



**Geography Overview – Cycle B - 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	<b>What would I wear to travel across the world?</b> All about the zones What are climate zones and what are time zones?	<b>How did the mountains and rivers get here?</b> Mountains and rivers – how did they get there and what is their relationship?	<b>Where does all the water go?</b> A spotlight study into understanding the importance of water on our planet.
Hierarchies	<b>Hierarchies for Geography Year 3 and 4</b> ( <a href="#">See geography Hierarchies for Year 1 and 2 previous learning</a> )	<b>Hierarchies for Geography Year 3 and 4</b> ( <a href="#">See geography Hierarchies for Year 1 and 2 previous learning</a> )	<b>Hierarchies for Geography Year 3 and 4</b> ( <a href="#">See geography Hierarchies for Year 1 and 2 previous learning</a> )

Vocabulary	Climate zones, equator, Earth, globe, hemispheres, equator, tropic of Cancer, Tropic of Capricorn, line of latitude, lines of longitude, Greenwich meantime, time zone,	Rivers, map, co-ordinates, source, upper course, middle course, lower course, mouth, mountain, mountain range, grid references, climate, altitude, valley, summit, foot, slope, tectonic plates, weather, crust, magma, erosion, dome mountain, volcano, fold mountain, plateau mountains, weather, contours	water cycle, condensation, precipitation, evaporation, river, mountain, sea, water table, source, erosion, deposition, Natural, man made, reservoirs, dam, fresh water, salt water, sea. ox-bow lake, drought, flooding
Flashback – also look to Year 4	<ul style="list-style-type: none"> <li>The names of the countries that make up the British Isles and the UK.</li> <li>The names of the capital city of each country.</li> <li>The 4 points of the compass and an understanding of how this relates to the UK.</li> <li>The location of the UK means we have certain weather systems, and these form our climate.</li> </ul>	<ul style="list-style-type: none"> <li>the globe (Earth) is divided into time zones</li> <li>the location of the Greenwich Meridian</li> <li>how time zones work and describe it</li> </ul>	<ul style="list-style-type: none"> <li>how climate zones work horizontally out from the Equator</li> <li>that physical features change dependent on different climate zones i.e. plants and animals' adaptation</li> <li>how rivers are formed</li> <li>the names and locations of a set of important world rivers</li> </ul>
Hierarchies	<p><b>Investigate places</b> G1: Collect and analyse statistics and other information in order to draw clear conclusions about locations. 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.</p> <p><b>Investigate patterns</b> G8: Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). G9: Understand some of the reasons for geographical similarities and differences between countries. G11: Describe geographical diversity across the world.</p> <p><b>To communicate geographically</b> 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. G16: Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	<p><b>Investigate places</b> 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). G6: Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>Investigate patterns</b> 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.</p> <p><b>To communicate geographically</b> 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. G16: Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	<p><b>Investigate places</b> 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).</p> <p><b>Investigate patterns</b> G10: Describe how locations around the world are changing and explain some of the reasons for change.</p> <p><b>To communicate geographically</b> 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. 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.</p>
1	<p><b>WALT: Identify the features of the globe</b> <b>Activities:</b> Look at a globe and label on a map – Use coloured lines and a key Write definitions of each of the parts. <b>Children will know:</b> Revise the features of the globe including;</p> <ul style="list-style-type: none"> <li>equator, hemispheres, Arctic and Antarctic circles, lines of longitude and latitude</li> </ul>	<p><b>WALT: know where major rivers are around the world</b> <b>Activities:</b> Identify and label major world rivers on a map. Using an atlas to support. <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>how to use maps, atlases, globes and digital/computer mapping to locate countries and</li> <li>the location of the chosen rivers (continent, country)</li> <li>where to find them on the map</li> <li>use an atlas to find the co-ordinates</li> </ul>	<p><b>WALT: know where our water comes from</b> <b>Activities:</b> label with descriptions elements of the water cycle. <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>list the main events in the water cycle</li> <li>how evaporation, condensation and precipitation are involved in the water cycle</li> <li>a water cycle keeps going</li> <li>a water cycle is a closed cycle</li> </ul>
2	<p><b>WALT: know the world is split into time zones</b> <b>Activities:</b> Split globe into time zones using tape. Children then to record this on a map in their books. <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>the globe is split into time zones vertically and these are numbered</li> <li>the location of the Greenwich Meridian</li> <li>how the time zones fan out from 00</li> </ul>	<p><b>WALT: know how rivers form and how they work</b> <b>Activities:</b> Using an image of a river – label the different parts of the river. Track the journey of the River Witham in Lincolnshire on a map. <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>how rivers form</li> <li>that a place where a river starts is called a source</li> <li>locate the source of two rivers to compare</li> <li>track the journey that both make through the country until they eventually exit</li> <li>the river changes in size and shape as it moves through the country.</li> </ul>	<p><b>WALT: know key features of a river system</b> <b>Activities:</b> Label features of a river. <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>rivers start at a source (revision)</li> <li>how rivers erode a riverbank</li> <li>how disposition changes the shape of a river</li> </ul>

3	<p><b>WALT: Identify the different time zones</b>  <b>Activities:</b> Children to recognise different time zones around the world compared to GNMT time. E.g. if it is 9:00 in London what time is it in Rio de Janeiro?  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• What the differences in time actually look like at different points around the world – by looking at the location on the globe</li> </ul>	<p><b>WALT: know location of world’s mountains and mountain ranges</b>  <b>Activities:</b> Locate key mountain ranges and their highest peaks on a world map.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how to use maps, atlases, globes and digital/computer mapping to locate countries and mountains</li> <li>• how to find the height of a peak on a map</li> <li>• the location of major mountains and mountain ranges around the world (continent, country)</li> </ul>	<p><b>WALT: know how meanders and ox-box lakes are formed (erosion and deposition)</b>  <b>Activities:</b> Draw diagram of a river, including meanders and oxbow lakes, writing explanations about how these features are formed.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• revise how the river changes in size and shape as it moves through the country</li> <li>• what a meander is</li> <li>• what an ox-bow lake is and how they are formed</li> <li>• how to identify meanders on a map and photograph</li> </ul>
4	<p><b>WALT: Locate the different climate zones</b>  <b>Activities:</b> Identify climate zones on a map and write the main features of the weather in these regions.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• the earth is split into climate zones</li> <li>• climate zones radiate from the Equator</li> </ul>	<p><b>WALT: know how mountains were formed</b>  <b>Activities:</b> Complete an investigation with crackers and icing to show how tectonic plates move and mountains form. Use towels to show how mountain ranges form. Write an explanation and draw a diagram about how mountains are formed.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• key features of mountains</li> <li>• mountains formed a very long time ago</li> <li>• how tectonic plates move together to create fold mountains</li> <li>• how lava flow creates volcanic mountains</li> <li>• how dome mountains were formed</li> </ul>	<p><b>WALT: know how humans use rivers</b>  <b>Activities:</b> Write a non-chronological report about how use rivers for a range of different purposes.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how people sometimes change the course or flow of rivers to use them for a resource (i.e. Hoover Dam)</li> <li>• how humans divert and manipulate water for a variety of reasons</li> <li>• not only use water for drinking, but also irrigation, industrial practices and manufacture as well as producing electricity.</li> <li>• in the past water was used as a direct power source via watermills.</li> </ul>
5	<p><b>WALT: Identify plants and animals that are indicative of different climate zones</b>  <b>Activities:</b> Complete a large mind map linking animals to their environment and linking this to ways that they are suited to the environment.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• plants and animals that are indicative of different climate zones (selected)</li> <li>• how species are suited to their habitual climate zone</li> </ul> <p>(span over two sessions for in depth study)</p>	<p><b>WALT: know what the weather is like on a mountain</b>  <b>Activities:</b> Look at case studies about mountainous regions. Explore what the weather is like. Is there anything common in these regions? Using a weather website compare the weather of major cities and the mountainous areas close by.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• what the weather is usually like on a mountain</li> <li>• the differences between a weather forecast and climate</li> <li>• similarities between mountain climates</li> <li>• differences between mountain climates</li> </ul>	<p><b>WALT: Identify and explain how and why water is manipulated by humans.</b>  <b>Activities:</b> Complete a table that compares the advantages and disadvantages of manipulating water.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• what a dam is</li> <li>• the location of dams</li> <li>• the advantages and benefits of building a dam</li> <li>• the disadvantages and risks of building a dam</li> </ul> <p>(visit dam/reservoirs – Rutland water)</p>
6		<p><b>WALT: know the environmental impact of climbing Everest and tourism</b>  <b>Activities:</b> Children to complete a table that evaluates the positive and negative impacts of mountain tourism on Everest (environmental, social)  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how Everest was climbed and by whom</li> <li>• how the physical geography made it so hard to do</li> <li>• the environmental impact now of so many people climbing Everest (positive and negative)</li> <li>• ways to limit the damage tourism causes to an area</li> </ul>	<p><b>WALT: Identify and explain the devastation and destruction a lack of water can cause.</b>  <b>Activities:</b>  Write an explanation text about how lack of water can cause destruction in the world.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• the devastation and destruction leading from a lack of water</li> <li>• what that looks like for others around the world</li> </ul>
Key Knowledge	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• the globe (Earth) is divided into time zones</li> <li>• the location of the Greenwich Meridian</li> <li>• how time zones work and describe it</li> <li>• how climate zones work horizontally out from the Equator</li> <li>• that physical features change dependent on different climate zones i.e. plants and animals’ adaptation</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how rivers are formed</li> <li>• the course of one specific river from source to end</li> <li>• the names and locations of a set of important world rivers</li> <li>• how mountains were formed</li> <li>• the names and locations of world mountains and mountain ranges</li> <li>• the similarities and differences between mountain climates</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how the water cycle works</li> <li>• how rivers form (revision)</li> <li>• how humans manipulate water for different purposes</li> <li>• the impact a lack of water can have on humans and wildlife</li> </ul>