INTENT

Geography Curriculum Year A: Planning, Progress and Long-Term Knowledge Growth

YEAR 5/6	Substantive geographical content	Recurring substantive themes, ideas and language (Key Concepts)	Subject rationale: Supporting pupils' wider geography curriculum journey	Basic disciplinary training in geography
Autumn Term **Field Work (Local settlement study)**	Human features: In-depth study of Wellington, how the town has developed over time, population changes, diversity of facilities, how the Industrial Revolution influenced this and the impact of changes in rail travel. Physical features: the impact of topography on the location and development of Wellington. Map making: use skills learnt from digital resources, maps and atlases to create own sketch maps and plans.	Focus on developing human fieldwork skills during this unit, complements the History Unit 'The Victorians', adding context to their experience. This depth study of Wellington ensures pupils are able to understand the status of settlements, leaving pupils with an interest and curiosity about how places change over time and how they are influenced by key national or infrastructure developments. The key concepts of **our world, physical features, map work, countries & flags, settlements and trade & commerce** will be further developed throughout this unit. Narratives explored will ensure that key vocabulary such as 'infrastructure', 'industrial', 'agricultural' and 'settlement' are embedded.	Taught in UKS2, the unit acts as a consolidation of settlement study skills developed across all phases, from school grounds and the immediate locality in EYFS, through KS1 and their study of Milverton and comparison study with Tocuaro, and finally further local place knowledge through Rivers and Counties in LKS2. The supporting narrative enables pupils to draw together these skills to build upon into KS3 and ensures the key vocabulary throughout their primary education is fully embedded. This unit supports the school values of **care, aspire** and **belong,** whilst also supporting the Eco Schools values of **school grounds, global citizenship, energy, and waste.**	**Collect, analyse and communicate** through study of sketch maps, plans, OS maps and recounts. **Interpret a range of sources** including recounts, maps, plans and photographs. **Communicate geographical information** through sketch maps, images and text.
Spring Term	Maps & Atlases: Recapping of map skills from LKS2; locating countries; identifying physical features.	Knowledge of a variety of mapping techniques, including digital and computer based mapping, builds depth of locational knowledge and field work skills essential for a confident geographer.	Building on map work skills developed in EYFS, KS1 and LKS2, this unit ensures that pupils map work skills are well practised and varied, ready for further development and	**Collect, analyse and communicate** through study of images,

Maps, atlases and biomes.	Identify lines of longitude and latitude including position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Climate zones of the world – types of climate zone, how they are divided, identifying features. Vegetation belts – what they are, where they are found, identifying features Biomes – what is a biome, identifying features, how does climate impact on it, how they are being damaged and ways to protect and preserve them. How ecosystems are impacted by physical and human changes.	Understanding of climate zones, biomes and vegetation belts aid knowledge of the human impact on ecosystems and the influence this has on changing physical environments, both on a local and global level. Key concepts of **our world, physical features, map work, countries & flags, settlements and trade & commerce** will be developed, whilst links with Science work on animals and evolution will support the embedding of key vocabulary including 'biome', 'ecosystem', 'temperate' and 'vegetation belt'.	field work in KS3. Study of seasons and polar regions in EYFS and weather systems in KS1 provides initial understanding of the global variation in climate, whilst LKS2 comparisons of the UK and European countries support deeper understanding of variation in physical features across the globe. This unit support our school values of **care, aspire** and **belong,** whilst closely linking to the Eco School values of water, biodiversity, global citizenship, marine, waste and energy.	graphs, map work and research. **Interpret a range of sources** including maps, atlases, globes and digital images. **Communicate geographical information** through maps, diagrams, data and text.
Summer Term **Rivers and mountains**	Rivers: How rivers are formed; the features of a river and the surrounding landscape change from source to mouth; the factors that cause rivers to flood; what happens to the physical environment when flooding occurs; the human impact of a major flood event; how to prepare for flooding; the characteristics of waterfalls. In-depth study of Exmoor source to the confluence with the River Parrott and the mouth at Burnham-on-Sea: Fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including	Knowledge of UK rivers and mountains ensures pupils have a secure overview of the physical features that influence and shape the UK's landscapes, both in terms of specific locations and general principles, and that they understand the relationship between geographical processes and landforms and people. Pupils appreciate the geographical significance of the similarities and differences of regions across the UK. The comparison study of the River Tone and the River Nile, including the local in-depth study, ensures that pupils also appreciate the significance of physical features in shaping human geography on a local and global scale. This unit helps to develop greater depth of knowledge of the key concepts of **our world,**	This unit will develop further the learning previously gained on landscapes and settlements during studies of Castles in KS1 focusing on physical and human geography related to settlements. It directly builds of the LKS2 unit of Rivers and the Water Cycle, ensuring depth of understanding of processes and the embedding of key vocabulary. The study of mountains is underpinned by the LKS2 unit on Earthquakes and Volcanoes, and is supported by locational knowledge of mountain ranges studied through their European Mapwork unit. This unit is supports our school values of **care** and **belong,** whilst linking closely with the Eco Schools values of **marine, water,**	**Collect, analyse and communicate** through first hand fieldwork experiences, data collection and experiments. **Interpret a range of sources** including graphs, diagrams, sketch maps and aerial photographs. **Communicate geographical information** through numerical and

	sketch maps, plans and graphs, and digital technologies. The impact on humans on marine life and eco systems (introduction of otters and beavers locally). Comparison study between the UK and Ancient Egypt (The Tone to The Nile) Mountains: Locate ranges of the world on maps and describe key features, locate key areas of higher ground in UK, explain how different types of mountains are formed, describe mountainous climates. Tourism: impact on mountain regions; positive and negative impact on culture, trade, economy and community.	**physical features, map work, countries & flags, settlements and trade & commerce,** whilst also ensuring vocabulary including 'flood', 'human impact', 'source' and 'formation' are embedded.	**biodiversity, global citizenship, waste** and **litter.**	quantitative data, maps, observational drawings and text.