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| **Pendeen Geography SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** |
| Year Group: 5 / 6 | Half term: Autumn | SCOPE: Are we damaging our world?  | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)Describe and understand key aspects of the distribution of natural resources including energy, minerals and water􀄑􀆫Use maps, atlases and globes to locate countries and describe features studied 􀄑􀆫Use the eight points of a compass, symbols and keys 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. |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Pupils have begun to 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. | To understand the threats to the health of our planet and somepossible solutions | To understand what minerals are and question if they can be used sustainably | To understand the different types of energy available and their advantagesand disadvantages | To understand the importance of protecting the oceans | To carry out an enquiry into sustainability | To be able to explain how a particular environmental issue has been causedand suggest some possible solutions | Pupils should consolidate and extend their knowledge of the world’s major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time |
| 􀄑􀆫I know that there are threats to the health of our planet.􀄑􀆫I can explain several habitats.􀄑􀆫I understand that there are ways to help improve the health of our planet. | 􀄑􀆫I know the sources ofseveral important mineralsused in everyday life.􀄑􀆫I can explain whereminerals can be foundaround the world.􀄑􀆫I understand some of theways in which minerals canbe used sustainably. | I know that there are bothrenewable and nonrenewableenergy sourcesavailable.􀄑􀆫I can explain the carboncycle.􀄑􀆫I understand that no onetype of energy productionis the solution providingthe world’s energy. | I know how humans rely onthe oceans.􀄑􀆫I can describe some of thethreats to our oceans.􀄑􀆫I understand some of theadvantages of marineprotected areas (MPAs). | 􀄑􀆫I can pose an enquiryquestion.􀄑􀆫I can plan and carry outan enquiry intosustainability in school.􀄑􀆫I understand some ofthe ways in which I couldmake my school moresustainable. | 􀄑􀆫I can identify animportant environmentalissue.􀄑􀆫I know how thisenvironmental issue hasbeen caused.􀄑􀆫I can suggest somepossible solutions to thisissue. |
| See previous year groups vocabulary box in this document. | **Vocabulary:** 􀄑􀆫**Biomass:** biological material derived from living, or recently living organisms 􀄑􀆫**Fossil fuel:** buried organic material from decayed plants and animals that have been converted to oil, coal, and gas over hundreds of millions of years 􀄑􀆫**Geothermal energy:** heat drawn from inner layers of the Earth􀄑􀆫**Human feature:** created by humans, e.g. roads, houses and canals 􀄑􀆫**Hydro electricity:** electricity that is created by the flow of water 􀄑􀆫**Mineral:** a solid substance with no origin as a previous life form 􀄑􀆫**Non-renewable energy:** energy from a source that can be used up and no longer be available 􀄑􀆫**Physical feature:** naturally occurring feature, e.g. rivers and mountains 􀄑􀆫**Recycled:** ‘discarded’ or ‘end-of-life items’ converted into a reusable item or material 􀄑􀆫**Renewable energy:** energy source that will never be used up 􀄑􀆫**Solar energy:** sunlight into electricity 􀄑􀆫**Sustainability:** ability to maintain balance between natural ecological systems through not harming the environment or using up resources that will run out 􀄑􀆫**Tidal energy:** a form of hydropower that converts the energy of tides into useful forms of power􀄑􀆫**Wave energy:** the capture of energy from ocean surface waves for electricity generation 􀄑􀆫**Wind power:** energy extracted from wind using wind turbines to produce electrical power. |

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| **Pendeen Geography SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** |
| Year Group: 5/6 | Half term: Spring | SCOPE: Where does all of our stuff come from? | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)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.mapping to locate countries and describe features studied. |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Pupils have begun to 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. | To understand that our food and clothes can come from all over the world | To understand that each type of fruit grows in particular climatic conditionsand in a particular season, and that fruit may have to travel long distancesto reach our fruit bowl | 􀄑􀆫To understand that clothes can be produced fairly and sustainably, and tounderstand that unwanted clothing may be recycled and processed | 􀄑􀆫To investigate locally made and grown products available in our area,and to investigate locally imported products available in our area | To understand the perspectives of a range of people on a geographicalissue, and to understand that what people buy affects the lives of others. | To be able to explain the journey of a product to their home | Pupils should consolidate and extend their knowledge of the world’s major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time |
| 􀄑􀆫I know how to use anatlas to locate countries.􀄑􀆫I can name and locateseveral countries wheremy clothes and foodoriginate.􀄑􀆫I understand that it issometimes difficult toascertain where rawmaterials and ingredientsoriginate. | I know that each type offruit grows in particularclimatic conditions.􀄑􀆫I can explain where in theworld several differentfruits originate.􀄑􀆫I understand that eachtype of fruit grows in aparticular season. | 􀄑􀆫I know how cotton clothingis produced.􀄑􀆫I can explain what ‘fairtrade’ means.􀄑􀆫I understand that there arevarious outcomes for itemsof clothing that are nolonger wanted. | 􀄑􀆫I know how to pose myown enquiry questions.􀄑􀆫I can plan and use a rangeof methods to collectevidence in answer to mygeographical questions.􀄑􀆫I understand thatthere are advantagesand disadvantages toimported and locallyproduced products. | 􀄑􀆫I know that there is noright or wrong regardingthe issue of choosingimported or locallyproduced food.􀄑􀆫I can explain the views ofdifferent groups of peopleon a geographical issue.􀄑􀆫I understand that ourshopping choices havean effect on the lives ofothers. | I know the journey of howat least one product getsto my home in detail.􀄑􀆫I can explain mygeographical learning inthe form of a story.􀄑􀆫I understand that thereare many routes thatproducts can take beforearriving in my home. |
| See previous year groups vocabulary box in this document. | **Vocabulary:** 􀄑􀆫**Compass points:** North, South, East, West 􀄑􀆫**Consumer:** person who buys goods or services 􀄑􀆫**Continents:** Europe, Africa, Antarctica, Asia, Australia, North America, South America 􀄑􀆫**Country of origin:** country where items were made 􀄑􀆫**Equator:** imaginary line around the middle of the Earth where day and night are almost equal, and season and wet season 􀄑􀆫**Export:** send goods to another country for sale 􀄑􀆫**Fair trade:** trade where producers are paid a fairprice for their goods 􀄑􀆫**Import:** bring goods into a country for sale 􀄑􀆫**Industry:** group of businesses that provide a particular product or service 􀄑􀆫**Latitude:** imaginary horizontal lines used to show position on the Earth’s surface 􀄑􀆫**Longitude:** imaginary vertical lines used to show position on the Earth’s surface 􀄑􀆫**Northern hemisphere:** area between the Equator and the North Pole 􀄑􀆫**Producer:** person or business that makes or grows goods for sale 􀄑􀆫**Raw material:** basic material from which a product is made 􀄑􀆫**Recycled:** waste item converted into a reusable item or material 􀄑􀆫**Retailer:** person or business that sells goods or services􀄑􀆫**Southern hemisphere:** area between the Equator and the South Pole 􀄑􀆫**Sustainable:** not harmful to the environment or depleting natural resources: supporting long-term ecological balance 􀄑􀆫**Trade:** buying or selling goods or services 􀄑􀆫**Tropic of Cancer:** imaginary line used to show position on the Earth’s surface, above the Equator 􀄑􀆫**Tropic of Capricorn:** imaginary line used to show position on the Earth’s surface, below the Equator. |

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| **Pendeen Geography SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** |
| Year Group: 5/6 | Half term: Summer | SCOPE: How will our world look in the future? | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)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, and the distribution of natural resources including energy, food,minerals and water 􀄑􀆫Learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the United Kingdom 􀄑􀆫Use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Pupils have begun to 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. | To plan and carry out fieldwork to answer a given enquiry question | 􀄑􀆫To understand how and why housing needs to change over time | To understand the importance of local work opportunities to the community | To understand that communities need a range of accessible amenities andpublic services | 􀄑􀆫To understand how the geography of communities affects community spirit | 􀄑􀆫To plan for a sustainable future for our area | Pupils should consolidate and extend their knowledge of the world’s major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time |
| 􀄑􀆫I know why my local areais special.􀄑􀆫I can plan and carry outfieldwork, usingappropriate techniques.􀄑􀆫I understand how to takethe needs and views ofothers into account. | I know the range ofhousing available in thelocal area.􀄑􀆫I can generate ideas anddesigns that will meet theneeds of the community.􀄑􀆫I understand how to makemy designs sustainable. | I know the different typesof industry andemployment currentlyavailable in the local area.􀄑􀆫I can explain how thetypes of industry andemployment in the areahave changed over time.􀄑􀆫I know that communityneeds may change infuture, and that this willaffect local industryand employmentopportunities. | I know what amenitiesand public services areavailable locally.􀄑􀆫I can use a map to locatelocal amenities and publicservices.􀄑􀆫I understand that thelocation of amenitiesand public services incommunities is important. | I know what communityspirit is and why it isimportant.􀄑􀆫I can describe someactivities or facilities thatsupport the developmentof community spirit.􀄑􀆫I understand that thedesign of communitiescan help or hinderrelations. | I know that I can feeloptimistic about thefuture of my area.􀄑􀆫I can choose anappropriate format topresent my geographicallearning.􀄑􀆫I understand howdevelopments can besustainable. |
| See previous year groups vocabulary box in this document. | **Vocabulary: Brownfield:** site for potential development, that has had previous development on it 􀄑􀆫**Community:** group of people living in the same place 􀄑􀆫**Greenfield:** previously undeveloped site 􀄑􀆫**Industry:** a group of businesses that provide a particular product or service 􀄑􀆫**Primary sector:** harvests or extracts raw materials from nature, such as farming or mining 􀄑􀆫**Quaternary sector:** provides information services, e.g. computing 􀄑􀆫**Recycled:** end-of-life or discarded goods converted into a reusable item or material 􀄑􀆫**Secondary sector:** processes raw materials from the primary sector into manufactured goods and products, such as food processing and energy production 􀄑􀆫**Sustainable:** maintaining balance between natural ecological systems through not harming the environment or not using up resources that will run out 􀄑􀆫**Tertiary (service) sector:** sells services and skills, e.g. the health service, education, transportation, finance and business, retail, entertainment and tourism. |