

Year 5/6 Geography: Worldwide - North America	Year A - Autumn Term
Topic: Our World and Beyond	
National Curriculum Link: Locational knowledge, Place knowledge, Human and Physical Geography, Geographical skills and fieldwork	
Prior Learning: KS1: Locational knowledge, Place knowledge, Human and Physical Geography, Geographical skills and fieldwork. Lower KS2: Map skills, Rivers and Water Cycle, United Kingdom, Greece, Local Field Studies, Italy, Mountains, Volcanoes and Earthquakes. Upper KS2: see long term plan	
<p>Key Essential Skills and knowledge:</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use precise geographical words, e.g. <i>erosion, deposition, urban and rural</i>, and describe processes. • Use ICT to enhance learning and present own findings. • To work out scales on maps. • Use and recognise OS and atlas symbols. • To follow a route on an OS map in the field. • Use atlases to find places using the index. • Draw their own detailed sketch maps to scale. • Draw and annotate sketches to describe and explain geographical processes and patterns. • Use 4-figure grid references and OS maps at different scales. • To begin to use 6-figure grid references. • To describe route and direction, linking N/S/E/W with degrees on the compass, linking the eight compass points. • To describe route and direction, linking N/S/E/W with degrees on the compass, linking the sixteen compass points. • To use decision making skills- e.g. <i>deciding what measures are needed to improve safety in the local street</i>. • To carry out a field work survey and draw graphs. • Design and use questionnaires to obtain views of the community on a subject where appropriate. • To select from appropriate visual media to record evidence- e.g. <i>photography</i>. • To use ICT to create data files to analyse fieldwork data. • Analyse evidence and draw their own conclusions, selecting and using graphs, charts and tables as appropriate to the data. • To record fieldwork in an appropriate manner, e.g. <i>width, depth and velocity of a river</i>. • Select and use a range of measuring instruments in investigations. • Use latitude and longitude on atlas maps. <p>Locational Knowledge</p> <ul style="list-style-type: none"> • To know the locations and environments of significant places both globally and locally- e.g. Continents, Oceans, longest rivers, deserts etc. • To confidently locate places on a world map. 	

- Develop knowledge of the locations and environments of significant places- *e.g. Continents, Oceans, longest rivers, deserts etc.*

Place knowledge

- To identify, describe and explain several reasons for how and why places are similar to and different from the other places in the same country and elsewhere in the world.
- To know the location and scale of a range of places around the world in relation to each other.
- To recognise how places fit within a wider geographical context and are interdependent.
- To use atlases to find out about other features of places, e.g. mountain regions and weather patterns.

Human and physical geography

- To identify the different views that people, including themselves, hold about topical geographical issues- e.g. building projects, deforestation.
- To recognise how people can improve the environment or damage it, and how decisions about place and environment affect the future quality of people's life.
- To identify how and why places change, e.g. through the closure of shops, buildings of new houses, conservation projects) and how they change in the future (e.g. through an increase in traffic, or influx of tourists).
- Recognise how and why people may seek to manage environments sustainability, and to identify opportunities for their own development.
- To recognise some physical and human processes (e.g. *river erosion, a factory closure*) and how they cause changes in places and environments.

Geographical Enquiry:

- Using: maps, counts, photographs, graphs, measurements, films and reports
- Carrying out fieldwork
- Researching secondary sources
- Engaging with people, communities, views and opinions
- Tackling issues and relevant events
- Proposing outcomes and taking actions
- Working at different scales of enquiry e.g. local, regional, global but in connected ways

Sticky Knowledge:

- Location of key countries and cities (India – Mumbai, New Delhi; China – Shanghai, Beijing; Japan – Tokyo; Australia – Sydney, Melbourne, Canberra; Canada – Toronto, Ottawa; South Africa – Cape Town, Johannesburg; Brazil - Brasilia.) The former Soviet Union
- Location of key states in USA and cities (Washington DC, New York, Chicago, California, Los Angeles, Las Vegas, Hawaii) and key NASA sites (Kennedy Space Centre, Florida; Johnson Space Center, Texas; George C Marshall Space Flight Center, Alabama; Langley Research Center, Virginia)
- Location of lines of northern and southern hemisphere; lines of longitude and latitude; Tropics of Cancer and Capricorn
- Antarctica is the driest continent; Africa is the hottest continent and South America is the wettest continent.

- Extreme environments are habitats in which it is difficult to survive due to extreme conditions such as temperature and lack of rainfall, which make it difficult to grow plants/crops.
- There are five major types of biomes: aquatic, grassland, forest, desert, and tundra.
- Antarctica has six months of daylight in its summer and six months of darkness in its winter.
- The Sahara Desert is located north of the equator and the Kalahari Desert is located south of the equator. They are both located in Africa.
- Climate change is making environments more extreme.

Vocabulary: Wales, Scotland, Northern Ireland

Edinburgh, Cardiff, London, Belfast, Greenwich meridian, Northern hemisphere, Southern hemisphere,

Antarctic circle, South America, North America, Mexico, USA, Continent, Country, Region, Africa, Australia, New Zealand, Sydney, Perth

(plus places specific to those being taught on the rolling programme)

bias subjective/subjectivity interconnection interaction, dynamic, locale, trend representation
physical process human process/ activity

Trade, Export, Import, Economy, Supply, Demand, Land use, Goods, Services, Tourism, Positive, Negative, Economic, Social, Environmental Border, Country, Coast, Erosion, Weathering, Arch, Stack, Stump, Split, Headland, Freeze-thaw, Abrasion, Sea wall, Defences, Groynes, Prevention

Resources, Energy, Renewable, Non-renewable, Sustainable, Electricity, Generation, Solar power, Hydro power, Wind power, Biomass, Carbon footprint, Conservation

Greenwich meridian, Northern hemisphere, Southern hemisphere, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Antarctic circle, South America, North America, Mexico, USA

Atlas, Index, 6 Figure Grid reference, Thematic map, Topographical, Political, Longitude, Latitude, 6 figure, Grid reference, Accurate, Numbers, Letters, Longitude, Latitude

Ordnance Survey map, Digital mapping, Contour lines, Relief, Topography, Height, Shape, Flat, Steep, Physical landforms ,4 figure, Grid reference, Grid square, Numbers, Letters, Position

Sequence:

- Worldwide map – continents and key information; lines of longitude and latitude.
- States and cities of USA.
- Location of key countries, including those involved in the space race.
- Biomes and how they affect living conditions – mapping.
- Compare area of North America with UK.

Thinking Deeper: How might the key areas of the world change in the future as a result of climate change?

Books/Resources:

- Cosmic – Frank Cotterell Boyce and Steven Lenton
- Phoenix – S F Said
- Holes – Louis Sachar
- The Good Thieves – Katherine Rundell
- Journey to Jo'burg – Beverly Naidoo

Links:

Subject Specific links – Maths – looking at and comparing land mass, populations, climate e.g. temperature differences and rainfall, looking at areas of rainforest and coverage; Science – soil erosion, flooding, drought, greenhouses gases and global warming, habitats; ICT – use of internet to research, Google Earth for mapping.

Personal development – Awareness of how their actions can contribute in a positive or negative way to global warming.

SMSC – Recognise cultural similarities and differences; developing an awareness of global issues.

Cultural Capital – understanding of other culture's important festivals, understanding of the significant landmarks around the world, awareness of exports from other countries.

Careers – Conservationist; climatologist; environmental scientist; sustainability consultant; renewable energy scientist/technician.

British Values – who designs laws around pollution? What do we do in this country to reduce global warming?

Equality – Differences in how people live in different areas.

Independence – Independent work.

Outdoor learning - Forest School.

Year 5/6 Geography: UK/Europe – Map Skills	Year A - Spring Term
Topic: Eras and English Entertainment	
National Curriculum Link: Locational knowledge, Human and physical geography, Geographical skills and fieldwork	
Enrichment: Virtual tours	
Prior Learning: KS1: Locational knowledge, Place knowledge, Human and Physical Geography, Geographical skills and fieldwork. Lower KS2: Map skills, Rivers and Water Cycle, United Kingdom, Greece, Local Field Studies, Italy, Mountains, Volcanoes and Earthquakes. Upper KS2: see long term plan	
Key Essential Skills and Knowledge for this Unit: Geographical skills and fieldwork <ul style="list-style-type: none"> • Use precise geographical words, e.g. <i>erosion, deposition, urban and rural</i>, and describe processes. • Use ICT to enhance learning and present own findings. • To work out scales on maps. • Use and recognise OS and atlas symbols. • To follow a route on an OS map in the field. • Use atlases to find places using the index. • Draw their own detailed sketch maps to scale. • Draw and annotate sketches to describe and explain geographical processes and patterns. • Use 4-figure grid references and OS maps at different scales. • To begin to use 6-figure grid references. • To describe route and direction, linking N/S/E/W with degrees on the compass, linking the eight compass points. • To describe route and direction, linking N/S/E/W with degrees on the compass, linking the sixteen compass points. • To use decision making skills- e.g. <i>deciding what measures are needed to improve safety in the local street</i>. • To carry out a field work survey and draw graphs. • Design and use questionnaires to obtain views of the community on a subject where appropriate. • To select from appropriate visual media to record evidence- e.g. <i>photography</i>. • To use ICT to create data files to analyse fieldwork data. • Analyse evidence and draw their own conclusions, selecting and using graphs, charts and tables as appropriate to the data. • To record fieldwork in an appropriate manner, e.g. <i>width, depth and velocity of a river</i>. • Select and use a range of measuring instruments in investigations. • Use latitude and longitude on atlas maps. 	

Locational Knowledge

- To know the locations and environments of significant places both globally and locally- e.g. Continents, Oceans, longest rivers, deserts etc.
- To confidently locate places on a world map.
- Develop knowledge of the locations and environments of significant places- *e.g. Continents, Oceans, longest rivers, deserts etc.*

Place Knowledge:

- To identify, describe and explain several reasons for how and why places are similar to and different from the other places in the same country and elsewhere in the world.
- To know the location and scale of a range of places around the world in relation to each other.
- To recognise how places fit within a wider geographical context and are interdependent.
- To use atlases to find out about other features of places, e.g. mountain regions and weather patterns.

Human and Physical Geography

- To identify the different views that people, including themselves, hold about topical geographical issues- e.g. building projects, deforestation.
- To recognise how people can improve the environment or damage it, and how decisions about place and environment affect the future quality of people's life.
- To identify how and why places change, e.g. through the closure of shops, buildings of new houses, conservation projects) and how they change in the future (e.g. through an increase in traffic, or influx of tourists).
- Recognise how and why people may seek to manage environments sustainability, and to identify opportunities for their own development.
- To recognise some physical and human processes (e.g. *river erosion, a factory closure*) and how they cause changes in places and environments.

Geographical Enquiry:

- Using: maps, counts, photographs, graphs, measurements, films and reports
- Carrying out fieldwork
- Researching secondary sources
- Engaging with people, communities, views and opinions
- Tackling issues and relevant events
- Proposing outcomes and taking actions
- Working at different scales of enquiry e.g. local, regional, global but in connected ways

Sticky Knowledge:

- Locate main counties and cities in England (Yorkshire - North, South, East, West; Lancashire, Essex, Lincolnshire, Norfolk, Kent, Devon, Cornwall, Cumbria, Northumberland); London, Birmingham, Manchester, Leeds, York, Bristol
- Locate main European countries and cities (Scotland – Edinburgh, Wales – Cardiff, Northern Ireland – Belfast) Germany - Berlin, France - Paris, Spain - Madrid, Italy - Rome, Russia -Moscow)
- Locate the Greenwich Meridian
- Change in English settlements over time from 1066

Vocabulary:

Wales, Scotland, Northern Ireland

Edinburgh, Cardiff, London, Belfast, Greenwich meridian, Northern hemisphere, Southern hemisphere,

Antarctic circle, South America, North America, Mexico, USA, Continent, Country, Region, Africa, Australia, New Zealand, Sydney, Perth

(plus places specific to those being taught on the rolling programme)

Trade, Export, Import, Economy, Supply, Demand, Land use, Goods, Services, Tourism, Positive, Negative, Economic, Social, Environmental Border, Country, Coast, Erosion, Weathering, Arch, Stack, Stump, Split, Headland, Freeze-thaw, Abrasion, Sea wall, Defences, Groynes, Prevention

Resources, Energy, Renewable, Non-renewable, Sustainable, Electricity, Generation, Solar power, Hydro power, Wind power, Biomass, Carbon footprint, Conservation

Greenwich meridian, Northern hemisphere, Southern hemisphere, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Antarctic circle, South America, North America, Mexico, USA

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Ordnance Survey map, Digital mapping, Contour lines, Relief, Topography, Height, Shape, Flat, Steep, Physical landforms, 4 figure, Grid reference, Grid square, Numbers, Letters, Position

Content:

- Europe – countries and capital cities.
- England – cities and counties.
- Land maps, Settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - Middle Ages; Tudor era; Georgian/Stuart era; Victorian era; 20th/21st century.

Thinking Deeper: How will the predicted changes in the environment affect leisure activities in the future?

Books/Resources:

- Hetty Feather – Jacqueline Wilson
- Rose Campion and the Stolen Secret – Lyn Gardner
- My friend Walter – Michael Morpurgo

Links:

Subject Specific links – Science: materials and their properties, global warming; History: looking at changes over time; ICT: use of Google Earth.

Personal development – to appreciate a common value of working together to use our Earth's resources wisely.

SMSC – awe and wonder at the natural world and how nature shapes it.

Cultural Capital – knowing how the UK is dealing with the problems that global warming causes.

Careers – fishermen, geologists, biologists, conservationist.

British Values – Knowing that our actions have a worldwide impact on global warming and climate change.

Equality – to understand we all have a right to be safe in our homes and a part to play in conserving resources.

Independence – Independent work

Outdoor learning - Forest School

Year 5/6 Geography: Worldwide - Egypt	Year A - Summer Term
Topic: Creative Communication	
National Curriculum Link: Locational knowledge, Human and physical geography, Geographical skills and fieldwork	
Enrichment: Virtual tours	
Prior Learning: KS1: Locational knowledge, Place knowledge, Human and Physical Geography, Geographical skills and fieldwork. Lower KS2: Map skills, Rivers and Water Cycle, United Kingdom, Greece, Local Field Studies, Italy, Mountains, Volcanoes and Earthquakes. Upper KS2: see long term plan	
Key Essential Skills and Knowledge for this Unit: Geographical skills and fieldwork <ul style="list-style-type: none"> • Suggest relevant questions and make decisions based on knowledge, understanding and facts. • Use precise geographical words, e.g. <i>erosion, deposition, urban and rural</i>, and describe processes. • To work out scales on maps. • Use and recognise OS and atlas symbols. • Use atlases to find places using the index. • Use 4-figure grid references and OS maps at different scales. • To begin to use 6-figure grid references. • To describe route and direction, linking N/S/E/W with degrees on the compass, linking the eight compass points. • To describe route and direction, linking N/S/E/W with degrees on the compass, linking the sixteen compass points. • To use decision making skills- <i>e.g. deciding what measures are needed to improve safety in the local street.</i> • Analyse evidence and draw their own conclusions, selecting and using graphs, charts and tables as appropriate to the data. • Use latitude and longitude on atlas maps. Locational Knowledge: <ul style="list-style-type: none"> • To know the locations and environments of significant places both globally and locally- e.g. Continents, Oceans, longest rivers, deserts etc. • To confidently locate places on a world map. • Develop knowledge of the locations and environments of significant places- <i>e.g. Continents, Oceans, longest rivers, deserts etc</i> 	

Place Knowledge:

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- To recognise how places fit within a wider geographical context and are interdependent.
- To use atlases to find out about other features of places, e.g. *mountain regions and weather patterns*.

Human and Physical Geography:

- To identify the different views that people, including themselves, hold about topical geographical issues- e.g. *building projects, deforestation*.
- To explain why places are like they are- e.g. *in terms of weather conditions, local resources and historical development*.
- To recognise how people can improve the environment or damage it, and how decisions about place and environment affect the future quality of people's life.
- To identify how and why places change, e.g. *through the closure of shops, buildings of new houses, conservation projects*) and how they change in the future (e.g. *through an increase in traffic, or influx of tourists*).
- Recognise how and why people may seek to manage environments sustainability, and to identify opportunities for their own development.
- To have awareness of current global issues and the effect on the populations- e.g. *factory closures in Redcar, hurricane in Haiti, tsunami in Japan etc.*
- To recognise some physical and human processes (e.g. *river erosion, a factory closure*) and how they cause changes in places and environments.

Geographical Enquiry:

- Using: maps, counts, photographs, graphs, measurements, films and reports
- Researching secondary sources
- Engaging with people, communities, views and opinions
- Tackling issues and relevant events
- Proposing outcomes and taking actions
- Working at different scales of enquiry e.g. local, regional, global but in connected ways

Sticky Knowledge:

- Location of Africa's key countries (Ethiopia – Addis Abbaba, Egypt - Cairo, Kenya - Nairobi, Tanzania, Ghana, South Africa – Cape Town, Pretoria, Bloemfontein, Nigeria - Lagos).
- Location of lines of northern and southern hemisphere; lines of longitude and latitude; Tropics of Cancer and Capricorn.
- Location of key places related to Ancient Egypt (Valley of the Kings, Luxor, River Nile, Giza (pyramids)) and their current state.
- Physical geography of Egypt (along the River Nile).
- Understand why the River Nile is so important.

Vocabulary:

Wales, Scotland, Northern Ireland

Edinburgh, Cardiff, London, Belfast, Greenwich meridian, Northern hemisphere, Southern hemisphere,

Antarctic circle, South America, North America, Mexico, USA, Continent, Country, Region, Africa, Australia, New Zealand, Sydney, Perth

(plus places specific to those being taught on the rolling programme)

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Resources, Energy, Renewable, Non-renewable, Sustainable, Electricity, Generation, Solar power, Hydro power, Wind power, Biomass, Carbon footprint, Conservation

Greenwich meridian, Northern hemisphere, Southern hemisphere, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Antarctic circle, South America, North America, Mexico, USA

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Ordnance Survey map, Digital mapping, Contour lines, Relief, Topography, Height, Shape, Flat, Steep, Physical landforms, 4 figure, Grid reference, Grid square, Numbers, Letters, Position

Sequence:

- Mapwork of Africa - Location of Africa's key countries and revisit worldwide features (continents, oceans, northern and southern hemisphere; lines of longitude and latitude; Tropics of Cancer and Capricorn) using points of a compass.
- Location of key places related to Ancient Egypt (Valley of the Kings, Luxor, River Nile, Giza (pyramids)) and their current state.
- Physical geography of Egypt (along the River Nile).
- Understand why the River Nile is so important.

Thinking Deeper: How is the River Nile important today? How has the change in human and physical geography in Egypt changed?

Books/Resources:

- Secrets of a Sun King – Emma Carroll
- The Red Pyramid – Rick Riordan

Links:

Subject Specific links – RE: Bible Story – Joseph; History – Ancient Egypt; English – related texts
Personal development – Current Affairs – archaeology in Egypt unveiling new information; appreciate world's history.

SMSC – Understanding other cultures and their beliefs.

Cultural Capital – Understanding burial beliefs of ancient civilisation.

Careers – Geologist, Petrology.

British Values – Liberty – right to freedom; Tolerance and Respect

Equality – Access to information, freedom.

Independence – Independent work.

Outdoor learning - Forest School.

Year 5/6 Geography: Worldwide – South America	Year B - Autumn Term
Topic: Sensational South America	
National Curriculum Link: Locational Knowledge, Place knowledge, Human and physical geography, Geographical skills and fieldwork	
Enrichment: Use of google Earth and IT	
Prior Learning: KS1: Locational knowledge, Place knowledge, Human and Physical Geography, Geographical skills and fieldwork. Lower KS2: Map skills, Rivers and Water Cycle, United Kingdom, Greece, Local Field Studies, Italy, Mountains, Volcanoes and Earthquakes. Upper KS2: see long term plan	
Key Essential Skills and Knowledge for this Unit: Geographical skills and fieldwork <ul style="list-style-type: none"> • Suggest relevant questions and make decisions based on knowledge, understanding and facts. • Use precise geographical words, e.g. <i>erosion, deposition, urban and rural</i>, and describe processes. • Use and recognise OS and atlas symbols. • Use atlases to find places using the index. • Draw their own detailed sketch maps to scale. • Draw and annotate sketches to describe and explain geographical processes and patterns. • Use 4-figure grid references and OS maps at different scales. • To begin to use 6-figure grid references. • To describe route and direction, linking N/S/E/W with degrees on the compass, linking the eight compass points. • To describe route and direction, linking N/S/E/W with degrees on the compass, linking the sixteen compass points. • To use decision making skills- e.g. <i>deciding what measures are needed to improve safety in the local street</i>. • To carry out a field work survey and draw graphs. • To select from appropriate visual media to record evidence- e.g. <i>photography</i>. • Analyse evidence and draw their own conclusions, selecting and using graphs, charts and tables as appropriate to the data. • Use latitude and longitude on atlas maps. Locational Knowledge <ul style="list-style-type: none"> • To know the locations and environments of significant places both globally and locally- e.g. Continents, Oceans, longest rivers, deserts etc. • To confidently locate places on a world map. • Develop knowledge of the locations and environments of significant places- e.g. Continents, Oceans, longest rivers, deserts etc 	

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Human and physical geography

- To identify the different views that people, including themselves, hold about topical geographical issues- e.g. building projects, deforestation.
- To explain why places are like they are- e.g. in terms of weather conditions, local resources and historical development.
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- To have awareness of current global issues and the effect on the populations- e.g. *factory closures in Redcar, hurricane in Haiti, tsunami in Japan etc.*
- To recognise some physical and human processes (e.g. *river erosion, a factory closure*) and how they cause changes in places and environments.

Geographical Enquiry:

- Using: maps, counts, photographs, graphs, measurements, films and reports
- Carrying out fieldwork
- Researching secondary sources
- Engaging with people, communities, views and opinions
- Tackling issues and relevant events
- Proposing outcomes and taking actions
- Working at different scales of enquiry e.g. local, regional, global but in connected ways

Sticky Knowledge:

Use a range of maps, atlases, globes, google earth etc. to explore and discover a range of key features of a South American country (Brazil, Chile, Peru, Argentina) and compare to the UK e.g.:

- Land mass
- Climate
- Biome and vegetation belt
- Population
- Time Zone
- Main exports
- Language and currency

To use a range of topographical maps, political maps and Google Earth to discover more about a South American country and its human and physical features in comparison to the UK.

- Tropical rainforests are located near to the Equator in between the Tropic of Cancer and Tropic of Capricorn. They can be found in the continents South America, Africa, Asia and Australia/Oceania.
- A rainforest is a tall dense forest with four different layers and it receives lots of rain every year.
- Rainforests are important to us as they reduce carbon dioxide levels, provide a habitat for many animals and plants and they also help the water cycle.
- Rainforests are being destroyed for logging, the growth of new plantations and for palm oil
- Deforestation causes soil erosion, disrupts the water cycle and contributes to flooding and effects local communities.
- Understand the location of the Amazon rainforest.

Vocabulary:

Forest floor, understory layer, canopy layer, emergent layer, deforestation, conservation, climate zones, biomes, vegetation, Oceania, Tropic of Cancer and Tropic of Capricorn.

Wales, Scotland, Northern Ireland

Edinburgh, Cardiff, London, Belfast, Greenwich meridian, Northern hemisphere, Southern hemisphere,

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Ordnance Survey map, Digital mapping, Contour lines, Relief, Topography, Height, Shape, Flat, Steep, Physical landforms ,4 figure, Grid reference, Grid square, Numbers, Letters, Position

Content:

- Where are we in the world in comparison to Brazil?
 - Recap prior learning – locate England and other key countries, continents and oceans/seas on a world map/atlas/globe.
 - Locate Brazil on a world map and describe its position in relation to the UK using geographical vocabulary e.g. 8 points of a compass, which hemisphere, where in relation to the equator, latitude, longitude etc. repeat for Peru, Argentina, Chile
- What are the key features of a South American country?
Use a range of maps, atlases, globes, google earth etc. to explore and discover a range of key features:
 - Land mass
 - Climate
 - Biome and vegetation belt
 - Population
 - Time Zone
 - Main exports
 - Language and currency
- How does this compare to the UK?
- What is a rainforest? Why are they important? Where is the Amazon Rainforest?
- What is deforestation and why does it happen in Brazil? What would the pros and cons of stopping deforestation be? What can we do in our daily lives to protect the future of the rainforests?

Thinking Deeper: What will our world look like in 10, 20 or 50 years time, if we continue deforestation at the current rate? How might land usage change over the next 50 or 100 years?

Books/Resources:

- Journey to the River Sea by Eva Ibbotson
- The Lost Book of Adventure by Teddy Keen
- Paddington – Michael Bond

Links:

Subject Specific links – Art – Rainforests; Computing – powerpoint, use of internet to research, Google Earth for mapping; Science – habitats.

Personal development – Awareness of how their actions can contribute in a positive or negative way to deforestation.

SMSC – Recognise cultural similarities and differences; developing an awareness of global issues and how issues in Brazil affect the world.

Cultural Capital – understanding of other culture's important festivals, understanding of the significant landmarks around the world, awareness of exports from other countries.

Careers – Conservationist; climatologist; environmental scientist; sustainability consultant; renewable energy scientist/technician.

British Values – who designs laws around pollution? What do we do in this country to reduce global warming?

Equality – Differences in how people live in South America.

Independence – Independent work.

Outdoor learning - Forest School.

Year 5/6 Geography: UK/Europe - Settlements and trade	Year B - Spring Term
Topic: Vicious Vikings	
National Curriculum Link: Human and physical geography, Geographical skills and fieldwork	
Field Study: York	
Prior Learning: KS1: Locational knowledge, Place knowledge, Human and Physical Geography, Geographical skills and fieldwork. Lower KS2: Map skills, Rivers and Water Cycle, United Kingdom, Greece, Local Field Studies, Italy, Mountains, Volcanoes and Earthquakes. Upper KS2: see long term plan	
Key Essential Skills and Knowledge for this Unit: Geographical skills and fieldwork <ul style="list-style-type: none"> • Suggest relevant questions and make decisions based on knowledge, understanding and facts. • Use precise geographical words, e.g. <i>erosion, deposition, urban and rural</i>, and describe processes. • To work out scales on maps. • Use and recognise OS and atlas symbols. • Use atlases to find places using the index. • Use 4-figure grid references and OS maps at different scales. • To begin to use 6-figure grid references. • To describe route and direction, linking N/S/E/W with degrees on the compass, linking the eight compass points. • To describe route and direction, linking N/S/E/W with degrees on the compass, linking the sixteen compass points. • To use decision making skills- <i>e.g. deciding what measures are needed to improve safety in the local street.</i> • Analyse evidence and draw their own conclusions, selecting and using graphs, charts and tables as appropriate to the data. • Use latitude and longitude on atlas maps. Locational Knowledge: <ul style="list-style-type: none"> • To know the locations and environments of significant places both globally and locally- e.g. Continents, Oceans, longest rivers, deserts etc. • To confidently locate places on a world map. • Develop knowledge of the locations and environments of significant places- <i>e.g. Continents, Oceans, longest rivers, deserts etc</i> Place Knowledge: <ul style="list-style-type: none"> • To identify, describe and explain several reasons for how and why places are similar to and different from the other places in the same country and elsewhere in the world. • To know the location and scale of a range of places around the world in relation to each other. • To recognise how places fit within a wider geographical context and are interdependent. 	

- To use atlases to find out about other features of places, e.g. *mountain regions and weather patterns*.

Human and Physical Geography:

- To identify the different views that people, including themselves, hold about topical geographical issues- e.g. *building projects, deforestation*.
- To explain why places are like they are- e.g. *in terms of weather conditions, local resources and historical development*.
- To recognise how people can improve the environment or damage it, and how decisions about place and environment affect the future quality of people's life.
- To identify how and why places change, e.g. *through the closure of shops, buildings of new houses, conservation projects* and how they change in the future (*e.g. through an increase in traffic, or influx of tourists*).
- Recognise how and why people may seek to manage environments sustainability, and to identify opportunities for their own development.
- To have awareness of current global issues and the effect on the populations- e.g. *factory closures in Redcar, hurricane in Haiti, tsunami in Japan etc.*
- To recognise some physical and human processes (e.g. *river erosion, a factory closure*) and how they cause changes in places and environments.

Geographical Enquiry:

- Using: maps, counts, photographs, graphs, measurements, films and reports
- Researching secondary sources
- Engaging with people, communities, views and opinions
- Tackling issues and relevant events
- Proposing outcomes and taking actions
- Working at different scales of enquiry e.g. local, regional, global but in connected ways

Sticky Knowledge:

- Know the difference between import and export and the main exports of the UK and how natural resources and climate determine where our food comes from
- There are four main reasons for importing goods to the UK [Climate, Space, Expertise, Demand] and can name some benefits and risks of trading
- **Fair trade** allows farmers to be paid a fair price for the things they make and to have better working conditions. It also supports the agriculture industry to farm sustainably and not impact on climate change. Understand the advantages of Fairtrade for workers in less economically developed countries.
- A **global supply** chain is a network of people and activities that help move a product from start to customer.
- The **history of trade** began in the stone age and has been happening ever since. There are four main reasons why trade has developed. [Improved transport, Improved communication, Increased demand, Improved economy]
- Identify the 10 fastest growing economies are USA, China, Japan, Germany, India, UK, France, Italy, Brazil, Canada.
- Have first-hand knowledge of the features of York (Jorvik)

Vocabulary:

Globalisation; trade; goods; employment; economics; wages; labour; local; poverty; exploitation; fair trade Trade, import, export, globalisation, economy, global supply chain, raw materials, manufacturing, distribution, consumer/customer, profit, sustainable trade.

Wales, Scotland, Northern Ireland

Edinburgh, Cardiff, London, Belfast, Greenwich meridian, Northern hemisphere, Southern hemisphere,

Antarctic circle, South America, North America, Mexico, USA, Continent, Country, Region, Africa, Australia, New Zealand, Sydney, Perth (plus places specific to those being taught on the rolling programme)

Trade, Export, Import, Economy, Supply, Demand, Land use, Goods, Services, Tourism, Positive, Negative, Economic, Social, Environmental Border, Country, Coast, Erosion, Weathering, Arch, Stack, Stump, Split, Headland, Freeze-thaw, Abrasion, Sea wall, Defences, Groynes, Prevention

Resources, Energy, Renewable, Non-renewable, Sustainable, Electricity, Generation, Solar power, Hydro power, Wind power, Biomass, Carbon footprint, Conservation

Greenwich meridian, Northern hemisphere, Southern hemisphere, Arctic circle, Tropic of Cancer, Tropic of Capricorn, Antarctic circle, South America, North America, Mexico, USA

Atlas, Index, 6 Figure Grid reference, Thematic map, Topographical, Political, Longitude, Latitude, 6 figure, Grid reference, Accurate, Numbers, Letters, Longitude, Latitude

Ordnance Survey map, Digital mapping, Contour lines, Relief, Topography, Height, Shape, Flat, Steep, Physical landforms, 4 figure, Grid reference, Grid square, Numbers, Letters, Position

Content:

- Where Do We Import from and Export to?
- What Do We Import and Export?
- History of Trade
 - Stone Age— A smaller, local scale. People were ‘nomadic’ and travelled the land in search of food and shelter, hunted for food and resources. Development of agriculture lead to a surplus (excess) of food. A new social class of merchants (traders) emerged.
 - Viking Age –
 - 17th Century— Global trade began. Goods from China, India and Southeast Asia were transported across oceans. Trade became an increasingly important part of the country’s wealth and merchants (traders) became very well respected.
 - 21st Century— Global trade links different locations worldwide. Millions of exchanges of money, goods and services take place every day between different countries. Improved technology and communications.
- What Is a Global Supply Chain?
- What Is Fair Trade?
- What are the fastest growing world economies

Thinking Deeper: Use atlases or digital maps to work out how far different products have travelled to reach the UK. Many products are made overseas where workers are paid lower wages. This means UK consumers pay a lower price for goods. The children find out about the wages paid to workers in different countries for similar jobs.

Books/Resources:

- The Clockwork Sparrow (history of department stores and capitalism)
- Trash by Andy Mulligan

Links:

Subject Specific links – Maths: Data handling – looking at populations, land mass, temperatures, time zones; ICT: Use of Google Earth.

Personal development – developing opinions about trading and value that we share a common goal for fair trade.

SMSC – reflecting upon the ethics of fair trade.

Cultural Capital – being aware of what the UK imports and exports.

Careers – different roles within trading and fair trading.

British Values – developing respect for how trade has an impact upon other cultures.

Equality – all children can play their part in fair trade no matter how big or small with their actions.

Independence – Independent work

Outdoor learning - Forest School

Year 5/6 Geography: United Kingdom - UK Coasts	Year B - Summer Term
Topic: Our Coastline	
National Curriculum Link: Locational Knowledge, Geographical skills and fieldwork	
Field Study: Scarborough	
Prior Learning: KS1: Locational knowledge, Place knowledge, Human and Physical Geography, Geographical skills and fieldwork. Lower KS2: Map skills, Rivers and Water Cycle, United Kingdom, Greece, Local Field Studies, Italy, Mountains, Volcanoes and Earthquakes. Upper KS2: see long term plan	
<p>Key Essential Skills and Knowledge for this Unit:</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Suggest relevant questions and make decisions based on knowledge, understanding and facts. • Use precise geographical words, e.g. <i>erosion, deposition, urban and rural</i>, and describe processes. • Use ICT to enhance learning and present own findings. • Use atlases to find places using the index. • To use decision making skills- e.g. <i>deciding what measures are needed to improve safety in the local street</i>. • To select from appropriate visual media to record evidence- e.g. <i>photography</i>. • Analyse evidence and draw their own conclusions, selecting and using graphs, charts and tables as appropriate to the data. • To record fieldwork in an appropriate manner, e.g. <i>width, depth and velocity of a river</i>. <p>Locational Knowledge</p> <ul style="list-style-type: none"> • To know the locations and environments of significant places both globally and locally- e.g. Continents, Oceans, longest rivers, deserts etc. • To confidently locate places on a world map. • Develop knowledge of the locations and environments of significant places- e.g. <i>Continents, Oceans, longest rivers, deserts etc.</i> <p>Place Knowledge:</p> <ul style="list-style-type: none"> • To identify, describe and explain several reasons for how and why places are similar to and different from the other places in the same country and elsewhere in the world. • To know the location and scale of a range of places around the world in relation to each other. • To recognise how places fit within a wider geographical context and are interdependent. • To use atlases to find out about other features of places, e.g. <i>mountain regions and weather patterns</i>. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> • To explain why places are like they are- e.g. <i>in terms of weather conditions, local resources and historical development</i>. 	

- To recognise some physical and human processes (e.g. *river erosion, a factory closure*) and how they cause changes in places and environments
- Recognise how and why people may seek to manage environments sustainability, and to identify opportunities for their own development.
- To have awareness of current global issues and the affect on the populations- e.g. *factory closures in Redcar, hurricane in Haiti, tsunami in Japan etc.*

Geographical Enquiry:

- Using: maps, counts, photographs, graphs, measurements, films and reports
- Carrying out fieldwork
- Researching secondary sources
- Engaging with people, communities, views and opinions
- Tackling issues and relevant events
- Proposing outcomes and taking actions
- Working at different scales of enquiry e.g. local, regional, global but in connected ways

Sticky Knowledge:

- The physical features of coasts and how they are formed (erosion/deposition)
- Human features of coastal areas and their use/impact: lighthouse, coastal defences
- The Yorkshire Coast stretches for more than 90 miles. Towns on the Yorkshire coast include Whitby, Scarborough, Robin Hood's Bay, Filey and Bridlington.
- How the UK coast has changed over time (focus on Yorkshire). The East Yorkshire coastline is the fastest-eroding part of northern Europe, with a rate of between 0.5 metres and 4 metres lost each year.
- The world's population has nearly doubled twice over 100 years, resulting in an increase in resources, more fossil fuels burnt, water pollution and less land available, which impacts climate change and rising sea levels.
- The United Kingdom is divided into four countries: England, Scotland, Wales and Northern Ireland. England is divided into 48 counties. Some of these include Yorkshire, Lancashire, Northumberland, Devon and Cornwall.
- Have first-hand knowledge of local coastline features.
- Know how to use an ordnance survey map and the basic symbols.

Vocabulary:

Weather, climate, bay, headland, erosion, weathering, United Kingdom, border, population, birth rate, death rate, immigration, emigration, stack, stump, cave, arch, deposition, sand dune, beach, harbour, cliff, pier, lighthouse

Wales, Scotland, Northern Ireland

Edinburgh, Cardiff, London, Belfast, Greenwich meridian, Northern hemisphere, Southern hemisphere,

Antarctic circle, South America, North America, Mexico, USA, Continent, Country, Region, Africa, Australia, New Zealand, Sydney, Perth

(plus places specific to those being taught on the rolling programme)

Atlas, Index, 6 Figure Grid reference, Thematic map, Topographical, Political, Longitude, Latitude ,6 figure, Grid reference, Accurate, Numbers, Letters, Longitude, Latitude

Ordnance Survey map, Digital mapping, Contour lines, Relief, Topography, Height, Shape, Flat, Steep, Physical landforms, 4 figure, Grid reference, Grid square, Numbers, Letters, Position

Content:

- What is a coast? Where is our nearest coastline?
- How do coastal features form?
- How are coastlines changing?
- How does a changing coastline affect the area?
- What does the future hold?

Thinking Deeper: Find out more about how the shape of the UK has changed over time. Research changes which have taken place to the North East coastline. Think about Marsden and the rocks.

Books/Resources:

- The Island at the End of Everything by Kiran Millwood Hargrave
- Beyond the Bright Sea by Lauren Wolk

Links:

Subject Specific links – Science: rocks and soils unit and materials and their properties, global warming, greenhouse gases; Maths: data handling e.g. looking at temperatures, rainfall, populations; History: looking at changes over time; ICT: use of Google Earth

Personal development – to appreciate a common value of working together to use our Earth's resources wisely.

SMSC – awe and wonder at the natural world and how nature shapes it.

Cultural Capital – knowing how the UK is dealing with the problems that erosion causes.

Careers – fishermen, geologists, biologists, conservationist.

British Values – Knowing that our actions have a worldwide impact on global warming and climate change.

Equality – to understand we all have a right to be safe in our homes and a part to play in conserving resources.

Independence – Independent work

Outdoor learning - Forest School