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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 some  possible solutions | To understand what minerals are and question if they can be used sustainably | To understand the different types of energy available and their advantages  and 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 caused  and 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 of  several important minerals  used in everyday life.  􀄑􀆫I can explain where  minerals can be found  around the world.  􀄑􀆫I understand some of the  ways in which minerals can  be used sustainably. | I know that there are both  renewable and nonrenewable  energy sources  available.  􀄑􀆫I can explain the carbon  cycle.  􀄑􀆫I understand that no one  type of energy production  is the solution providing  the world’s energy. | I know how humans rely on  the oceans.  􀄑􀆫I can describe some of the  threats to our oceans.  􀄑􀆫I understand some of the  advantages of marine  protected areas (MPAs). | 􀄑􀆫I can pose an enquiry  question.  􀄑􀆫I can plan and carry out  an enquiry into  sustainability in school.  􀄑􀆫I understand some of  the ways in which I could  make my school more  sustainable. | 􀄑􀆫I can identify an  important environmental  issue.  􀄑􀆫I know how this  environmental issue has  been caused.  􀄑􀆫I can suggest some  possible solutions to this  issue. |
| 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 conditions  and in a particular season, and that fruit may have to travel long distances  to reach our fruit bowl | 􀄑􀆫To understand that clothes can be produced fairly and sustainably, and to  understand 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 geographical  issue, 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 an  atlas to locate countries.  􀄑􀆫I can name and locate  several countries where  my clothes and food  originate.  􀄑􀆫I understand that it is  sometimes difficult to  ascertain where raw  materials and ingredients  originate. | I know that each type of  fruit grows in particular  climatic conditions.  􀄑􀆫I can explain where in the  world several different  fruits originate.  􀄑􀆫I understand that each  type of fruit grows in a  particular season. | 􀄑􀆫I know how cotton clothing  is produced.  􀄑􀆫I can explain what ‘fair  trade’ means.  􀄑􀆫I understand that there are  various outcomes for items  of clothing that are no  longer wanted. | 􀄑􀆫I know how to pose my  own enquiry questions.  􀄑􀆫I can plan and use a range  of methods to collect  evidence in answer to my  geographical questions.  􀄑􀆫I understand that  there are advantages  and disadvantages to  imported and locally  produced products. | 􀄑􀆫I know that there is no  right or wrong regarding  the issue of choosing  imported or locally  produced food.  􀄑􀆫I can explain the views of  different groups of people  on a geographical issue.  􀄑􀆫I understand that our  shopping choices have  an effect on the lives of  others. | I know the journey of how  at least one product gets  to my home in detail.  􀄑􀆫I can explain my  geographical learning in  the form of a story.  􀄑􀆫I understand that there  are many routes that  products can take before  arriving 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 fair  price 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 and  public 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 area  is special.  􀄑􀆫I can plan and carry out  fieldwork, using  appropriate techniques.  􀄑􀆫I understand how to take  the needs and views of  others into account. | I know the range of  housing available in the  local area.  􀄑􀆫I can generate ideas and  designs that will meet the  needs of the community.  􀄑􀆫I understand how to make  my designs sustainable. | I know the different types  of industry and  employment currently  available in the local area.  􀄑􀆫I can explain how the  types of industry and  employment in the area  have changed over time.  􀄑􀆫I know that community  needs may change in  future, and that this will  affect local industry  and employment  opportunities. | I know what amenities  and public services are  available locally.  􀄑􀆫I can use a map to locate  local amenities and public  services.  􀄑􀆫I understand that the  location of amenities  and public services in  communities is important. | I know what community  spirit is and why it is  important.  􀄑􀆫I can describe some  activities or facilities that  support the development  of community spirit.  􀄑􀆫I understand that the  design of communities  can help or hinder  relations. | I know that I can feel  optimistic about the  future of my area.  􀄑􀆫I can choose an  appropriate format to  present my geographical  learning.  􀄑􀆫I understand how  developments can be  sustainable. |
| 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. | | | | | | |