Crofton Junior School - Geography Knowledge Organiser – Transportation: Cities (Leeds, London and Tokyo) Year 6

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| **Unit of Work** | Do our cities need saving? A comparative study of Leeds, London and Tokyo |
| **Text Driver the Unit of Work Links to** | Kensuke’s Kingdom by Michael Morpurgo |
| **Geographical Location** | **Tropic of Cancer**  **Equator**  **Tropic of Capricorn**  **French Guiana**  **Suriname**  **Guyana**  **Venezuela**  **Colombia**  **Ecuador**  **Peru**  **Brazil**  **Uruguay**  **Argentina**  **Chile**  **Paraguay**  **Bolivia**  **England**  **Italy**  **Greece**  **Egypt**  **Crofton (Wakefield)**  **Flamborough**  **Blackpool**  **London**  **Leeds**  **Tokyo (Japan)** |
| **Overview of the Unit of Work** | Pupils will explore the reasons for the transportation of people and goods both nationally and internationally. They will compare and contrast means of transportation in Leeds, London and Tokyo and draw conclusions to summarise their findings and suggest reasons why. Pupils will identify and describe the main advantages and disadvantages of different modes of transport: road, rail, water and air. They will consider the causes and effects of pollution and congestion as a result of transport. Pupils will research the most popular means of transportation for commuters in Leeds, London and Tokyo and they will create pie charts to represent the information before interpreting the pie charts and suggesting reasons to explain their findings. Furthermore, pupils will research and graph statistics about traffic pollution in Leeds, London and Tokyo over a 40-year period and they will draw conclusions based on their findings. Pupils will consider how cities reduce high-polluting vehicles through the use of successful initiatives: cycle schemes, additional bike lanes, congestion charges, park and ride schemes and renovations to buss and train stations. They will explore and compare the successes and failings of the Shinkansen (bullet train) in Japan and the HS2 provisions in England. Pupils will compare and contrast both methods of transportation in relation to their geographical location along with their advantages and disadvantages. |
| **Prior Learning** | International Tourism – Draw upon children’s knowledge of international tourism to understand why people travel internationally. |
| **Sticky Knowledge** | The children will learn:   1. People travel within the United Kingdom for a variety of reasons: work/business, shopping, visiting family and friends, leisure and tourism. 2. International transportation involves the movement of people or goods between countries. Depending on what is being transported, and how quickly it needs to arrive at its destination, different forms of transport are used. 3. Transport within the United Kingdom includes road, air, rail and water networks. Roads and motorways are the most   frequently used, followed by rail. Air travel between some cities is possible.   1. All modes of transport have advantages and disadvantages and they need to be managed effectively and with careful consideration. 2. Transport is the main contributor to air pollution in the United Kingdom. Vehicles emit carbon dioxide which is the most common greenhouse gas so air pollution is considered a major risk as this contributes to climate change and global warming. 3. Congestion is caused when there are more vehicles on the roads than space available – this reaches its peak during rush hour traffic when a significant number of people are travelling to and from work. 4. Congestion results in traffic jams which increases the time taken for people to reach their destination. 5. London is the most polluted city in England and Europe and Leeds is the second most polluted city in England. 6. Pollution and congestion are common in major cities like London, Leeds and Tokyo; therefore, they have introduced successful initiatives to limit city centre traffic such as park and ride schemes, congestion charges, additional cycle lanes and renovations to bus and train stations. 7. HS2 is a new high-speed railway linking up London, the Midlands, the North and Scotland serving [over 25 stations](https://www.hs2.org.uk/where/the-stations/), including eight of Britain’s 10 largest cities and connecting around 30 million people. The constructions of the new railway is split into three phases. By building a new railway line, HS2 takes fast trains off the existing railway and places them on to their own dedicated tracks, better connecting our major towns and cities. This then allows slower, local trains to group on the existing lines, freeing up space across the country for many more commuter services and freight trains. 8. The Shinkansen, colloquially known in English as the bullet train, is a network of [high-speed railway](https://en.wikipedia.org/wiki/High-speed_rail) lines in [Japan](https://en.wikipedia.org/wiki/Japan). Initially, it was built to connect distant Japanese regions with [Tokyo](https://en.wikipedia.org/wiki/Tokyo), the capital, to aid economic growth and development. Beyond long-distance travel, some sections around the [largest metropolitan areas](https://en.wikipedia.org/wiki/List_of_metropolitan_areas_in_Japan) are used as a commuter rail network. It is operated by five [Japan Railways Group](https://en.wikipedia.org/wiki/Japan_Railways_Group) companies. |
| **End of Unit Outcome** | By the end of the unit of work, the children will be able to apply their knowledge of the most popular means of transport for commuters in Leeds, London and Tokyo, the causes and effects of pollution and congestion, the rate of traffic pollution in the three cities and the success of different initiatives that have been introduced to reduce air pollution and congestion to design a new initiative for Leeds. They will reason why they have created their initiative and the impact they expect this will have on travel in Leeds over time. |
| **Key Vocabulary** | **Tier 2:**  **international** – between countries  **national** – within a particular country  **transportation** – the movement of people or goods from one place to another  **Tier 3:**  **leisure –** free time for enjoyment  **networks** – systems of routes that cross at many points  **destination** – a place to which someone is travelling or goods are being sent  **pollution** – the presence in or introduction into the environment of a substance which has harmful or poisonous effects  **congestion** – overcrowding in an area  **initiative** – a strategy/scheme intended to resolve a difficulty  **Shinkansen** – a network of high-speed railway lines in Japan  **HS2** – a new high-speed railway linking up London, the Midlands, the north and Scotland |
| **Post Learning** | Within the Key Stage 3 Geography curriculum, children will learn how human and physical processes interact to influence and change landscapes, environments and the climate and how human activity relies on effective functioning of natural systems. |