

Year 6 – Summer 1 and 2 Knowledge Organiser

Geography: Human and Physical: Weather and Climate/



Heathfield Schools' Partnership

In this topic the children will recap physical processes regarding weather and climate. Using case studies, they will look at how weather and climate can effect humans including tourism, flooding, drought and disaster aid. The children will then do a fieldwork project thinking about how humans can have an impact on climate change. They will collect data regarding the carbon footprint of the school as well as CO2 levels within our school and the local area and think of ways to improve it and take action.

What you should already know

- The seven continents, five oceans and surrounding seas of the United Kingdom.
- The names of some key rivers around the world including the Thames and the Nile.
- The main biomes and climate zones around the world. The water cycle and where our water comes from.
- Flood defences – How localities protect from rising sea levels and flooding.
- Climate zones – An area that has its own distinct weather patterns.
- Biomes – Areas of the planet with similar landscape, climate and animals.
- Read and interpret graphs
- Know physical processes of the earth such as coastal erosion
- Understand that humans can have an impact on physical processes such as creating sea defences.

Key knowledge

Climate change—changes in the earth's climate, especially the gradual rise in temperature/sea levels, can be as a result of certain human activities such as burning fossils fuels, deforestation increased methane from increased cattle farming and can result in flooding and droughts.

Carbon footprint— the amount of carbon released by an individual or organisation and how this can impact global warming and climate change.

Economic impact – How climate change affects the lives of humans and their way of life in different ways and understand that choices we make can affect other people's lives.

Compare flooding in the UK to Assam in Asia. How are the people of the two area affected and how is it dealt with? Think of similarities and differences including disaster aid.

Think of ways to adapt to climate change and how to improve our own carbon footprints.

Fieldwork—learning outside of the classroom to answer an enquiry questions, hypothesis or statement using digital technology.

Pose our own geographical questions and observe, measure and record data in a range of ways linked to this including digital technologies.

Draw detailed conclusions, compare to similar studies and suggest ways to change or influence these findings.



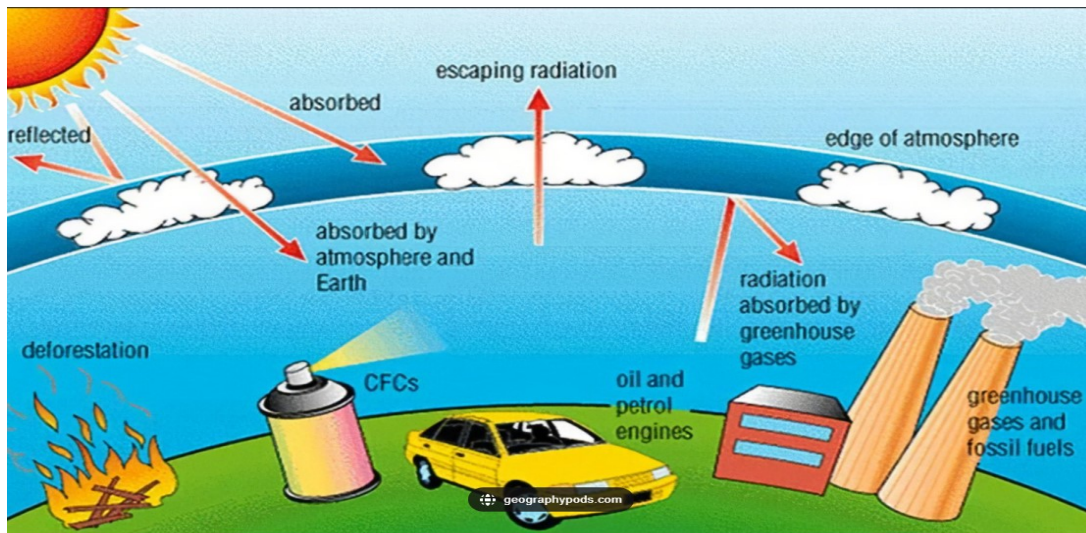
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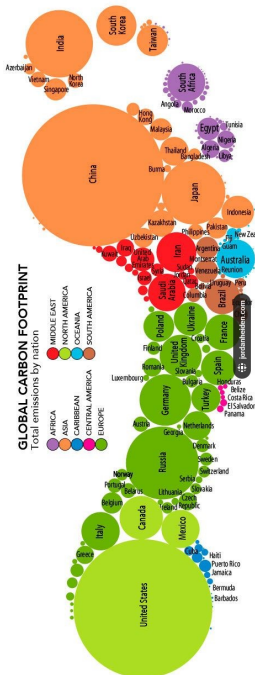
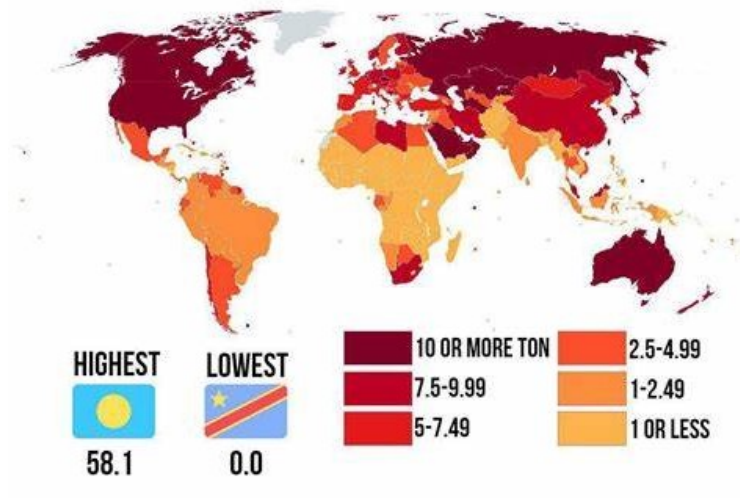
FLOATING GARDEN



Understanding information and data represented in a variety of ways



COUNTRIES BY CO2 EMISSIONS PER CAPITA



Key Vocabulary

Weather— the state of the atmosphere at a particular place and time as regards heat, cloudiness, dryness, sunshine, wind, rain, etc.

Climate— the weather conditions prevailing in an area in general or over a long period.

Climate Change— a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.

Pollution—the process of polluting water, air or land especially with poisonous chemicals

The water cycle— The water cycle is a way that water moves all around the Earth. It never stops, it does not have a beginning or an end. It's like a big circle!

Flood— an overflow of a large amount of water beyond its normal limits, especially over what is normally dry land.

Drought— a prolonged period of abnormally low rainfall, leading to a shortage of water.

Disaster Aid—Aid is money, equipment, or services that are provided for people, countries, or organizations who need them but cannot provide them for themselves.

Carbon Footprint— the amount of greenhouse gases and specifically carbon dioxide emitted by something (such as a person's activities or a product's manufacture and transport) during a given period

Data collation—Data collection is the process of gathering and measuring information on targeted variables in an established system, which then enables one to answer relevant questions and evaluate outcomes.

Data analysis—Data analysis is the process of processing data, and extracting relevant information that helps us make informed decisions

Drawing conclusions—a judgement or decision reached by reasoning.