Cycle A   Geography   Year 5/6

	Topic	Curriculum Links	Aims/Activity	National Curriculum Skills	Pupil Knowledge	Vocab
Autumn	**Food Glorious Food** World Food and where does it come from?	Design Technology	A study of where in the world food comes from, including: -climate zones -vegetation belts -using thematic maps -locally sourced food -produce from other countries -food miles -topical issue linked to food eg Fairtrade	▪ Describe and understand key aspects of: **physical** geography, including: climate zones and vegetation belts. human geography, including the distribution of natural resources: food. ▪ Locate the world's countries. ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Interpret and use thematic maps. ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.	▪ I know that some food is produced locally but much of our food is grown (reared) in other countries. ▪ I know that different foods require different climates and soils and I can give some examples. ▪ I can interpret and use thematic maps, showing food produce, vegetation belts and climate zones.	Climate zones Vegetation belts Thematic map Natural resources Fairtrade Environment Food miles Trade links Distribution produce

				▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news		

Spring	**Amazon Adventure** Contrasting region – Amazon basin, biomes	English Science Art	Explore vegetation belts then carry out a location study focussing on the Amazon Basin exploring the physical and human geography of this area (biomes)	▪ A region within **South** America.
				▪ Locate the world's countries, using maps to focus on North and South America.
				▪ Describe and understand key aspects of:
				   physical geography, including: biomes and vegetation belts and climate zones.
				
				   human geography, including the distribution of natural resources including energy, food, minerals and water.
				
				▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?
				
				▪ Make predictions and test simple hypotheses about people and places.
				
				▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.
				
				▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
					▪ I can locate the countries in North and South America.
					
					▪ I can describe the human and physical geography of the Amazon Basin.
					
					▪ I will be able to describe vegetation belts and biomes.
						Biome
						Amazon
						Amazon Basin
						Rainforest
						Ecosystem
						Climate
						Vegetation belt
						Climate zone
						Equator
						Habitat
						Endangered

				▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Develop views and attitudes to critically evaluate responses to local geographical issues or events in the news. ▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use wider range of labels and measuring tools on digital maps. ▪ Start to explain satellite imagery. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.		
Summer	**Earthlings** UK Cities, counties and key features – research	Science	Name and locate key features of the United Kingdom: -counties -cities -mountains -rivers (recap river features from Cycle B Year 4) -weather patterns using live data (weather report)	▪ Name and locate counties and cities of the United Kingdom. ▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns, location. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. ▪ Investigate electronic links with schools/children in other places e.g. email/video communication. ▪ Relate different maps to each other and to aerial photos.	▪ I can locate counties and cities of the United Kingdom. ▪ I can locate key mountains and rivers of the United Kingdom. ▪ I can use aerial photos or Google Earth to identify key human features of key cities.	Weather patterns County Capital city city Symbol Mountain River Precipitation Water cycle Temperature Rainfall

				▪ Use a wider range of OS symbols including 1:50K symbols.
				▪ Recognise different map projections.
				▪ Interpret and use thematic maps.
				▪ Describe and understand key aspects of:
				    physical geography, including: weather patterns
				    human geography, including: types of settlement and land use, economic activity including trade links.
				▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
				▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.
				▪ Choose the most appropriate map/globe for a specific purpose.
				▪ Know that different scale OS maps use some different symbols.
				▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.
				▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.
					▪ I can investigate and describe weather patterns across the UK and use live data.
					
					▪ I can use different types of maps and know their purpose eg atlas, OS Map, digital mapping.	