Year	6	Topic	Nepal

This topic builds on children's previous knowledge of biomes in Year 5 and angry earth in Year 3. Children will develop their skills in reading maps, using technology such as Google Earth and build upon this by learning how to read and use Ordnance Survey maps, including six-figure grid references, correctly. Children will be introduced to the terms developed country and developing country and will be able to explain the difference between these with confidence. Children will do a case study on Nepal and Kathmandu and will be able to discuss its human and physical geography as well as comparing these to England and London. Children will also focus heavily on mountains, developing with increasing complexity their knowledge from Year 3. They will name a number of mountains in the UK and some of the world's highest mountains, using topographical maps to describe elevation.

Prior Learning

Locational and Place Knowledge:

- Know the names of and locate at least 8 major capital cities across the world (Y4)
- Know where the equator is (Y1)
- Know the names of 4 countries from the Northern Hemisphere and 4 from the Southern Hemisphere (Y3)
- Know key differences between living in the UK and in a country in either North or South America (Y5)
- Know the names of and be able to locate a number of South American countries (Y5)
- Know where the Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map (Y5)

Human and Physical Geography:

- Know the names of some of the World's longest rivers and label the main features of a river (Y4)
- Know the difference between climate and weather (Y4)
- Know what is meant by biomes and the features of a specific biome (Y5)

Skills and Fieldwork:

- Use maps and globes to locate the Equator, Tropics of Cancer and Capricorn and the Greenwich Meridian (Y5)
- Know how to use graphs to record features such as temperature or rainfall across the world (Y5)

Future Learning

This is the final geography topic of Key Stage 2. Children will leave Year 6 with:

- Confident use of six-figure grid references and OS map symbols
- The ability to compare human and physical geography of contrasting countries at a sophisticated level
- An understanding of development indicators and how to analyse geographical statistics
- Experience of using Google Earth, topographical maps and OS maps as professional geographical tools
- The ability to create maps identifying geographical patterns including land use, population density and height of land
- A secure understanding of how physical features affect human activity across different world contexts

National Curriculum Links

Human and Physical Geography:

- Know why industrial areas and ports are important.
- Know the main human and physical differences between developed and developing countries including: types of settlement and land use; economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
- Know the names of a number of the world's highest mountains.
- Know where the main mountain regions are in the UK.

Skills and Fieldwork:

- Use Google Earth to locate a country or place of interest and to follow the journey of rivers etc.
- Know what most of the Ordnance Survey symbols stand for.
- Know how to use six-figure grid references.

Key Vocabulary

Developing country, developed country, human geography, physical geography, peak, summit, Ordnance Survey, port, export, import, cargo, altitude, landlocked, contour, easting, northing, grid reference, topographical, elevation, relief, biome, vegetation belt, climate zone, trade link, natural resources, infrastructure

Recommended Texts & Web Links

- King of the Cloud Forests by Michael Morpurgo
- Climbing the Himalayan Mountains by Sonya Newland
- The World's Most Amazing Mountains by Michael Hurley
- Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay by Alexandra Stewart
- Chandra's Magic Light: A Story in Nepal by Theresa Heine
- Two at the Top: A Shared Dream of Everest by Uma Krishnaswami
- Where in the World is Nepal? by Baby Professor
- OS map symbols reference sheet (free): ordnancesurvey.co.uk/documents/resources/map-symbols-sheet.pdf
- How to read six-figure grid references: https://www.bbc.co.uk/bitesize/guides/zp6kbqt/revision/5
- Free blank world maps: Twinkl.co.uk or digimaps.edina.ac.uk
- Nepal development data (World Bank): data.worldbank.org

What pupils need to know or do to be secure		
Lesson 1 – Where is Nepal and how do we locate it?		
Focus: Locating Nepal on a world map, understanding its position and describing its physical setting.		
Key Knowledge (Declarative Knowledge)	**Activities (Disciplinary Knowledge)**	**Assessment / Skills**
• Nepal is a landlocked country in Asia, lying along the southern slopes of the Himalayan mountain range. • It is bordered by India to the east, south and west, and the Tibet Autonomous Region of China to the north. • Kathmandu is the capital city of Nepal. • Nepal's position between the Tropics helps explain its climate – it experiences monsoon seasons and significant variation in temperature with altitude.	Google Earth investigation: Using Google Earth on iPads, pupils locate Nepal and explore its surrounding countries, the Himalayan peaks and Kathmandu. They use the explore view to note the landscape at ground level. On a printed blank world map, pupils annotate Nepal's position, adding: its neighbouring countries and two compass directions describing its location.	*Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. (End of Year 6)*
	Map annotation task: Pupils annotate the printed blank world map (the same sheet used in Task 1) to show the geographical significance of Nepal's position – adding the Equator, Tropics of Cancer and Capricorn, Northern and Southern Hemispheres and the Arctic and Antarctic Circles as labelled lines. They write one sentence explaining what Nepal's climate is likely to be like and why, using the terms latitude, hemisphere and Tropics.	*Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). (End of Year 6)*
	Discussion: The teacher displays a satellite image of Kathmandu alongside a simple topographical map of Nepal. Pupils discuss in pairs: which representation tells us more about the city's physical setting, and why?	*Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps). (End of Year 6)*

Lesson 2 – What is the difference between a developed and a developing country?		
Focus: Understanding the characteristics that define developed and developing countries and applying this to Nepal and England.		
Key Knowledge (Declarative Knowledge)	**Activities (Disciplinary Knowledge)**	**Assessment / Skills**
• A developed country has a strong economy, good infrastructure (roads, airports, electricity) and higher average wages and living standards. • A developing country has fewer resources and less infrastructure, and may have poorer living conditions, limited access to clean water or nutritious food. • Development is measured using indicators such as GDP, life expectancy, literacy rates and access to healthcare. • Nepal is classed as a developing country; England is part of a developed country (the UK). *DISCO (Oppose): Life in a developing country is always harder in comparison to life in a developed country. Form a strong argument to oppose this view.*	Statistics analysis and bar chart: The teacher prepares a simple one-page data table (easily produced using an A.I tool) comparing Nepal and England across five indicators: GDP per capita, life expectancy, literacy rate, access to clean water and infant mortality. Pupils study the table, then draw a comparative bar chart or create using Apple Numbers for one chosen indicator. They write a conclusion sentence identifying which country is more developed and quoting one statistic as evidence.	*Collect and analyse statistics and other information in order to draw clear conclusions about locations. (End of Year 6)*
	Photograph discussion and Padlet post: The teacher prints (or displays on screen) six contrasting photographs of settlements and infrastructure in Nepal and England (e.g. Kathmandu street, London street, rural Nepal village, rural English village, Nepali school, English school). Pupils discuss what they observe in pairs, then each pupil posts one observation to the class Padlet under 'developed' or 'developing', with a geographical reason.	*Describe geographical diversity across the world. (End of Year 6)*
	Quick ChatterKids summary: Pupils record a brief spoken explanation using ChatterKids – one or two sentences only – summarising the single most important difference between a developed and developing country, using one statistic from the lesson's data table as evidence. Recordings are shared on a class Padlet or uploaded to Showbie.	*Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies. (End of Year 6)*

Lesson 3 – How does the human geography of Nepal compare to England?		
Focus: Comparing human geography features of Nepal and England, including trade, settlement and economic activity.		
Key Knowledge (Declarative Knowledge)	**Activities (Disciplinary Knowledge)**	**Assessment / Skills**
• Nepal is landlocked, meaning it has no sea ports – it relies on dry ports such as Birgunj for international trade. • Being landlocked makes trade more difficult and expensive, affecting Nepal's economic development. • Nepal's main exports include carpets, textiles and tea; it imports fuel, machinery and gold. • England's economy benefits from coastal ports, air travel and strong global trade links.	Trade links map: The teacher displays the following two lists on the board: Nepal's main exports (carpets, textiles, tea) and main imports (fuel, machinery, gold). Using a printed blank world map, pupils draw labelled arrows showing where Nepal's key trading partners are, creating a colour-coded key (red = exports, blue = imports). They write one sentence explaining how being landlocked affects Nepal's ability to trade.	*Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies. (End of Year 6)*
	Google Earth settlement comparison: Using Google Earth on iPads, pupils explore Kathmandu and then Derby (or a comparable English city) in the satellite view. For each city they note: one observation about land use, one about infrastructure and one about the surrounding landscape. They write two sentences explaining how Nepal's physical geography (mountains, landlocked) has shaped what Kathmandu looks like compared to Derby (digital suggestion – annotate screenshots of pictures and write sentences using Pages before uploading to Showbie).	*Identify and describe how the physical features affect the human activity within a location. (End of Year 6)*
	Discussion – trade interdependence: The teacher displays on the board: Nepal sends to the world: carpets, pashmina, tea. The world sends to Nepal: fuel, machinery, medicine. Pupils discuss in pairs: why does Nepal need to import these goods? What would happen if countries stopped buying Nepali carpets? Each pupil writes two sentences using the stem: 'Nepal and England are interconnected because... This means they are interdependent because...'	*Describe how countries and geographical regions are interconnected and interdependent. (End of Year 6)*

Lesson 4 – How does the physical geography of Nepal compare to England?		
Focus: Comparing the physical landscapes, climate zones and natural features of Nepal and England.		
Key Knowledge (Declarative Knowledge)	**Activities (Disciplinary Knowledge)**	**Assessment / Skills**
• Nepal's physical geography is dominated by the Himalayas, with dramatic changes in altitude creating distinct climate zones and vegetation belts. • England has a temperate maritime climate with relatively low-lying terrain compared to Nepal. • Nepal contains eight of the world's ten highest peaks, including Mount Everest (8,848m) on the China-Nepal border. • Differences in altitude, climate zone and vegetation between the two countries directly affect how people live and what they can grow or produce. *DISCO (Develop): How does living in the mountains affect daily life in Nepal?*	Photograph and atlas source comparison: The teacher provides pupils with four photographs of Nepal (Terai lowlands, Kathmandu valley, hill region, Himalayan peaks) and an atlas page or printed map showing England's physical geography. Pupils write a structured comparison using the headings: Height, Climate, Vegetation, Land use – identifying one similarity and one difference for each.	*Understand some of the reasons for geographical similarities and differences between countries. (End of Year 6)*
	Altitude zones labelling: The teacher provides a simple diagram (or printed A4 sheet) showing Nepal's landscape in five vertical zones from the Terai plains to the Himalayan peaks, with the altitude of each zone marked. Pupils label each zone with its climate (e.g. tropical, subtropical, alpine, arctic) and one type of vegetation or land use. They write one sentence explaining why altitude affects what people can grow or do.	*Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. (End of Year 6)*
	Discussion (DISCO Question) – how does landscape shape life?: The teacher asks: 'How does living in the mountains affect daily life in Nepal?' Using the photographs from Task 1 displayed on screen, pupils discuss in small groups how the physical geography of Nepal affects farming, transport, housing and tourism. Groups share observations with the class.	*Identify and describe how the physical features affect the human activity within a location. (End of Year 6)*

Lesson 5 – How do mountain regions in Nepal and the UK compare?		
Focus: Naming and locating major world mountains and mountain regions, and reading topographical maps.		
Key Knowledge (Declarative Knowledge)	**Activities (Disciplinary Knowledge)**	**Assessment / Skills**
• Mount Everest (8,848m, Himalayas, China-Nepal border) is the world's highest peak; K2 (8,611m, Pakistan) is second. • Other key peaks include Kilimanjaro (5,895m, Tanzania), Mont Blanc (4,810m, France), Ben Nevis (1,344m, Scotland), Snowdon (1,085m, Wales) and Scafell Pike (978m, England). • Topographical maps use contour lines to show the elevation and shape of mountains – closely spaced contours indicate steep slopes. • UK mountain regions include the Grampians (Scotland), Snowdonia (Wales), the Lake District and the Pennines (England).	World mountains map: Pupils label a printed blank world map with the seven key mountains from the knowledge list, adding each mountain's name, height and country. They use an atlas, Google Earth or Digimaps to check locations. They write one sentence comparing the height of Everest with Ben Nevis using a percentage or ratio: 'Ben Nevis is approximately ___% of the height of Everest.' Using Google Earth, pupils then visit Everest and Ben Nevis briefly to observe the landscape difference.	*Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. (End of Year 6)*
	Topographical map analysis: The teacher provides a printed extract of a topographical map of Snowdonia (available from the OS website's sample maps section or from Digimap for Schools) and a printed topographical map extract of a Himalayan region (available from Google Maps terrain view). Pupils analyse the contour lines on each map, writing three observations per map: gradient, shape of the peaks and estimated highest point. They write a concluding sentence comparing the two regions.	*Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. (End of Year 6)*
	Discussion – would you climb Everest?: Using the topographical maps and photographs from Tasks 1 and 2 displayed on screen, the teacher poses the question: 'Would you choose to climb Everest or Ben Nevis? What does the geographical evidence tell you about the challenge of each?' Pupils discuss in pairs for two minutes, using the contour maps and height data to support their argument. Class share feedback.	*Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. (End of Year 6)*

Lesson 6 – How do we read an Ordnance Survey map?

Focus: Reading and using Ordnance Survey symbols and six-figure grid references to communicate geographical knowledge.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Ordnance Survey (OS) maps use standardised symbols to show features including nature reserves, rivers, roads, railways, places of worship, campsites, wind turbines and schools. • A four-figure grid reference locates a grid square; a six-figure grid reference pinpoints a precise location within that square using estimation. • To read a grid reference, read the number along the bottom first (easting), then the number up the side (northing) – 'along the corridor and up the stairs'. • Six-figure grid references are used by geographers, walkers and emergency services to communicate precise locations.	OS symbol matching and map annotation: The teacher provides a printed OS symbol reference card (available free from the OS website: ordnancesurvey.co.uk) and a printed extract of a local OS map (from Digimap for Schools). Pupils first match twelve OS symbols to their meanings using the reference card, then annotate six features on the map extract using the correct OS symbol.	*Use four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. (End of Year 6)*
	Fieldwork – grid reference practice: Using a printed OS map extract, pupils go outside to the school grounds. The teacher gives each group a list of four-figure and six-figure grid references and pupils use the map to locate and photograph each feature using the iPad. Back inside, each pupil writes the correct grid reference for two features they photographed.	*Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. (End of Year 6)*
	End-of-unit iMovie or Clips documentary (other digital options can also be used): Using photographs, Google Earth screenshots and voice narration, pupils assemble a short documentary: 'Nepal: A Geographical Study'. The film should include: a locating map, one development comparison, one trade or human geography fact and one mountain or physical geography observation. Note: pupils can use examples from work they have produced and uploaded to Showbie throughout the unit.	*Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. (End of Year 6)*

Enrichment

- Watch '14 Peaks: Nothing is Impossible' on Netflix (rating 12 – parental permission required)
- Watch Planet Earth – Mountains on BBC iPlayer
- OS Map Fieldwork Day – extended session practising six-figure grid references in the local area
- Virtual Everest Base Camp expedition using Google Earth
- Nepal vs England debate – 'Would you rather live in Nepal or England?' Pupils prepare arguments using geographical evidence
- Development data display – creating a class bar chart comparing Nepal and England across all five development indicators
- Topographical map-making – pupils draw a simple contour map of a local hill using data from Digimap for Schools
- End-of-Unit iMovie Film Festival – screening class documentaries 'Nepal: A Geographical Study'