



<b>Knowledge Organiser</b>	<b>Subject: Geography</b>	<b>Topic: Japan Summer Term One</b>	<b>Year: 6</b>
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### Key Knowledge

In KS1, children should have learned about the continents of the World. In Years 3 and 4, continents would have been revisited. In Year 4, climates and biomes would have been studied so children should have an understanding of these terms. This unit will focus on the physical and human features of Japan. It will consolidate geographical knowledge such as Longitude, Latitude and Meridian lines This unit will expect knowledge of earthquakes and volcanoes to be developed as well as the impact on people as a result of these physical occurrences. Google maps can be used via the visualiser in order for pupils to gain an understanding of specific locations. Map work, alongside the use of the Atlas, can identify the 7 continents as well as the oceans and seas surrounding Japan. The concept of Space can be developed via this unit. Compare and Contrast life in Japan and UK – focus on schools.

Oak Academy has a section on earthquakes and volcanoes in Geog/Year 6.

- <https://www.bbc.co.uk/teach/class-clips-video/articles/zv9pbdm>
- <https://www.bbc.co.uk/bitesize/articles/zph23qt#z33nkhy>
- <https://kids.nationalgeographic.com/geography/countries/article/japan>

### Being a Geographer/Key Skills Developed

A good geographer in Key Stage 2 will be able to:

- use more detailed maps and discuss human and physical characteristics of regions
- They will understand climate zones, mountains, volcanoes, the water cycle, rivers, types of settlement and natural resources and areas.
- They will use ICT, different types of maps, atlases, more complex compass directions, aerial photographs, as well as fieldwork and observational skills.

### Multi-Disciplinary Skills

Environmental knowledge will be closely linked to science. A good geographer will be able to demonstrate an awareness of their physical and human world, and an understanding of environmental management and sustainability, this links closely to PSHE. They will understand the importance of their place within the world and the impact they may have through their actions, this links to Eco-schools, PSHE, Science and RE. The skills of cause and effect, impact and change, empathy and compassion will also be developed. Mapping skills will link closely to the use of co-ordinates and compass directions in maths, as well as grid references in OS maps.

**Japan will incorporate Science, time zones, PSHE, history and appreciating the broad and diverse culture of Japan.**

### **Key Concepts**

**Place** A construct that is defined in terms of what it is like, what happens there and how and why it is changing.

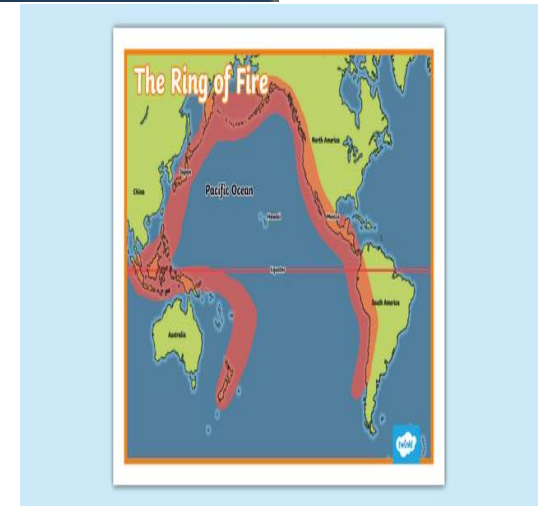
**Space** The location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.

**Environment** The ‘zoom lens’ that enables us to view places from global to local levels.

**There is more to Japan than  
Manga!**

## Key Vocabulary

<b>Archipelago</b>	An archipelago is an area that contains a group of islands.
<b>Climate</b>	The weather conditions <u>prevailing</u> in an area in general or over a long period.
<b>Continent</b>	A large continuous mass of land, regarded as a collective region. There are 7 continents: Asia, Africa, North and South America, Europe and Australasia (Oceania).
<b>Region</b>	An area having definable characteristics.
<b>Latitude</b>	Lines of Latitude run in an east-west direction across Earth.
<b>Longitude</b>	Lines of Longitude run in a north-south direction
<b>Ring of Fire</b>	A chain of volcanoes that surrounds the Pacific Ocean.
<b>Tectonic Plates</b>	Gigantic pieces of the Earth's crust broken up into large plates across the Earth.



## Linking Thinking Across Our Learning Journey

Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>All About Me –</b> To begin to identify similarities and differences. Positional Language. Local Walk.	<b>Where do I live?</b> Looking at the local environment and understanding the human impact of our locality.	<b>Who Lives Here?</b> To understand the different environments in the World and how people survive?	<b>The River Nile</b> Impact of location on human and physical features/survival.	<b>Plants of the World</b> To understand the significance of plants to the planet and humans, as well as their unique capabilities.	<b>North America</b> To know the countries, capitals and regions of North America. To identify the human and physical differences of the 5 regions.	<b>Japan</b> This unit will look at the physical features of Japan and their human impact. All corners of the world will have been studied by end of KS2