


Cycle B Geography Year 5/6

	Topic	Curriculum Links	Aims/Activity	National Curriculum Skills	Pupil Knowledge	Vocab
Autumn	Survival World's countries and key features	English	Use of maps to locate the world's countries and key features eg line of longitude etc Understand the key lines on maps eg equator etc and understand time zones A short study on a European region focussing on the key physical and human geography of the area.	<ul style="list-style-type: none"> ▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Identify the position and significance of latitude, longitude, 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). ▪ A region in a European country. ▪ Describe and understand key aspects of physical and human geography of the area. ▪ 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. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Use latitude/longitude in a globe or atlas. ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. 	<ul style="list-style-type: none"> ▪ I can locate the world's countries using appropriate maps. ▪ I can identify the position and significance of latitude, longitude, Equator, Northern & Southern Hemisphere, the tropics, Arctic and Antarctic circle and time zones. ▪ I can talk about time zones. ▪ I can describe key human and physical 	Continent Country Northern hemisphere Southern hemisphere Latitude Longitude Equator Tropics of cancer Tropics of Capricorn Prime meridian Contours Time zones

				<ul style="list-style-type: none"> Use more precise geographical language relating to the physical and human processes detailed in the PoS. Use appropriate search facilities when locating places on digital/online maps and websites. 	features of the European area studied, including: key cities, rivers, mountain ranges, economic activity, settlement, climate.	
Spring	Britten's got talent Physical geography of mountains	English Science	A study of the physical geography of mountains including: <ul style="list-style-type: none"> -locate key mountain ranges on maps (worldwide). -the different ways mountains are formed. -study of one particular mountain range 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography of mountains. Use more precise geographical language relating to the physical processes (mountains). Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Identify, describe and interpret relief features on OS 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? Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. 	<ul style="list-style-type: none"> I can describe the different ways mountains are formed. I can present information about a specific mountain range. I can locate key mountain ranges around the world. 	Mountain (dome, fault block, fold, volcanic, plateau) Plateau Summit Valley Countours Tectonic plates
Summer	Oh I do like to be beside the seaside!	History	A study of your own locality and/ or a seaside locality in the	<ul style="list-style-type: none"> A region of the United Kingdom. Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. 	<ul style="list-style-type: none"> I can use OS maps: use the symbols, follow routes, 	Symbol Scale Land use

	Human geography, land use, economic activity, OS mapwork		United Kingdom focussing on: -OS maps -human geography -fieldwork -investigating a topical issue linked to that locality.	<ul style="list-style-type: none"> ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Follow routes on maps describing what can be seen. ▪ Understand that purpose, scale, symbols and style are related. Use wider range of labels and measuring tools on digital maps. ▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Create sketch maps using symbols and a key. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. ▪ Draw measured plans. ▪ Use eight cardinal points to give directions and instructions. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. ▪ Interpret data collected and present the information in a variety of ways including charts and graphs. ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What 	<p>interpret maps, read the scale.</p> <ul style="list-style-type: none"> ▪ I can use six figure coordinates. ▪ I can draw measured plans. ▪ I can describe key aspects of the human geography of my chosen location including: land use, settlements and economic activity. ▪ I can carry out fieldwork. ▪ I can ask and answer questions linked to a topical issue in my locality study. ▪ I can describe changes over time in my chosen locality. 	Grid reference Fieldwork Aerial photo Digital map
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				<p>happened in the past to cause that? How is it likely change in the future?</p> <ul style="list-style-type: none"> ▪ 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 e.g. for/against arguments relating to the proposed wind farm. ▪ Describe and understand key aspects of: human 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. 	<ul style="list-style-type: none"> ▪ I can draw plans. ▪ I can develop my view on a local geographical issue and develop arguments for and against. 	
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