Geography Overview – Cycle A - Year 5/6

Year 5 and 6 will complete the same baseline of work. ***Please refer to Previous Years' Geography assessment documents linked to hierarchies***

There will be additional challenges tied in to the objectives for year 6, planned by class teachers and subject leads. There will be significant differences in the expectations of the way that the different year groups record their work.

Link to geography enquiry questioning – Link to geography association guidance

Prior Knowledge - Subject content Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

♣ name and locate the world's seven continents and five oceans

♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

♣ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

♣ use basic geographical vocabulary to refer to:

♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Subject content Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

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

♣ 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

♣ 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)

Place knowledge

♣ 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

Human and physical geography

Describe and understand key aspects of:

♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

♣ 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

Geographical skills and fieldwork

♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

	Unit 1	Unit 2	Unit 3
Year 5/6	**How have humans impacted Brazil?** A deeper investigation into an aspect of human geography	**What causes natural disasters?** A spotlight investigation into extremes of physical geography	**How can we limit climate change?** A spotlight study into climate change around the world.
Hierarchie	**Hierarchies for Geography Year 3 and 4** (See geography Hierarchies for Year 1 and 2 previous learning)	**Hierarchies for Geography Year 3 and 4** (See geography Hierarchies for Year 1 and 2 previous learning)	**Hierarchies for Geography Year 3 and 4** (See geography Hierarchies for Year 1 and 2 previous learning)

Vocabulary	Location, Ordnance Survey, scale, South America, equator, contour lines, continent, climate zones, urban, rural, human, city, range, human features, grid reference, compass, city, satellite, maps, OS symbols, Trade, export, import, natural, source, products, natural resource, rain forest, canopy, deforestation, land use, indigenous, distance, precipitation, tropics, climate, weather, landscape, settlement,	Earth, layer, core (inner and outer), crust, mantle, rock, basalt, granite, continent, country, climate, weather, flood plain, sea level, precipitation, natural, landscape, tectonic plates, fault lines, earthquakes, volcano, live, dormant, ash cloud, conduit, magma, natural disaster, tornado, cumuliform cloud, rotating	climate change, species, climate, weather, location, deforestation,
Possible			
Flashback	• The names and locations of the seven continents • The location and names of the five oceans Why the poles are so cold	• Know the location of the chosen small study area • Know some of the key physical and human features of the study area • Know how to use grid reference locators • Know the 8 points of the compass	• the physical construction of the Earth from the core outwards • the action and movement of plates tectonic and the impact on the Earth's crust • how volcanoes are formed and where the major volcanoes are located • how tsunamis and tornadoes occur
Hierarchies	**Investigate places** G1: Collect and analyse statistics and other information in order to draw clear conclusions about locations. G2: Identify and describe how the physical features affect the human activity within a location. G3: Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. G4: Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. G5: Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). G7: Name and locate the countries of North and South America and identify their main physical and human characteristics. **Investigate patterns** G9: Understand some of the reasons for geographical similarities and differences between countries. G10: Describe how locations around the world are changing and explain some of the reasons for change. G11: Describe geographical diversity across the world. G12: Describe how countries and geographical regions are interconnected and interdependent. **To communicate geographically** G14: Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. G15: Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. G16: Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	**Investigate places** G1: Collect and analyse statistics and other information in order to draw clear conclusions about locations. G2: Identify and describe how the physical features affect the human activity within a location. G3: Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. G4: Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. **Investigate patterns** G9: Understand some of the reasons for geographical similarities and differences between countries. G11: Describe geographical diversity across the world. **To communicate geographically** G13: Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	**Investigate places** G1: Collect and analyse statistics and other information in order to draw clear conclusions about locations. G4: Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. **Investigate patterns** G9: Understand some of the reasons for geographical similarities and differences between countries. G10: Describe how locations around the world are changing and explain some of the reasons for change. **To communicate geographically** G13: Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. G15: Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. G16: Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
1	**WALT: Identify key geographical features of South America.** **Activities:** Locate South America on the map Using an atlas and pictures complete a mind map about the key geographical features of South America. **Children will know:** • location of South America and some of its key geographical features • the location of the small area of study. • how to use grid references and numbers to find the specific location	**WALT: know how the Earth is constructed** **Activities: look at model of the earth. Physical and using online resources. Label and describe the parts of the earth.** **Children will know:** • The layers of the Earth (crust, mantle core) • There are two types of crust – oceanic and continental • The properties of each layer of the Earth	**WALT: know the difference between climate and weather** **Activities: Complete a mind map recognise the causes of climate change. Children can add pictures.** **Children will know:** • what climate means • what climate change is • what causes climate change

2	**WALT: know the geographical human features of a city** **Activities: Look at pictures and videos of a city. Label a picture with human geographical features. Describe the location of key human features in relation to one another using compasses. Compare to location in the UK – label picture for this.** **Children will know:** • geographical human features of the city and surrounding area of the chosen study location. • the location of a range of human features in the location using 8 points of the compass	**WALT: know what tectonic plates are and how earthquakes occur** **Activities: Use crackers and icing sugar to demonstrate how tectonic plates can cause earthquakes. Write an explanation text about how earthquakes occur.** **Children will know:** • what a tectonic plate is • what a fault line is and where they are located in the world • how earthquakes occur along the tectonic plates or at fault lines • how earthquakes are measured • impact of an earthquake on the environment	**WALT: know the impact of climate change.** **Activities: Describe specific examples of how climate change is impacting the world and identify where this is happening on a map.** **Children will know:** • the impact of climate change which can already be seen • the predicted impact on selected areas around the world?
3	**WALT: examine the impact humans have** **Activities: Write a balanced argument about whether humans have positive or negative effects on a city location.** **Children will know:** • How to examine the impact of humans on both locations using photographs, clips, satellite maps and city guides. • the impact of humans on city location.	**WALT: Identify the features of a volcano and how they are formed** **Activities: Locate volcanoes on a map. Write a short explanation about how volcanoes are formed and what the features f them are.** **Children will know:** • what a volcano is • how volcanoes are formed • where volcanoes are located in the world (dormant and live)	**WALT: know how climate change affects weather.** **Activities: Write a non-chronological report about how climate change can effect weather.** **Children will know:** • know how climate change can change the weather • the impact of climate change on the weather in different zones around the world. • that climate change does not always mean the weather is getting warmer, it might mean different symptoms
4	**WALT: locate a place on an OS map** **Activities: Use OS map to locate city in Brazil and the comparison UK city. Plot human features using the key of an OS map.** **Children will know:** • How to look at a location on an OS map • locate the chosen comparison UK location. • Use an ordinance survey map to plot human features • OS symbols and what they represent	**WALT: know how and why a volcano erupts.** **Activities: Draw a diagram and label with descriptions about how and why a volcano erupts.** **Children will know:** • when and under what conditions does a volcano erupt? • what happens when a volcano erupts • impact of a volcano eruption on the environment • how is this linked to an earthquake	**WALT: know how climate change is measured.** **Activities: Complete line graph to plot annual rainfall of a particular location.** **Children will know:** • how climate change is being measured • how to represent the data and information in charts and graphs i.e. annual rainfall in certain climate zones
5	**WALT: Identify natural resources that influence trade within a region of UK and South America** **Activities: Create a non-chronological report about the use of natural resources in both locations.** **Children will know:** • natural resources available to both locations – including energy, food, minerals and water • links of UK trade with other countries linked to natural resources • links of South America trade with other countries linked to natural resources	**WALT: know what a tsunami is and how they affect people** **Activities: Look at news reports about how tsunamis have affected people. Complete an explanation text about how they occur and the effects that they have.** **Children will know:** • what a tsunami is • when and under what conditions a tsunami occurs • how tsunamis are linked to earthquakes and volcanoes under the sea • the impact of a tsunami on the environment	**WALT: know the environment impact of climate change.** **Activity: Choose animals and comment on specifically how environmental changes to their habitat can cause problems for them.** **Children will know:** • know the environmental impact of climate change on a habitat • know the environmental impact of climate change on a species i.e. polar bears
6	**WALT: Explain trade arrangements** **Activities: Write explanation text to show how each of the countries are able to trade with other countries.** **Children will know:** • trade arrangements for each location. • how both locations get access to supplies • what each location produces and exports to other countries • know geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America	**WALT: know what a tornado is and how they affect people** **Activities: Locate where tornadoes occur on a map and describe the whether conditions that are needed for them to occur. Record the weather features on a map or draw a diagram to explain.** **Children will know:** • what a tornado is • when and under what conditions a tornado occurs • where tornadoes occur on Earth • the impact of a tornado on the environment	**WALT: know ideas of how changes can be made to help combat climate change** **Activity: Write persuasive text convincing people to combat climate change.** **Children will know:** • how governments are making changes in our own lives to help climate change • how governments around the world are working to make changes in our own lives to help combat climate change
Key Knowledge	**Children will know:** • Know the location of the chosen small study area • Know some of the key physical and human features of the study area • Know how to use grid reference locators • Know the 8 points of the compass • natural resources available to both locations – including energy, food, minerals and water and how these are influential on the trade between countries	**Children will know:** • the physical construction of the Earth from the core outwards • the action and movement of plates tectonic and the impact on the Earth's crust • how volcanoes are formed and where the major volcanoes are located • how tsunamis and tornadoes occur • the impact of these extreme physical events on the Earth and subsequently on inhabitants	**Children will know:** • Know what climate change is – broad definition] • know some of the key factors that contribute to climate change • Know some of the impacts that can be seen around the world • Know some key changes that can be made to reduce impact