

Year 5 and 6 Geography

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| Questions to Develop Children's Spirituality in Geography: | Should we get the maximum amount of food from the land? Does it matter how we do it? Can you make a difference to something that is happening on the other side of the world? Why should it matter what happens to other people? Is it important how you live your life? Does it matter if you waste things, leave litter etc? In what ways do you see yourself as part of the global village? When God created the world he made us as humans stewards. Do you think we are fulfilling our duty as stewards of the planet? If not what else do we need to do to ensure we look after the world God created? Is everyone responsible for looking after the planet? Can you make a difference to how the planet is cared for? |
| Development of the child: | Questioning, stewardship, consideration, enquiry and reasoning. |

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| <p>Topic: A Kingdom United – counties of the UK (Lead Subject) Subject: Geography</p> | <p>Prior Knowledge/Links: There’s No Place Like Home (Y3/4) Children should already know: Human and physical geography of the local area. Know how land is used in the local area and how land use has changed over time.</p> |
| <p>National Curriculum Objectives</p> | <p>Key Knowledge and Vocabulary</p> |
| <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> | <ul style="list-style-type: none"> • To understand the difference between the United Kingdom and Great Britain. • Study key physical features of the four countries of the UK – mountain ranges, longest rivers, lakes, islands etc. • Study some different counties of the UK. Lancashire is studied in more depth in Autumn 2nd, so we usually look at other counties in Northern England. Children use locational language, research travel times from Westhead and modes of transport, popular places to visit, events held in the county, places of historical interest, important geographical features, key towns and cities, traditional food and produce and industries. • Children also study a contrasting area of the UK – this often links to the choice of literature being taught in English lessons – traditional British stories – Welsh, Cornish, Anglo-Saxon, Scottish etc. • Further English work is based on persuasive writing for tourism – producing a brochure or a video, for example. • To learn to name and locate many of the counties of the UK in particular regions, starting with the North-West of England. |

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| <p>Topic: Food, Glorious Food (Lead subject) Subject: Geography</p> | <p>Prior Knowledge/Links: Passport to Europe Children should already know: about land use in the Lake District</p> |
| <p>National Curriculum Objectives</p> <p>Locational knowledge – locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Describe and understand key aspects of physical geography – climate zones, biomes and vegetation belts.</p> <p>Describe and understand key aspects of human geography – land use, economic activity including trade links, and the distribution of natural resources including food.</p> | <p>Key Knowledge and Vocabulary</p> <ul style="list-style-type: none"> • Learn that food comes from various and diverse places. • Learn about food that is produced locally – look at different Lancashire Food Maps. Develop an understanding of the food supply chain, from producers to distributors to retail. • Opportunity for a visit to Ormskirk market and to some of the local shops to research where that food has come from. • Learn about food miles. Research how food is transported. Discuss pros and cons of eating imported food. Do we always know where our food has come from? Find out about issues surrounding this – food scandals, labelling of produce, food standards agencies, animal welfare etc. • Study the economic activity of the UK – learn to name some of the industries and economic activities in cities. Contrast with some of the economic activities in rural areas. Relate to areas and cities in the North-West of England that they are familiar with. • Name and locate key countries on a blank map of Europe and Russia. Learn some of the key capital cities of Europe. <p>Our DT project takes us in various directions with whichever cuisine we choose (we follow the children’s interests and ideas) – it is an opportunity to study how a region’s climate, agriculture & cultural influences their food choices and traditions. We can also look how that cuisine is assimilated into British cooking through immigration and other factors that influence food trends.</p> |

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| <p>Topic: Spring 1st and 2nd Subject: Geography</p> | <p>Prior Knowledge/Links: Children should already know: some map symbols and conventions.</p> |
| <p>National Curriculum Objectives</p> <p>Locate the world's countries, using maps to focus on Europe and North and South America.</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, symbols and key to build their knowledge of the UK and the wider world.</p> | <p>Key Knowledge and Vocabulary</p> <ul style="list-style-type: none"> • We can use maps at least once per half term as the focus for our shared reading exercise (every half term) or in guided reading groups. This is a great opportunity to broaden children's knowledge of geographical terms, symbols, and positional and directional language (Reading Maps resource for UKS2). • Spring 1st – continue to learn about economic activity in different regions of the UK – Wales, the South of England, The Midlands and the East of England. • Spring 1st – learn some of the key countries of Asia in preparation for studying Baghdad history in Spring 2nd. • Spring 2nd – learn some of the key countries of South America in preparation for the Amazon rainforest topic in Summer 1st. • Look for opportunities to relate knowledge of countries and cities around the world to current events (First News newspaper has a useful world news section) and to wider learning – music, art, history, literature etc. |

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| <p>Topic: Amazon Adventure (Lead Subject) Subject: Geography</p> | <p>Prior Knowledge/Links: Water, water Children should already know: They should know the key rivers of Britain and of the world and know how and why a river can change in size and shape seasonally, due to weather or over longer periods of time.</p> |
| <p>National Curriculum Objectives</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;</p> <p>and 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.</p> <p>Understand geographical similarities and differences through the study of a region of the UK and a region in South America.</p> | <p>Key Knowledge and Vocabulary</p> <ul style="list-style-type: none"> • Map the Amazon rainforest and Amazon river on a blank countries map of South America. • Develop understanding of this biome and vegetation belt. • Learn about the parts of a river and relate to the Amazon river. • Research some of the other major rivers of the world. • Develop an understanding of the causes and effects of flooding. • Using a wildlife film of the Amazon region, begin to explore the human geography of this region – what are people’s lives like here? There are options to study native tribes of different parts of the Amazon region or modern communities along the river. What are children’s lives like? What are villages/towns/cities like? What jobs do people do? • Study palm oil production and find out about this product and its many uses. There are many issues related to palm oil production – deforestation and the loss of habitat for animals. Use research and learning as the basis for a debate. • Learn about the location of other natural resources around the world such as fossil fuels, minerals and water. |

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| <p>Topic: Survival! Subject: Geography</p> | <p>Prior Knowledge/Links: Children should already know: This builds on children’s general knowledge of world geography.</p> |
| <p>National Curriculum Objectives</p> | <p>Key Knowledge and Vocabulary</p> |
| <p>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).</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Describe key features of human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> | <ul style="list-style-type: none"> • Locate and name the continents and the oceans of the world. • Locate and name key countries of the world. Learn about groupings of countries based on political/economic status – G20 countries, BRIC countries etc. • 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). Label these on a world map and develop understanding of where they are on a globe. • Look at the reach of the British Empire at its peak and identify some countries that were British colonies. In particular, look at the countries in North and West Africa that were European colonies. Understand why European countries were competing to rule African countries. Research which countries were British, German, French, Portuguese colonies etc. |

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| Topic: The Rhythms of Africa Subject: Geography | Prior Knowledge/Links: Survival (Y5/6) in previous half-term. Children should already know: Some of the countries in North and West Africa that were involved in the Transatlantic Slave Trade. |
| National Curriculum Objectives | Key Knowledge and Vocabulary |
| Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Describe key features of human geography : 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">• Study the triangle of trade in the Transatlantic Slave Trade. Develop understanding of the biomes and vegetation belts in the Americas where cotton, sugar cane, tobacco and other produce were grown in plantations.• Research towns and cities in the North-West of England that were involved in the slave trade. Learn about why were they so prosperous. Use maps to see the expansion of towns and cities over time during the slave trade (Manchester's expansion for example).• Identify and locate key states in the US and countries in Central and South America that were involved in the slave trade. |

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| Topic: Spring 1 st Subject: Geography | Prior Knowledge/Links: Rock and Roll Y3/4 Children should already know: They should know what a volcano and earthquake is and have learned some of the causes of them. They should know about some of the effects that volcanoes and earthquakes can have and have looked at some specific examples in recent history. |
| National Curriculum Objectives | Key Knowledge and Vocabulary |
| Describe and understand key aspects of physical geography , including: rivers, mountains, volcanoes and earthquakes, and the water cycle; | <ul style="list-style-type: none">• Learn about different types of plate boundary and how each can create earthquakes or volcanoes.• Understand the differing effects of earthquakes and volcanoes due to various factors. Learn about some specific examples from recent history.• Learn about scales for measuring the magnitude of earthquakes – the Richter scale (historically used) and the ‘moment magnitude scale.’ |

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| <p>Topic: Beside the Seaside (Lead Subject) Subject: Geography</p> | <p>Prior Knowledge/Links: There's No Place Like Home (Y3/4) Children should already know: Human and physical geography of the local area. Know how land is used in the local area and how land use has changed over time.</p> |
| <p>National Curriculum Objectives</p> | <p>Key Knowledge and Vocabulary</p> <ul style="list-style-type: none"> • Study the human and physical geography of a seaside town, Blackpool in Lancashire, comparing it with other places studied previously. • Consider elements such as tourism, transport, settlements, land use and change over time etc. through the use of maps, images and other sources of geographical information. • Develop Ordnance Survey and digital mapping skills. Calculate distances using scales on maps. Work out approximate times for walking those distances based on speed of walking. Compare with walking data on Google Maps directions. • Look at some of the reasons why Blackpool has been in decline, particularly since the 1970s. Opportunity to learn about a place by looking at statistics and comparing them with the national average (or other town's data) – unemployment rates, health data etc. What conclusions can we make about a place based on data? How else can we find out about a place? Discuss use of questionnaires, surveys etc. • What is the physical geography of Blackpool and the surrounding area? (<i>Coast, climate, vegetation, rivers</i>). • What is the human geography of Blackpool and the surrounding area? (<i>Settlement types, commerce, industries, farming, tourism, transport links, attractions etc</i>). • Compare and contrast Blackpool and Southport – another Victorian seaside resort. There is an opportunity for field work with this topic. A trip to Blackpool is feasible, but it is much more convenient to visit Southport. There would be opportunities to do fieldwork within the town centre and the possibility of doing some work based on the coastal aspect of the town (we have strong links with the visitor centre through a parent). |