



Subject: Year 6 Geography—Scandinavia

Learning Question: What makes people from Scandinavia so happy?

NC Link: 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.

Why do we learn about Scandinavia?

Scandinavia is a unique part of Europe and one that has lots of contrasting features from the way we live in the UK and the way people live around the world. Year after year, people who live in Scandinavian countries are named at the top of the United Nations **list of happiest people**. Scandinavia is known for world class healthcare, low-cost living and supportive, forward-thinking governments.

Outcome: Children will be able to talk about many of the culturally significant things about Scandinavian countries and the way that they compare and contrast with the UK and the wider world. Children will have some opinions of what makes people 'happy', why Scandinavians are described as the happiest in the world and if they would choose to live in Scandinavia.

Key Vocabulary

Scandinavia	A sub-region of northern Europe including Denmark, Sweden and Norway
Nordic	The term Nordic, refers to a collection of 5 countries including Denmark, Sweden, Norway, Finland and Iceland.
Copenhagen	The capital city of Denmark.
Reykjavik	The capital city of Iceland
Oslo	The capital city of Norway
Stockholm	The capital city of Sweden
Helsinki	The capital city of Finland
Aurora Borealis	A naturally occurring 'light show' also known as the Northern Lights.
Fjords	A long, deep, narrow body of water that reaches far inland.



Change and Continuity

Diversity and Adversity

Local Links and Contextual Learning

Geography that I learnt about **in Year 3 and 4:**
Rivers, Coasts, Rainforests and Mountains

Geography that I will learn about **last** year:
Earthquakes and Volcanoes

Geography I will learn more about **this** year:
Climate, Biomes and Vegetation Belts



Subject: Geography—Biomes, Climate and Vegetation Belts

Learning Question: Is any place on Earth the perfect place for an animal to live?

Year Group: 6

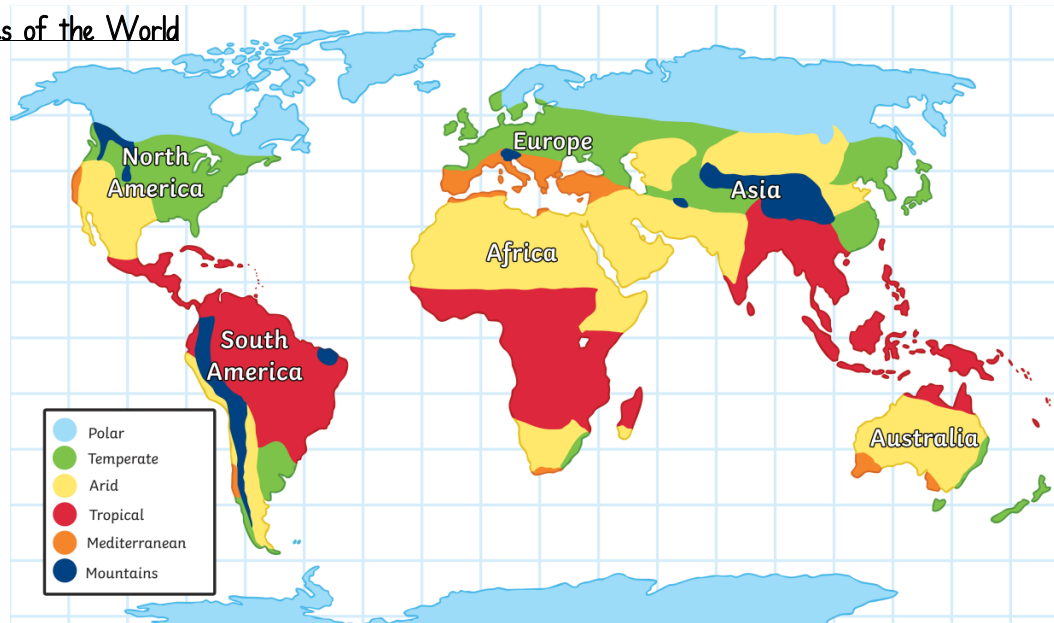
NC Link: Describe and understand key aspects of Volcanoes and Earthquakes.

Why do we learn about Biomes, Climates and Vegetation Belts

In KS1 and Y3 we learn mostly about the world around us. In Y4,5 and 6 we learn more about some of the **major, naturally-occurring, physical geographical features** of the world. In Year 6 we study geography on a global scale allowing us to use all of our layered geographical learning that we have developed throughout our time at SVPS. (Continents, Oceans, Nairobi, New York, Africa, Rivers, Mountains, Rainforests + Volcanoes)

Outcome: Outcome: We will be able to explain the differences between climates, biomes and vegetation belts and talk about where in the world they can be found. We will be able to talk about the specific attributes that contribute to different climates and biomes and will be able to explain how important it is to protect and maintain these natural habitats for future generations.

Climate zones of the World



Biomes of the world



Climate

Climate is the **long-term pattern of weather in a particular area**. Weather can change from hour-to-hour, day-to-day, month-to-month or even year-to-year. A region's weather patterns, usually tracked for at least 30 years, are considered its climate.

Different parts of the world have different climates.

Vegetation Belts

A vegetation belt is an area of the world with distinct plant types, determined by climate, soil, drainage and elevation. Whereas a biome is a large area on the earth's surface that is defined by the types of animals and plants living there, a vegetation belt is just the plant life as a whole within a certain area.

Biomes

Biomes are **regions of the world with similar climate (weather, temperature) animals and plants**. There are terrestrial biomes (land) and aquatic biomes, both freshwater and marine

Change and Continuity

Throughout history our planet has always had a variety of weather systems, vegetation belts and biomes. However, never before have these been so unpredictable or vulnerable.

The human impact on our planet's habitats is currently higher than it has ever been.

Diversity and Adversity

Local Links and Contextual Learning

The children visit Paignton Zoo to develop their understanding of how specific animals are both suited and adapted to live in a particular climate or biome. The Eden Project is also a fantastic example of how Biomes operate.

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Year 6 Subject: Geography—Place Knowledge

Previous Learning: UK Countries and Capitals. South and East of England Counties, Countries and capitals of mainland Europe; the South American countries of the Amazon and the countries along the Ring of Fire.

NC Link: 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.

Why do we learn this place knowledge?

Going into Y6, our children have learnt about the UK (KS1). Through their study on rivers (Y3) they have learnt the countries of mainland Europe. Through their study of mountains (Y4) they have revised the continents and by learning about rainforests (Y4) they can name countries in South America. When looking at Earthquakes and Volcanoes the children learnt the countries along the Ring of Fire. The topic of Climate, Vegetation Belts and Biomes is a global one, which allows children to use all of their previous learning and find out about some countries they may have not yet encountered E.g. Australia, Canada and look at some continents in more detail such as the Arctic.

Outcome:

This unit will allow children to revise and secure their previously taught place knowledge. Children will be able to talk about some countries from the UK, Mainland Europe and South America and will be able to talk about some of the significant geographical features that can be found on each continent (For example: Rivers, Mountains, Volcanoes, Rainforests, Climate Zones, Biomes and Vegetation Belts)

Throughout SVPS we have built our knowledge and understanding of many of the world's naturally occurring features as well as some of the man-made human geography that can be found throughout the many different places that humans have settled.

Here is a list of some of the things featured in our Geography learning at SVPS:

- *The UK (Europe)
- * North America, South America, Africa, Europe, Asia, Australia, Antarctica
- *The Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean and Pacific Ocean.
- *Mount Kilimanjaro (Tanzania, Africa)
- *The River Nile (Egypt, Africa)
- *The Amazon Rainforest (South America)
- *Mount Everest (Nepal, Asia)
- *San Francisco (North America)
- *Mount Vesuvius (Italy)

