

INTENT

Geography Curriculum Year B: 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 |
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| <p>Autumn Term</p> <p>Compasses and grid references</p> | Use compass skills to expand location knowledge of UK and European countries (including capital cities and human and physical features) | <p>The ability to read maps using co-ordinates and grid references is an essential skill for all pupils to become skilled geographers. Linked to the History Unit on World War 2, pupils will be able to use 8-point compass directions, the key, four-figure grid references, and scale. Orienteering will help to hone these skills as they interpret an OS map to answer questions about our locality. The use of digital mapping to investigate an area of the world we cannot visit strengthens locational knowledge, including capital cities, rivers and landmarks. The key concepts of our world, physical features, map work, settlements and trade & commerce will also be developed, whilst hands-on experience and stories will ensure words such as 'co-ordinates', 'grid reference' and 'landscape' are embedded.</p> | <p>This unit of study puts into practise fieldwork skills learnt in KS1 & LKS2, providing pupils with the opportunity to extend and embed observation, measuring and presentation skills. Prior knowledge of Europe from study in LKS2 supports the development of pupils locational and place knowledge, whilst also supporting them in understanding economic and trade impacts of location and environment. This unit links to the school values of care, aspire and belong, whilst also supporting the Eco Schools values of energy, marine, school grounds and global citizenship.</p> | <p>Collect, analyse and communicate through study of plans, OS maps, atlases and digital technologies.</p> <p>Interpret a range of sources such as plans, directions, maps, signs and symbols.</p> <p>Communicate geographical information through sketch maps, images and text.</p> |
| | Development of mapping techniques since WW2 including digital resources, maps and atlases – compare and contrast. | | | |
| | OS maps – how to read them, follow grid reference instructions and give accurate instructions to others. | | | |
| | Develop compass and grid referencing skills through first hand orienteering experiences. | | | |
| <p>Spring Term</p> <p>Atlases and digital mapping</p> | Study maps, atlases, globes and digital computer mapping to locate countries and describe physical and human features, including topography, settlement patterns and land use. | <p>Focusing on developing the understanding of a range of geographical maps and understanding how geographical information is communicated, enables the key concepts of our world, physical features, map work, countries & flags, settlements and trade & commerce to be strengthened in preparation for KS3. The use of digital maps alongside 8-point compass directions, the key, four and six-figure grid references, scale and contour lines enables pupils to explore areas of the globe that they have not been to. Use of</p> | <p>Taught alongside the History unit of 'The Space Race', this unit supports pupils understanding of the development of mapping technologies over time and how this informs our understanding of the physical and human geography across the world. Building on the disciplinary skill of interpreting sources developed in KS1 and LKS2, pupils will have a secure knowledge basis to build on into KS3 as they begin to look at a wider range of satellite images. This unit supports our school values of aspire and belong and links closely with the</p> | <p>Collect, analyse and communicate using internet, satellite imaging, maps and atlases.</p> <p>Interpret a range of sources including digital images, maps and aerial photographs.</p> <p>Communicate geographical</p> |
| | Investigate the structure of Earth using a variety of sources, including digital images and diagrams. | | | |
| | Use digital images and 'Google Maps' to investigate a range of places of interest – link to 'Space Race' in History and how digital images are collected, how these show weather patterns. | | | |

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| | <p>Identification of terrestrial and marine locations of global significance from satellite images, and the actions of processes on these.</p> | <p>OS maps and digital mapping to answer questions about our locality and the wider world ensure that key vocabulary such as 'terrain', 'land form' and 'topography' are embedded.</p> | <p>Eco Schools values of transport, marine, water, global citizenship and biodiversity.</p> | <p>information through maps, text and diagrams.</p> |
| <p>Summer Term</p> <p>North & Central America</p> | <p>Use the internet and satellite mapping tools to find out and present geographical information about the area.</p> | <p>This depth study of North and Central America ensures pupils appreciate the diversity of the population and the rich heritage of cultural diversity of the continent, stretching back over centuries. Taught alongside the History unit of the Maya Civilisation, pupils will study features of human and physical geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. They will use a range of skills to analyse and interpret data that shows changes over time. The key concepts of our world, physical features, map work, countries & flags, settlements and trade & commerce will be strengthened, whilst narratives heard will ensure that key vocabulary such as 'tourism', 'development', 'economic' and 'migration' are embedded.</p> | <p>This unit of study consolidates skills learnt from EYFS right through to UKS2, comparing and contrasting regions that are similar and different to where pupils live. It directly builds upon experiences and vocabulary learnt in KS1 through the study of the Mexican village of Tocuaro, whilst being supported by the Maya study in History. The study of North America expands pupils locational knowledge beyond Europe and how regions across the globe vary in human and physical features. This unit supports our school values of care, aspire and belong, whilst linking closely to the Eco School values of energy, water, global citizenship, waste, biodiversity and transport.</p> | <p>Collect, analyse and communicate using internet, satellite imaging, maps, atlases and data.</p> <p>Interpret a range of sources such as graphs, digital images, settlement plans and internet searches.</p> <p>Communicate geographical information through sketch maps, plans, text and data collection.</p> |
| <p>Describe the environmental regions and key human and physical characteristics, countries and major cities of North America.</p> | <p>Compare and contrast key geographical features of a region of North America (specifically Mexico) with our own region, including population, topography, trade, resources, food and minerals.</p> | <p>Use search engines, index, contents and other research techniques to locate and interpret information.</p> | | |