributary, estuary, container port, hinterland, global trade, Europort. |
| **Lesson 6** | How is the course of the river changed by human activity including canals?<br><br>Objective: To evaluate the environmental and economic impacts of large-scale human modifications to natural river systems. | Humans have heavily modified the Rhine to improve navigation and prevent unpredictable flooding. Channelization (straightening and deepening the riverbank) speeds up water flow and allows larger ships to pass but can worsen downstream flooding. Artificial waterways, like the Rhine-Main-Danube Canal, connect the Rhine directly to the Danube river system, allowing unbroken river transport all the way from the North Sea to the Black Sea. | Draw a before-and-after comparison map showing a natural meandering river versus a channelized river system, listing the human pros and cons of altering a river's course.<br><br>Task Outcome: A comparative diagram accompanied by a balanced T-chart contrasting the short-term economic benefits of engineering (e.g., faster shipping lanes) against the long-term environmental consequences (e.g., habitat loss, increased flood velocity). | Canalisation, lock, channelization, straightening, Rhine-Main-Danube Canal, artificial waterway. |
| **Lesson 7** | Mid-Unit Review: How do humans rely on the River Rhine from source to mouth? | This week synthesises the first half of the unit, reviewing how the physical geography of the Rhine dictates human activity. Students consolidate their understanding of how a single geographical feature acts simultaneously as a | Write a comprehensive multi-paragraph essay or structured presentation answering the sub-question: "To what extent is the River Rhine the economic backbone of Western Europe?" | Catchment, industrial corridor, ecosystem services, maritime trade, transport artery. |

| | | | | |
|---|---|---|---|---|
| | Objective: To synthesize learning about the physical and human geography of the River Rhine to answer an extended geographical query. | political border, an industrial shipping lane, an urban flood risk, and an international trading network. | Task Outcome: A structured, extended piece of geographical writing that uses case studies from previous weeks (e.g., Cologne, Rotterdam) and incorporates at least four key terms from the unit vocabulary. | |
| **Lesson 8** | Where is the Mediterranean Sea and what countries surround it?<br><br>Objective: To map out the unique spatial arrangement and climatic conditions of the Mediterranean Sea and its surrounding nations. | The Mediterranean is an intercontinental sea bordered by Europe to the north, Asia to the east, and Africa to the south. It connects to the Atlantic Ocean via the narrow Strait of Gibraltar. Over 20 countries surround the Mediterranean Basin, spanning three continents. The region shares a unique climate characterized by hot, dry summers and mild, wet winters, which heavily influences local ecosystems and human activity. | Complete a regional mapping activity identifying the three continents meeting at the Mediterranean, labelling the surrounding nations, and categorizing them by their continent.<br><br>Task Outcome: A completed continental boundary map displaying the political geography of the Mediterranean basin, accompanied by a descriptive summary detailing the regional climate. | Intercontinental Sea, basin, strait, peninsula, climate zone, marine ecosystem. |
| **Half Term** | | | | |
| **Lesson 9** | How has the Mediterranean impacted the development of settlements?<br><br>Objective: To explain how the physical geography and maritime opportunities of the Mediterranean basin shaped early human settlement patterns. | The unique geography of the Mediterranean—with its calm waters, deep natural bays, and jagged coastlines—encouraged early human settlement and maritime travel. Ancient civilizations like the Phoenicians, Greeks, and Romans used the sea as a highway for trade, ideas, and military expansion rather than a barrier. Settlements developed around naturally protected harbours where fresh water was available, establishing foundational trade networks that exist to this day. | Analyze historical and modern site maps of Mediterranean coastal cities (e.g., Athens, Rome, Alexandria) to identify the physical features that made them ideal locations for human settlement.<br><br>Task Outcome: An annotated site analysis detailing specific environmental pull factors (e.g., high ground for defense, natural embayments for anchoring ships) that allowed historical settlements to grow into modern global cities. | Maritime trade route, natural harbour, topography, colonization, resource scarcity, city-state. |
| **Lesson 10** | How do modern people use the Mediterranean coastline?<br><br>Objective: To investigate the conflicts between the lucrative modern tourism industry and environmental conservation along the Mediterranean coastline. | Today, the Mediterranean is one of the world's leading tourist destinations. Tourism drives local economies, funding infrastructure, jobs, and hospitality sectors. However, mass tourism places severe pressure on local environments. Issues include coastal overdevelopment, pollution from cruise ships, destruction of marine habitats, and extreme seasonal water shortages as populations swell during summer months. | Design a balanced, two-sided marketing or environmental brochure that promotes a Mediterranean destination while highlighting sustainable tourism guidelines to protect the local environment.<br><br>Task Outcome: A tri-fold informational pamphlet that balances the economic benefits of local leisure/travel against practical, actionable rules for tourists to prevent environmental degradation. | Mass tourism, seasonal economy, overdevelopment, cruise industry, environmental degradation, water stress. |

| | | | | |
|---|---|---|---|---|
| **Lesson 11** | What is the purpose of the Suez Canal?<br><br>Objective: To identify the geopolitical and economic significance of the Suez Canal as a global choke point for maritime trade. | Opened in 1869, the Suez Canal is an artificial sea-level waterway in Egypt that connects the Mediterranean Sea directly to the Red Sea. Its primary purpose is to provide the shortest maritime route between Europe and lands lying around the Indian and western Pacific oceans. By cutting through the Isthmus of Suez, ships bypass the long and hazardous journey around the southern tip of Africa (the Cape of Good Hope), saving thousands of miles and weeks of travel time. | Draw a global map comparing the shipping route from Asia to Europe via the Cape of Good Hope versus the Suez Canal route, calculating the distance saved and explaining why the canal is a critical global bottleneck.<br><br>Task Outcome: A small-scale world transit map illustrating the two maritime options, supplemented by written calculation summaries and an explanation of the economic consequences when this global choke point is blocked. | Artificial waterway, maritime transit, bottleneck, trade route, global commerce, geopolitical. |
| **Lesson 12** | How do the human uses of the Rhine corridor compare to those of the Mediterranean basin?<br><br>Objective: To execute a systematic comparison between a linear river corridor and an open marine basin in terms of human exploitation and scale. | While the Rhine is a linear river corridor driving industrial, inland manufacturing trade across Northern/Western Europe, the Mediterranean is a sprawling marine basin facilitating international, intercontinental trade, tourism, and resource extraction across Southern Europe, North Africa, and the Middle East. Both systems face similar challenges of balancing economic exploitation with environmental conservation. | Populate a structured comparative table comparing the Rhine and the Mediterranean across specific criteria: type of water body, continents/countries involved, primary economic uses, human modifications, and environmental threats.<br>Task Outcome: A completed, high-density matrix detailing clear structural, political, and usage similarities and differences between the two geographical systems. | Comparative analysis, commercial corridor, maritime network, resource management, transit hub. |
| **Lesson 13** | Disciplinary Question Review: How are different parts of the Rhine and the Mediterranean used by people?<br><br>Objective: To evaluate and demonstrate deep understanding of the global importance and human uses of both the Rhine and the Mediterranean in a formal, summative format. | Final consolidation of the 13-week unit. Students apply their accumulated knowledge of both locations to evaluate the profound impact human activity has on natural geographic features, and conversely, how physical geography dictates where and how human societies prosper. | Complete an independent, extended writing assessment or a structured presentation answering the overarching disciplinary question, utilizing at least five key vocabulary terms from both the Rhine and Mediterranean modules.<br><br>Task Outcome: A formal, multi-paragraph written geographic thesis or oral presentation demonstrating a critical understanding of human dependency on natural water systems, human modifications, and the future sustainability of these shared environments. | Synthesis, human geography, physical geography, interdependence, exploitation, sustainability. |
| **Lesson 14** | | | | |

| | | | | |
|---|---|---|---|---|
| | | | | |