Year 6	**Subject content 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.				
	Term 1	**Term 2**	**Term 3**	**Term 4/5**	**Term 5/6**
Topic	**WWII**	**Windrush**	**The Impact of Dickens**	**Should we save the tiger?**	**The Greatest Show**
Topic question	**How did the Second World War affect the lives of people in Britain, both on the home front and those who fought in the war?**	**What was life in Britian like for people who arrived on HMT Empire Windrush and why did they come?**		**Shoudl we Save the Tiger?**	
Retrieval	Which countries linked to World War II have you previously studied? *The United Kingdom, France, Italy, Russia, Canada and the United States of America (USA). Year 3 & 5* How has transport changed over time for travelling around the world? *Transport has become much faster, safer and more efficient, changing from mainly ships and steam trains to cars, aeroplanes and high-speed trains. Year 3 – Migration & Windrush*	**Where is the Caribbean located in relation to the Americas and the Equator?** *The Caribbean is located between North and South America and is in the Northern Hemisphere.* **Which Caribbean countries were significant to the Windrush generation?** *Trinidad and Tobago and Jamaica are Caribbean countries that were significant to the Windrush generation.*		**Why do the Northern and Southern Hemispheres have different seasons, and what season is it in Australia when it is summer in the UK?** *The hemispheres have different seasons because of the Earth's tilt and the way it orbits the Sun. When it is summer in the UK (Northern Hemisphere), it is winter in Australia (Southern Hemisphere).* *Year 2 – Summer in UK is winter in Australia*	

		How does the climate and environment of the Caribbean compare to the UK? The Caribbean islands have a warm climate with beaches and tropical vegetation, whereas the UK has a cooler climate. **What was London like after World War II?** After World War II, London had many damaged buildings, there was a loss of life, and the country needed more workers to help rebuild. (Term 1) Year 3: **What is migration, why do people migrate, and how have people migrated across the world?** Migration is when people move from one place to		**What is a biome? (Year 5)** *Biomes are areas of the world with similar plants, animals and climate. A tropical rainforest is a type of biome.* *Other biomes are: tropical rainforests, deserts, savannah, woodlands, grasslands, tundra – link to Year 5 elephants (Year 4)* **What are the characteristics of a habitat for a gorilla (Year 4) and elephant (Year 5)?** *Gorillas live in **tropical rainforests**. Their habitat is **warm, wet, and full of dense trees and plants**, which provide food (like leaves and fruit) and shelter.* *Elephants live in places such as **savannas, grasslands, and forests** in Africa and India. Their habitat is usually **warm, with lots of space, water sources, and plants** for food like grass, leaves, and bark.*	

		another to live. People migrate for reasons such as work, safety, or better opportunities. They have migrated across the world in different		**How do humans interact with gorilla and elephant habitats?** (deforestation Yr4) and elephant habitats (hunting Yr5) *Humans interact with gorilla and elephant habitats by* ***cutting down trees, farming, and building****, which can damage their homes. They also help by* ***creating protected areas and conservation projects*** *to keep these animals safe.*	
New Knowledge					
Vocabulary	Soviet Union, France, Germany, Japan, Trade Retrieval from Year 3: Russia, Italy	Empire Windrush, Atlantic Ocean, Caribbean, UK, Jamaica, Trinidad and Tobago, Windrush, post war Britain, migration, farmland, services (transport/NHS), culture, migrant, push factor, pull factor, commonwealth Retrieval from Term 1: shortages, economic activity, trade routes		India, Russia (Siberia), Indonesia and Malaysia, vegetation, prey, habitat loss, human-wildlife conflict, protection, sanctuary, breeding program Retrieval from Year 5: sustainable, climate, biome, poaching, conservation Retrieval from Year 4: deforestation	

Substantive Knowledge **To know that...**	**Human and Physical Geography:** Countries rely on economic activity to produce and trade goods. Trade links connect countries so they can buy and sell resources they need.	**Locational Knowledge:** Empire Windrush travelled across the Atlantic Ocean from Caribbean countries to the UK. **Place Knowledge:** Many Caribbean islands relied heavily on farming and had fewer economic opportunities than Britain at the time People moved because of the promise of a better life in London. London was built up, was one of the wealthiest places in the world. **Human and Physical Geography:** The Caribbean was part of the British Commonwealth, so people were encouraged to migrate to the UK. Migration has long-lasting impacts on communities,		**Locational Knowledge:** Tigers live in Asia, including countries such as India, Russia (Siberia), Indonesia and Malaysia. Their habitats range across different biomes, including tropical forests, mangroves and grasslands. **Place Knowledge:** Tiger habitats have specific physical characteristics: dense forest or mangroves, rivers and abundant prey species (deer, wild pigs) Different habitats have different vegetation, climates and water availability. Local human communities live close to tiger habitats, farming land, villages, or towns. **Human and Physical Geography:**	

		culture and the economy in the UK.		Tigers need forest cover, water and prey to survive. The characteristics of their habitat support their hunting and breeding. Human activity impacts tiger habitats: •Deforestation for farming, timber and development •Habitat loss and fragmentation •Human-tiger conflict (livestock predation, danger to humans) •Poaching for fur, bones and traditional medicine	
Disciplinary Knowledge **To know how to:**	**Locational Knowledge and Geographical Skills and Fieldwork:** Locate and label countries involved in WWII on maps, atlases and digital maps. **Human and Physical Geography and**	**Place Knowledge and Geographical Skills and Fieldwork:** Explain why people migrated from the Caribbean to the UK during the Windrush generation. **Human and Physical Geography and**		**Locational Knowledge and Geographical Skills and Fieldwork:** Use maps to locate countries and continents where tigers live; India, Russia (Siberia), Indonesia and Malaysia.	

	Geographical Skills and Fieldwork: Explain how trade routes and resource distribution are affected by human activity – how WWII impacted trade and resource distribution (les production, ships being bombed/trade routes being too dangerous): - Shortage of food, fuel and materials - Shortage of food lead to rationing - People had to reuse and repair items more Farmland used more for crops	**Geographical Skills and Fieldwork:** Explain migration using push and pull factors supported by evidence. Geographical sources (photographs, posters, personal stories) to understand migration experiences.		**Place Knowledge and Geographical Skills and Fieldwork:** Explain how climate, vegetation and water sources affect where tigers live. Describe how local communities interact with habitats. **Human and Physical Geography and Geographical Skills and Fieldwork:** Investigate and explain how human activity affects tiger habitats. Describe consequences for tigers and humans when habitats are disturbed. Explain the role of conservation in protecting tigers and their habitats. Discuss strategies used in sanctuaries and protected	

				areas, e.g., breeding programs, safe enclosures and education for visitors. **Geographical Skills and Fieldwork:** Collect, record and interpret data on tiger populations from case studies, online sources, or sanctuary visits. Use tables, charts or graphs to show trends in tiger numbers and the effectiveness of conservation measures.	