

Year 6 Geography Quiz

British Geography

1) Name the four countries and capital cities of the United Kingdom.

2) Explain about the formation of hills and mountains.

3) Name the surrounding seas.

4) Why does the UK have a varied coastline?

5) Name and locate five of the counties of the UK.

6) Name and locate seven key cities and towns.

7) Describe the key features of the physical aspects of the UK using geographical vocabulary.

8) Name five of the major rivers of the UK.

9) Describe the key features of the human aspects of the UK using geographical vocabulary.

The United Kingdom, Great Britain or British Isles?

The United Kingdom (UK) is made up of: Northern Ireland, Scotland, England and Wales.

Great Britain (GB) is made up of: Scotland, England and Wales.

The British Isles are made up of: Ireland, Northern Ireland, Scotland, England and Wales.

Queen Elizabeth II is the Monarch of the United Kingdom

Union Flag



Officially known as the Union Flag, the flag of the United Kingdom is popularly known as the Union Jack.

The flag combines the symbols of England's patron saint St George, Scotland's patron saint, St Andrew, and Ireland's patron saint, St Patrick. Wales is not shown because when the first version was created in 1606, Wales was part of England.

United Kingdom

The UK is in the continent of Europe.

London is the capital city of the UK and also the capital city of England too. It is south east of Bolton.

Edinburgh is the capital city of Scotland.

Belfast is the capital city of Northern Ireland.

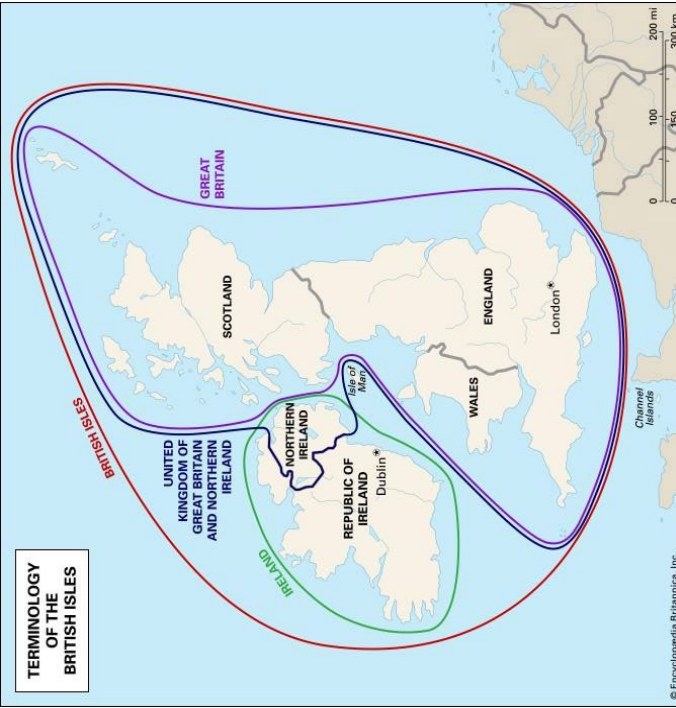
Cardiff is the capital city of Wales.



Y6 Autumn Knowledge Organiser Geography: The United Kingdom

Key Vocab

Monarch	A person who reigns over a kingdom or empire
Island	A piece of land surrounded by water.
Capital city	The city is where the government sits.
Glacier	A large area of thick ice that remains frozen from one year to the next.
Erosion	Water, wind, and other natural forces cause rocks and earth to wear away. These forces also move bits of rock and earth to new places. This movement changes the shape of the land.
Valley	A long depression, or ditch, in Earth's surface.
Tarn	A mountain pool that forms in a hollow scooped out by a glacier.
National Park	A large area of land which is protected by the government because of its natural beauty, plants, or animals.
World Heritage Site	Places in the world which are very important from the cultural or natural point of view.



Queen Elizabeth II was the Monarch of the United Kingdom for over 70 years.



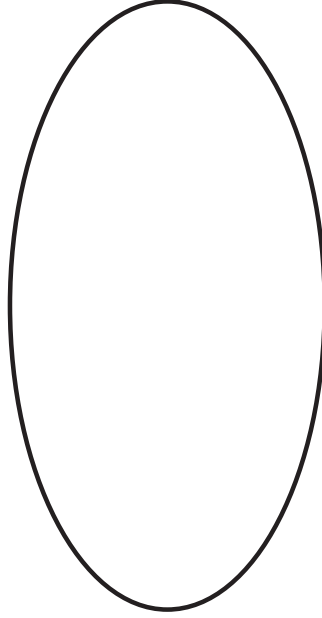
King Charles III and Queen Camilla's coronation was on Saturday, 6th May, 2023.



British Geography Topic Objectives - Year 6

I can name and locate the four countries and capital cities of the United Kingdom.	I can name the surrounding seas.
I understand about the hills and mountains and their formation.	I can explain why the UK has a varied coastline.
I can identify characteristics of the four countries and capital cities of the United Kingdom.	I can name and locate some of the counties.
I can locate key cities and towns.	I can use world maps, atlases and globes to identify the United Kingdom and its countries.
I can describe the key features of the physical aspects of the UK using geographical vocabulary.	I can describe the journey of a river from source to sea.
I can name some of the major rivers of the UK.	I can describe the key features of the human aspects of the UK using geographical vocabulary.

Mind Map



Before starting the topic, add what you already know.

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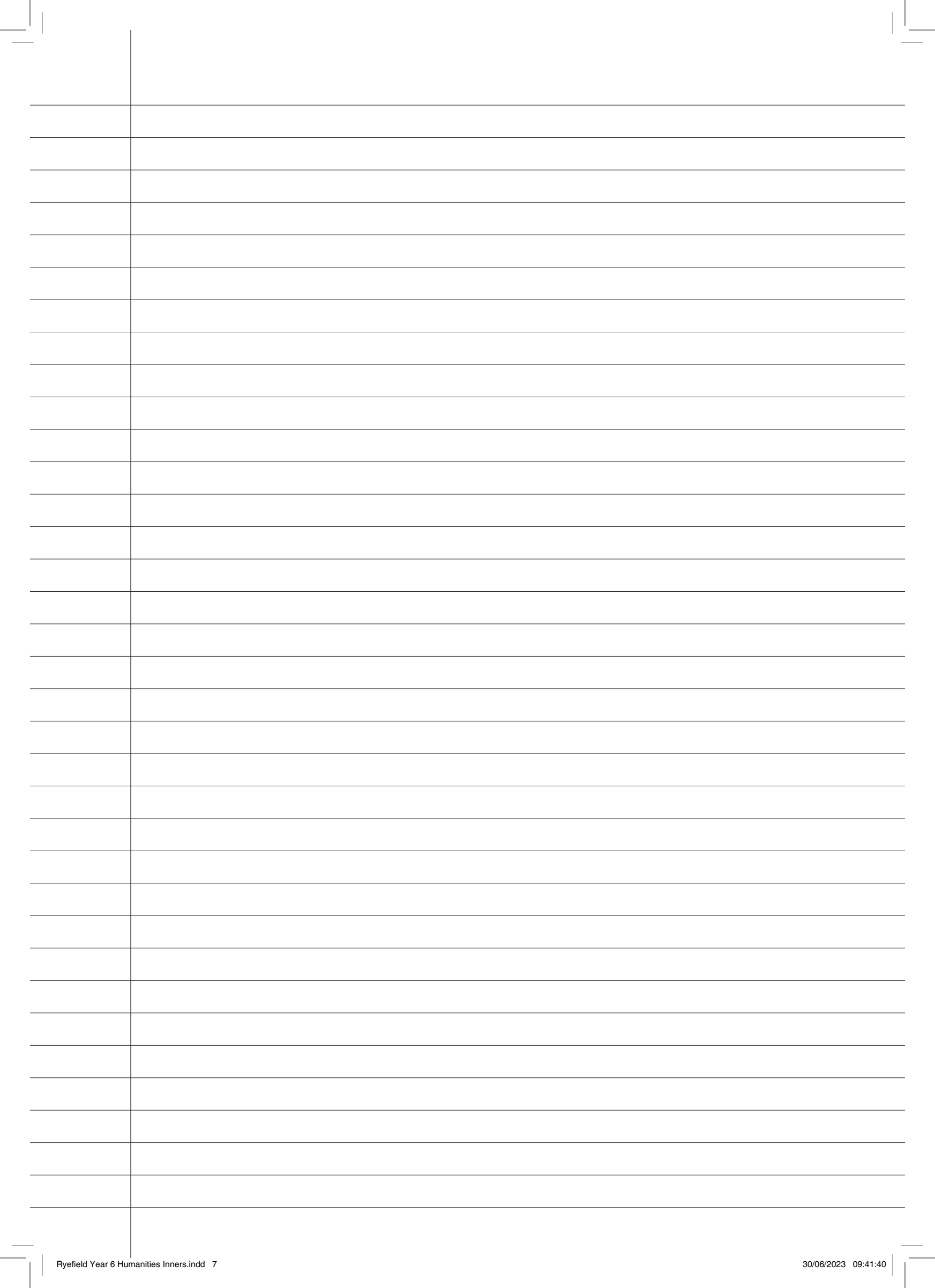
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Year 6 Geography Quiz

Food Miles

1) Food miles refers to:

- a) How many miles you need to run to burn off calories
- b) How many miles you can run from the energy
- c) How far the food has traveled to be sold
- d) All of the above

2) How can we reduce food miles?
(Select three correct options)

- a) Buy local products
- b) Eat less food
- c) Grow our own products
- d) Buy food in bulk

3) Tomatoes come from?

- a) West Indies
- b) South Africa
- c) Spain
- d) Argentina

4) Why are food miles a problem?

- a) It takes advantage of poor countries
- b) Foreign foods taste funny
- c) The food can go off when transported
- d) Fuels from transporting the foods effect the environment (global warming)

5) What is meant by the term 'carbon footprint'?

6) What is global warming?

5) What is meant by the term 'food miles'?

6) What is the green house effect?

FOOD MILES: KEY WORDS

Food miles - total distance food travels before it is sold.

Sustainable - able to last or continue for a long time.

Globalisation - the process by which the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange.

Fossil fuels - a fuel (such as coal, oil, or natural gas) formed in the earth from plant or animal remains. Fossil fuels are nonrenewable as they will run out one day.

Carbon emissions - since greenhouse gas emissions are often calculated as carbon dioxide equivalents, they are often referred to as "carbon emissions" when discussing global warming or the greenhouse effect.

Carbon footprint - a measure of how much carbon is used in the production and transportation of a product. It is better for the environment to consume goods with a low carbon footprint.

Personal carbon footprint - the total amount of carbon we produce from all our activities and the choices we make in our daily lives.

Global warming - a gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect.

Greenhouse effect - The greenhouse effect is a warming of the Earth's surface and the air above it. It is caused by gases in the air that trap energy from the sun. These heat-trapping gases are called greenhouse gases. The most common greenhouse gases are water vapour, carbon dioxide, and methane.

Pollution - when the environment is contaminated, or dirtied, by waste, chemicals, and other harmful substances.

LEDC - Less economically developed country.

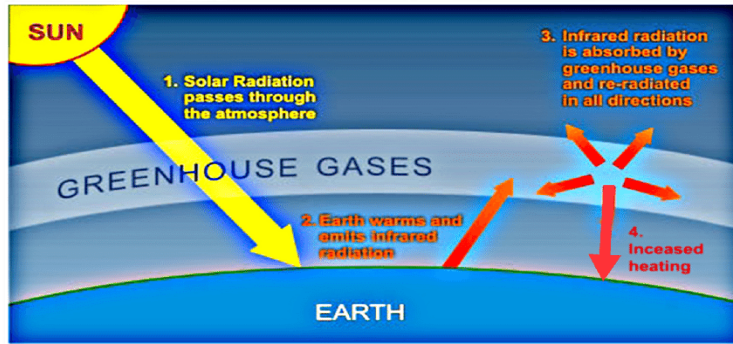
MEDC - More economically developed country.

KNOWLEDGE ORGANISER BIG IDEA: EARTH TOPIC: CLIMATE

Key Word	Definition
global warming	The gradual increase in surface temperature of the Earth.
fossil fuels	Remains of dead organisms that are burned as fuels, releasing carbon dioxide.
carbon sink	Areas of vegetation, the ocean or the soil, which absorb and store carbon.
greenhouse effect	When energy from the sun is transferred to the thermal energy store of gases in Earth's atmosphere.
atmosphere	The mixture of gases surrounding the Earth.
greenhouse gas	A gas that contributes to the greenhouse effect, such as carbon dioxide.
respiration	The process that transfers energy in plants and animals.
combustion	A chemical reaction in which a substance reacts with oxygen and gives out light and heat. Also called burning.
photosynthesis	The process plants and algae use to make their own food, glucose.
climate change	A long-term change in weather patterns.

There is some disagreement between scientists and politicians about whether human activities cause **climate change**, or whether it is caused by natural events. The majority of scientists however believe that **global warming** caused by human activity is 'very likely' to be causing changes in **climate**.

Global warming is a concern because it changes local weather patterns. In some areas rainfall increases, leading to flooding. Other areas suffer droughts and heatwaves which may cause crop failures. It may also lead to extinction of certain species.



The **greenhouse effect** explains how the **atmosphere** keeps the Earth warm.

Over time there has been a gradual increase in air temperature at the surface of the Earth, this is called **global warming**.

Greenhouse gases, such as carbon dioxide and methane contribute to the **greenhouse effect** and certain human activities can increase the amounts of these gases in the **atmosphere**.

Food Miles Topic Objectives - Year 6

Extend knowledge and understanding beyond the local area.

Locate the world's countries using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Describe and understand key aspects of human geography: economic activity including trade links, and the distribution of natural resources including food.

Know where our food comes from?

Identify environmental impacts of transporting our food?

Suggest how environmental impacts of food miles can be reduced.

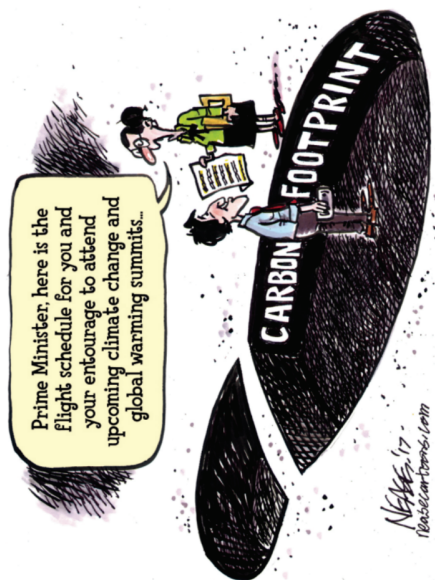
Understand the term global warming.

Consider both the natural and anthropogenic factors that affect the Earth's Temperature.

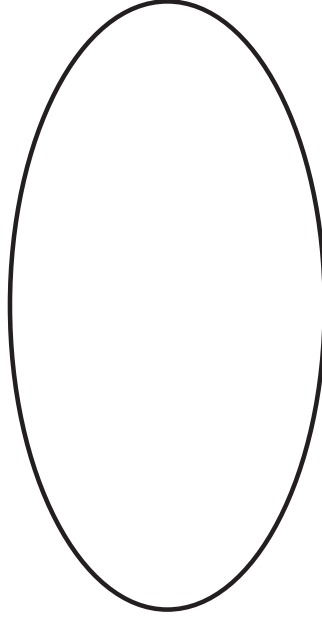
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Year 6 History Quiz

World War II

1) When did WW2 take place?

2) Who were the Axis and Allied Powers?

3) Why were children evacuated from major British cities in?

4) Describe three ways in which life in Britain changed during WW2.

5) Why is The Battle of Britain seen as a turning point in WW2?

6) What is the Holocaust?

World War 2: KS2 Knowledge Mat

Sticky Knowledge		
Axis	Countries which fought on the German side (including: Italy, Germany, Japan (1939-1941))	World War 2 was a battle between two groups of countries – the "Allies" and the "Axis". The major Allied Powers were Britain, France, Russia, China and the United States. The major Axis Powers were Germany, Italy and Japan.
Allies	Countries which fought on the British side (including: USA, Great Britain, France, Russia (1941-1945))	Adolf Hitler, together with the Nazi Party, wanted Germany to rule Europe. To gain more land and power, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun.
Nazi	Member of the German political group which came to power in 1933	During the course of the war, German forces advanced through Europe. By the summer of 1941 they had invaded France, Belgium, Holland, Luxembourg, Denmark, Norway, Greece, Yugoslavia and the USSR.
Evacuation	Organised movement of children and the vulnerable from towns and cities to safe zones	Millions of Germans were imprisoned and killed because they didn't fit the image of the 'perfect' German. Hitler wanted to create what he thought was the "best" and strongest race – and to the Nazi Party, this excluded certain groups, such as Jews, Gypsies and those with physical and mental disabilities.
Evacuee	Someone who was evacuated, moved from a danger area to a safer place.	The group most heavily targeted by the Nazis were the Jews. Around six million Jewish people were killed during World War 2 in one of history's most terrible events – the Holocaust. Racist in his views, Hitler blamed Jewish people for Germany losing World War I and claimed they were dangerous to German people and society.
Blitz	A series of bombing raids on the UK	The US didn't join the war until 1941, when Japan attacked the United States – at their Naval Base at Pearl Harbour in Hawaii.
Propaganda	Controlling news media (such as radio) to depict the war effort	On 8 December 1941 (the very next day), the US declared War on Japan and, in turn, its German allies.
Holocaust	Murder of Jews and other groups of people by the Nazis	Some countries remained 'neutral' in World War 2. Such countries were Spain, Sweden and Switzerland – who chose not to join either side.
Luftwaffe	The German Airforce.	The Germans surrendered on 8 May 1945. In 1944, an Allied army crossed from Britain to free France from Nazi rule. One year later, Allied armies invaded Germany, forcing the Germans to surrender. After nuclear attacks on Japan's major cities Hiroshima and Nagasaki, Japan also surrendered to Allied forces in August the same year. World War 2 had ended.
RAF	The Royal Airforce- British.	
Refugees	A person who has been forced to leave their country in order to escape war.	
Kindertransport	Transport arranged for Jewish children to flee German occupied countries	
		
War Timeline		
1 st September 1939	In 1933, Adolf Hitler rose to power as the political leader of Germany. Germany invades Poland. Britain insists Germany withdraw troops from Poland. The Germans refuse. Britain declares war on 3rd Sep 1939. Britain initially responded with bombing raids over Germany.	
1939 Onwards	Children were evacuated from cities expected to be bombed as enemy planes targeted factories etc. Children were evacuated to the countryside.	
10th May 1940	Chamberlain resigned and Winston Churchill was chosen to be his successor as Prime Minister on May 10, 1940.	
June 1940	Evacuation of Dunkirk. Large numbers of troops were surrounded by Germans at the French coastal town of Dunkirk. 338, 226 were saved by a fleet of 800 boats. This is known as the 'Miracle of Dunkirk'.	
6th June 1944	D-Day. The Normandy landings were a series of landing operations by the Allies to claim Europe. It was the largest seaborne operation in history.	
7th May 1945	Germany surrenders: the allies had forced the surrender of Axis troops in Europe. On 7th May 1945 Germany surrendered to the Allies – the end of war in Europe.	
8th May 1945	VE Day. The VE in VE Day stands for Victory in Europe. It was the public holiday of 8th May 1945 to mark the defeat of Germany by the Allied forces in World War 2 .	
6th August 1945	Atomic bomb on Hiroshima. Japan refused to surrender, threatening to fight on. The US considered invasion but this would have led to deaths of 500,000. On the 6th of Aug and 9th Aug, the US dropped an atomic bomb on Nagasaki and Hiroshima.	
15th August 1945	End of WW2. The surrender of Japan was announced on August 15th 1945.	

World War II Topic Objectives - Year 6

I can identify some of the causes of WW2.

I can explain who the Allied and Axis Powers were.

I can describe how the civilian population of Britain prepared for war with Germany.

I can describe impact of food rationing on Britain during WW2.

I can research and describe how civilians at home, contributed to the war effort.

I can explain the importance of the Battle of Britain to the final outcome of WW2.

I can identify and describe reasons for, and results of, historical events, situations, and changes during WW2.

I can ask and answer questions, and select and record information relevant to the focus of the enquiry.

I can recall, select and organise historical information.

I can use dates and historical vocabulary to describe the period studied.

I can communicate my knowledge and understanding of history in a variety of ways.

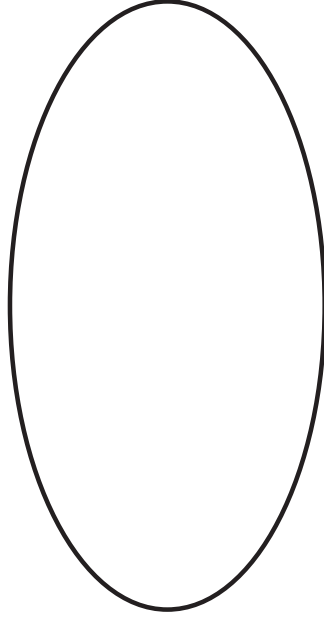
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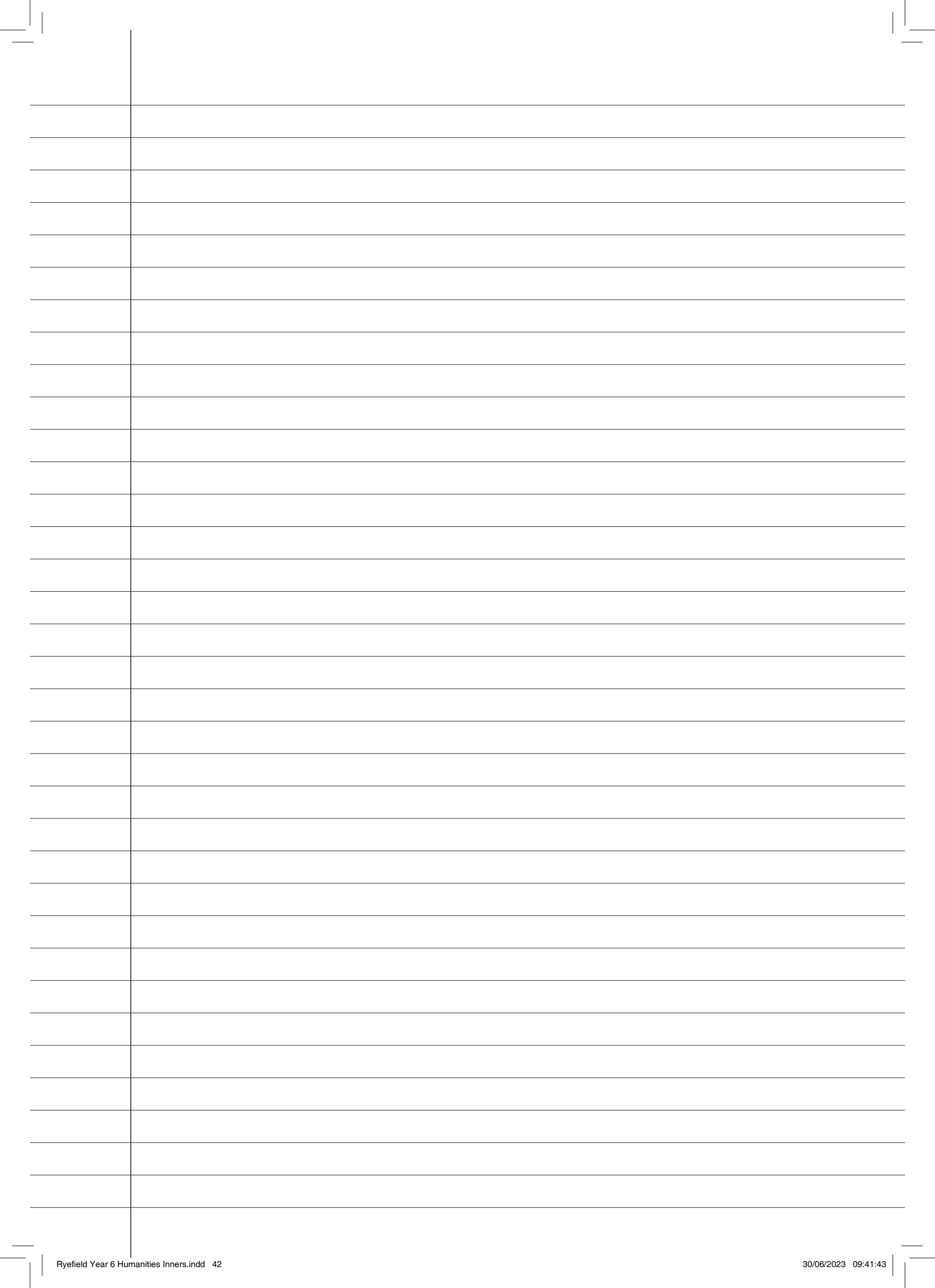
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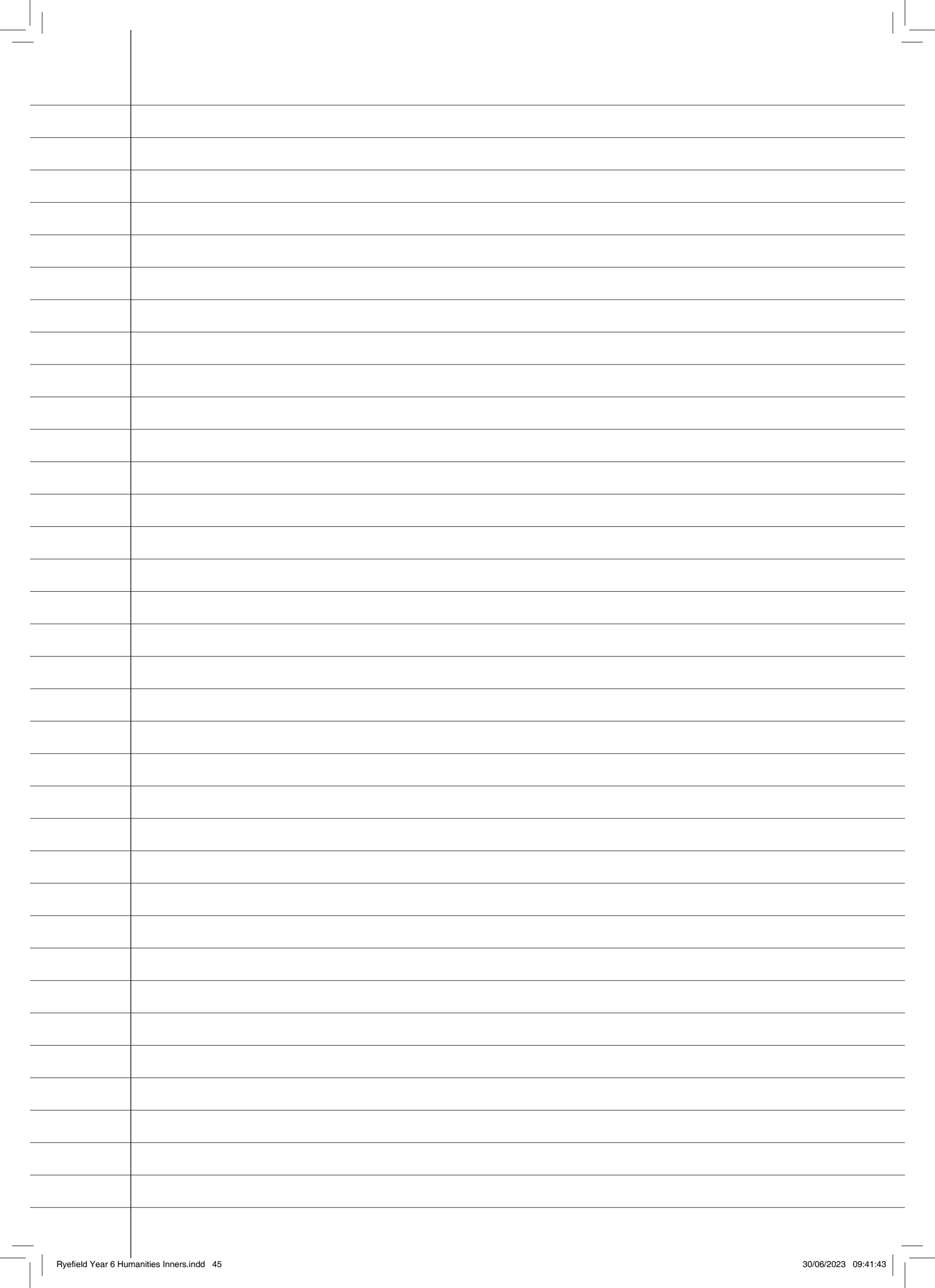
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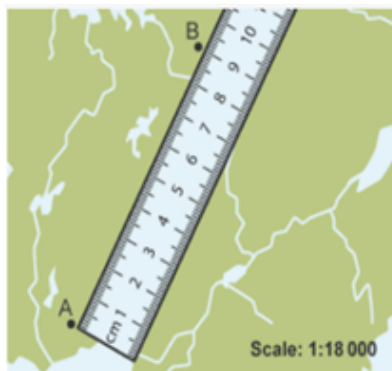
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Year 6 Geography Quiz

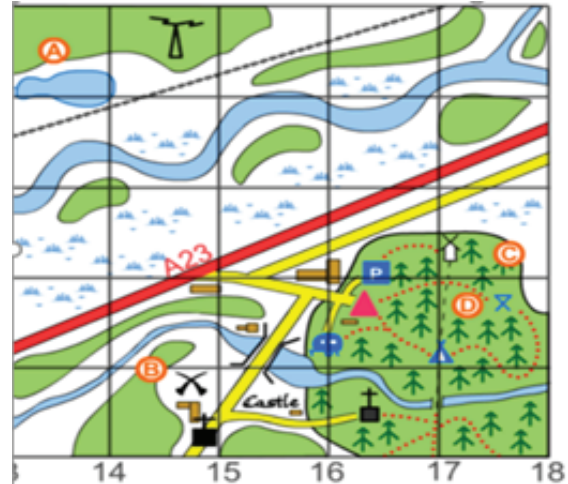
Map Skills

- 1) What is the distance between A and B in metres, using the map?

A and B are 9cm apart on the map.
1cm is 18,000cm, 9cm is 162,000cm.
There are 100cm in 1m, so 9cm is 1620m.



- 2) Can you identify anything on this map?

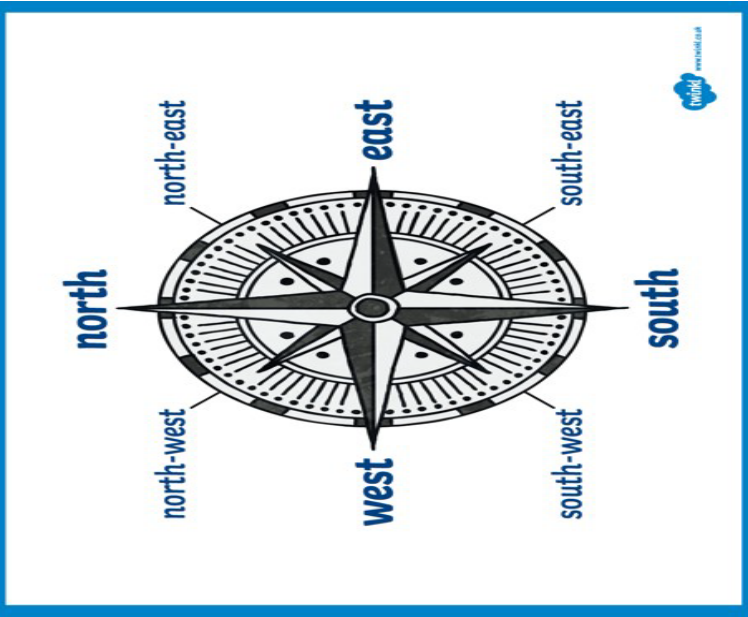


- 3) What do the initials OS mean when making reference to maps.

- 4) Name the eight points of a compass.

- 5) What is a key on a map?

- 6) What is a contour line?

Year 6: Using Maps										Knowledge Organiser	
Vocabulary			Ordnance Survey symbols			Points of a compass					
map	A diagram of an area or land, as seen from above.			Camp Site – a safe place where people set up tents							
grid reference	A location on a map, identified by letters and numbers.										
4 figure grid reference	A location on a map with 4 numbers.			Viewpoint – a place to look out over the land from a high place.							
6 figure grid reference	A location on a map with 6 numbers.										
bird's eye view	The view of an area from above.			Picnic Site – a place with picnic tables and bins							
key	Information given on a map to help explain the symbols.										
urban	Relating to towns and cities.			Museum – a place to find out about the world		Examples of Human features		Examples of Physical features			
rural	Relating to the countryside, far away from towns and cities.					Schools Shops Cinema Roads Houses		Hills Rivers Vegetation Fields Coast			
Human features	Features designed and built by people			Nature Reserve – a place where you can see many animals, birds and plants.							
Physical features	Features which are natural (made by nature)			Sports Centre – A place to play a range of sports							
				Motorway – a road with many lanes and fast-moving traffic							

Map Skills Topic Objectives - Year 6

I can name the eight points of the compass and describe how they are used to give directions.

I can use six-figure grid references.

I can use language associated with position and direction accurately and confidently.

I can identify common OS symbols.

I can use a key on a map.

I can use the eight points of a compass to direct people to a mystery location

I can use OS maps to identify human and physical characteristics, key topographical features and land-use patterns.

I can read scales on maps and recognise the need to use scaled forms.

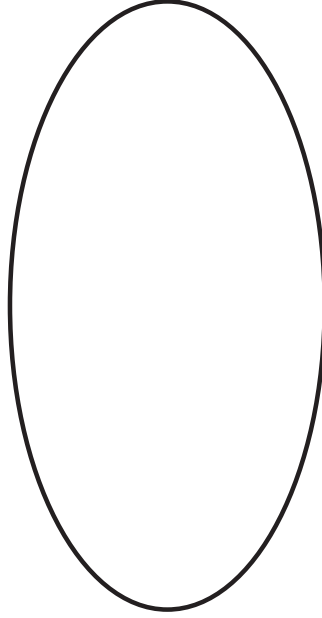
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Mind Map



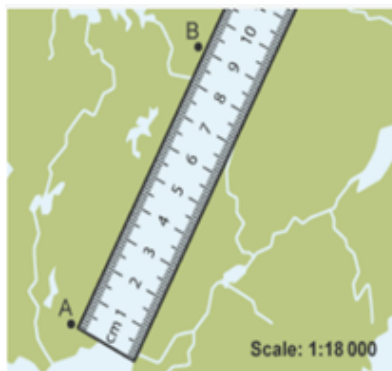
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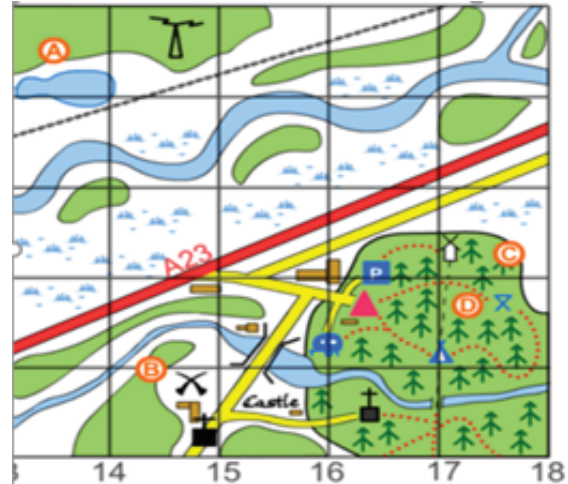
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Year 6 History Quiz

Rebuilding Britain

1) What is the NHS?

2) What does the term 'migration' mean?

3) Who was Clement Attlee?

4) What does this photograph show?



5) What do you know about the British Empire?

6) What is a nationalised industry?

REBUILDING BRITAIN

KNOWLEDGE ORGANISER

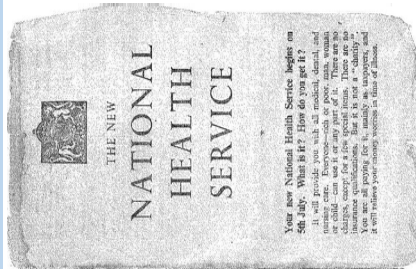
THE NHS

The NHS was created in 1948.

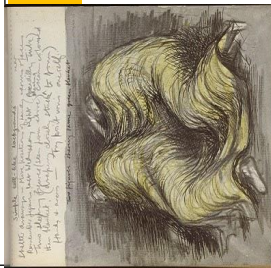
It promised free health care for everyone in Britain, whatever the type of care they needed, wherever they lived and regardless of whether or not they could afford it.

The idea of free health care was so radical that many people did not fully understand what they were going to be getting!

The government sent out leaflets, put up posters and sent people out to towns and villages to explain.



Henry Moore

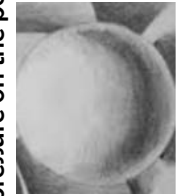


Henry Moore (30th July 1898 – 31st August 1986) was an English artist. He is best known for his semi-abstract monumental bronze sculptures – some of which can be seen at the Sainsbury Centre in Norwich. He also produced many drawings depicting Londoners

sheltering from the Blitz during the Second World War. We are going to be exploring his sketching and sculpture in more detail this half term.

Tone – Artists use layers of shading to achieve **light, medium and dark tones**. You may also use **cross-hatching** to achieve tone. Cross-hatching is when an artists uses layers of line to create **highlights** and **shadows** within a drawing.

You achieve a light tone with a light pressure on the pencil, so you achieve a darker tone with a heavier pressure.



Key People



Some people were surprised then, that two months after the war ended, Churchill and his Conservative party lost in a general election.



The Labour party had won the election by a huge margin – more than 60% of voters had voted for them – double the number who voted for the Conservatives. As Labour party leader, Clement Attlee became Prime Minister in 1945



Health Minister Aneurin Bevan (top-left), who helped create the NHS.



Windrush

To deal with the shortage of working men and women following the war, the British government decided to encourage people from other Commonwealth countries to **migrate** to the United Kingdom and in 1948, the British Nationality Act gave everyone who lived in any of the British colonies around the world the same rights to live and work in the United Kingdom. In 1948, it stopped in Jamaica before returning to the United Kingdom. Nearly 500 Jamaicans decided to buy tickets. Over the next few years, tens of thousands of people from the Caribbean would decide to move to the United Kingdom to work and live. The work of Caribbean immigrants was very important for the rebuilding of Britain. Many of the new, nationalised services and industries employed thousands of people from Jamaica, Barbados, Trinidad and other Caribbean countries. The NHS and British Rail were very significant employers of arriving immigrants, as many workers were needed. On top of this the thousands of people arriving from the Caribbean brought with them an explosion of dance, art, writing and music which had a lasting impact on British culture. Today, more than half a million British people identify as 'Black Caribbean', and there are millions of British people who are mixed-race and partly of Caribbean origin! It is fair to say that The arrival of Empire Windrush in Britain changed Britain's social landscape forever.

Rebuilding Britain Topic Objectives - Year 6

Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Study events beyond living memory that are significant nationally.
Devise historically valid questions about change and cause.	Develop a chronologically secure knowledge and understanding of British, local and world history
To consider some of the ways in which Britain, and British people, were affected by events during the Second World War.	To consider how, by 1945, the lives of British people had been affected by the Second World War.
To understand why British people wanted significant changes in the way Britain was governed at the end of the Second World War.	To consider ways in which the creation of the NHS improved the lives of people living in Britain.
To identify ways in which the British Empire changed after the Second World War.	To find out about the reasons for, and effects of, migration from Caribbean countries after the Second World War.
To find out why and how new towns were built after the Second World War.	

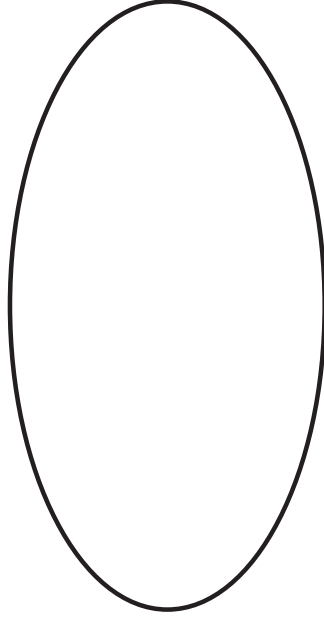
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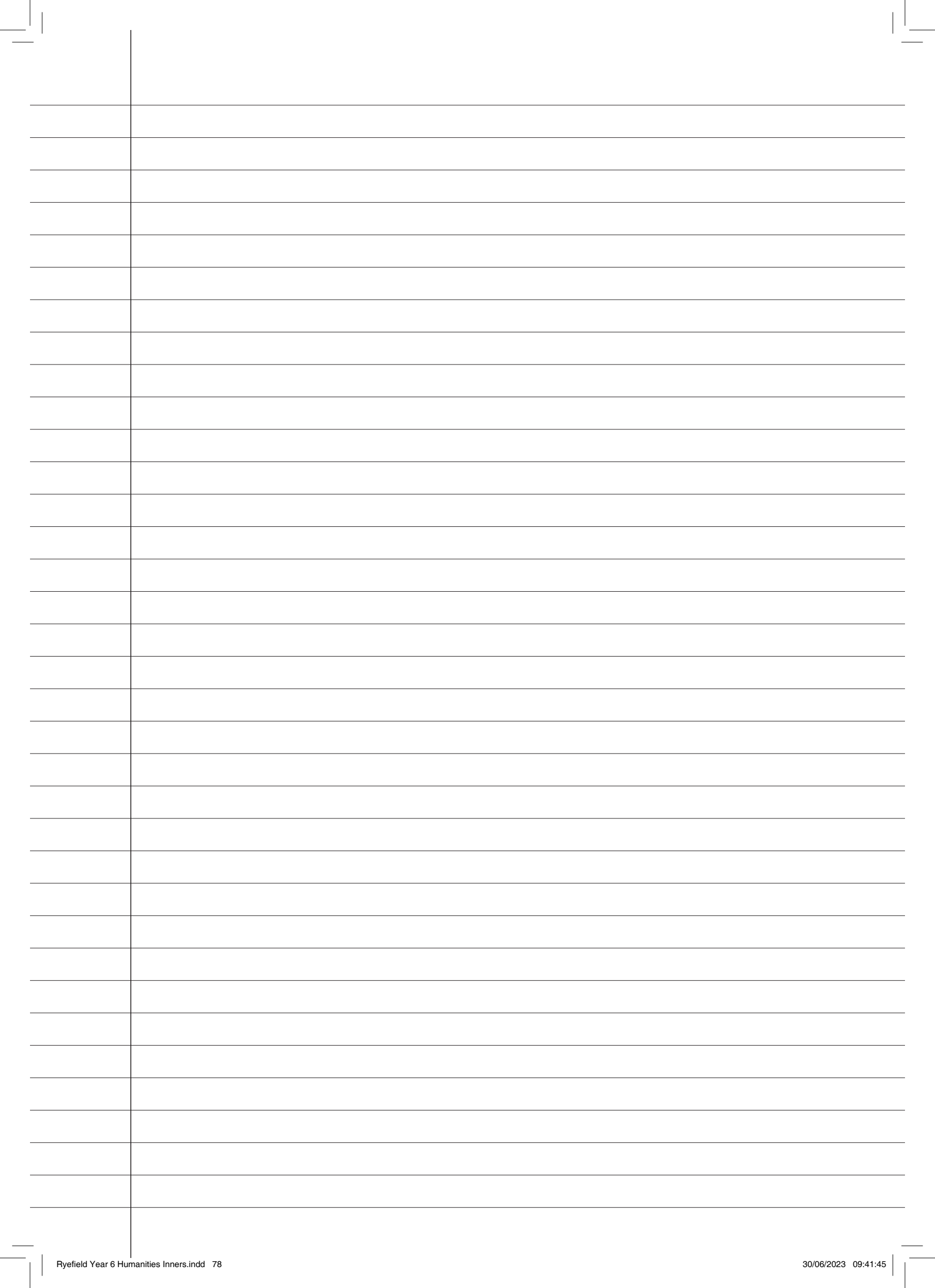
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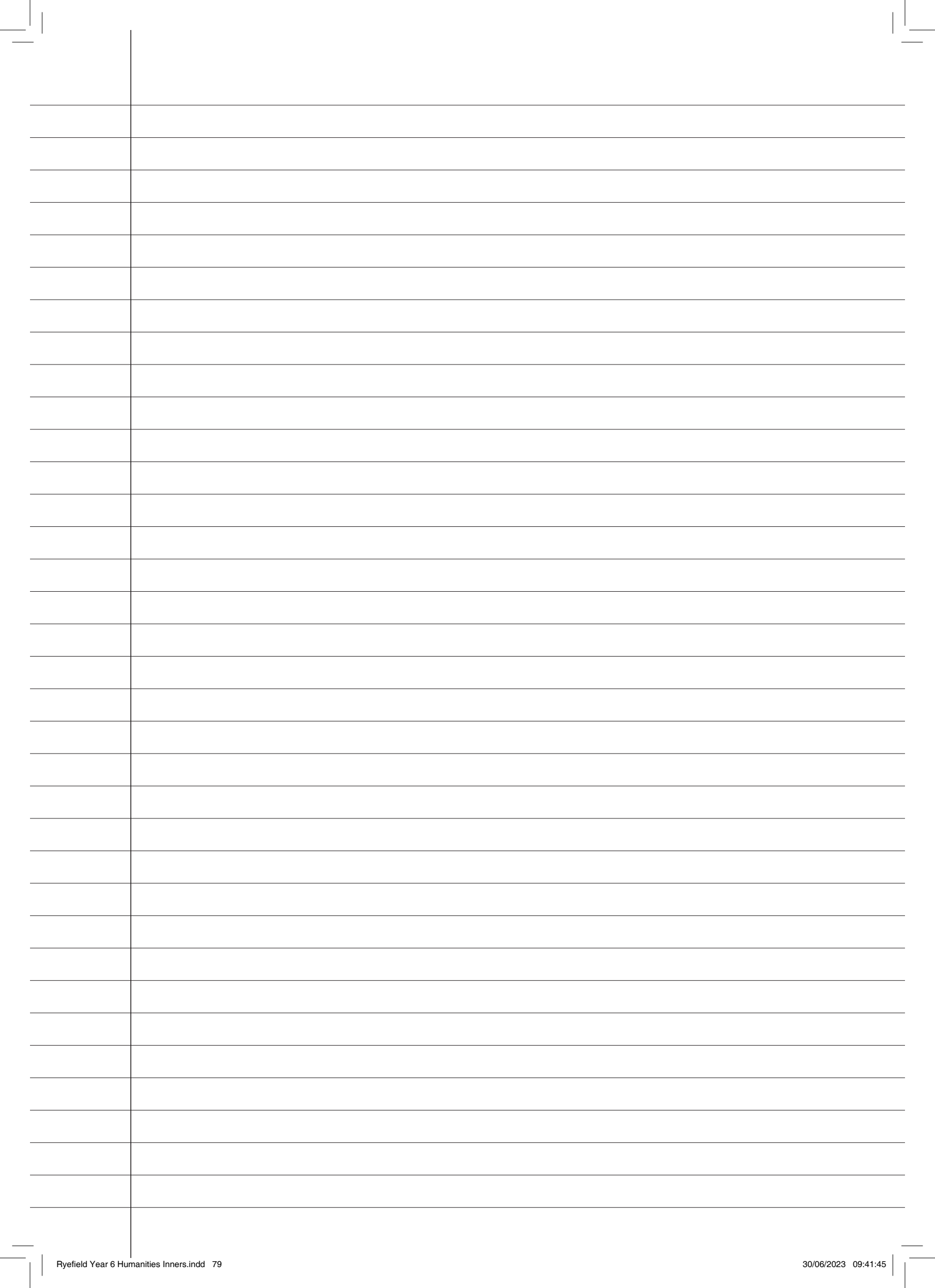
4) What does this photograph show?



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