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| **Pendeen Geography SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** |
| Year Group: 5/6 | Half term: Autumn | SCOPE: How is our country changing? | 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)􀄑􀆫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), how these aspects have changed over time 􀄑􀆫Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom mapping to locate countries and describe features 􀄑􀆫Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS 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. |
| 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 name and locate some key topographical features of the UK and theirown region | To understand that local people will have differing opinions about change intheir region, and to explain some ways in which development can besustainable | 􀄑􀆫To understand that regions change over time and that change iscontinual | To understand that change is happening in the local area, and that changeswill continue to happen | To explain how the local area has changed and how it might change inthe future | 􀄑􀆫To understand how the local area has changed and to consider what itmight be like in the future | 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 where the UK islocated, and that it consistsof England, Scotland,Wales and NorthernIreland.􀄑􀆫I can name and locatesome key topographicalfeatures of the UK.􀄑􀆫I understand where I livewithin the UK. | 􀄑􀆫I know the key changes that occurred in EastLondon for the 2012Olympic and Paralympic Games.􀄑􀆫I understand that people hold differing views aboutchange in their region.􀄑􀆫I can explain some ways in which development canbe sustainable. | know that World War IIchanged the WestMidlands region.􀄑􀆫I can explain how theWest Midlands changedfollowing World War II.􀄑􀆫I understand that changeis continual. | know that change ishappening in my localarea.􀄑􀆫I can describe thechanges that havehappened in my localarea.􀄑􀆫I understand that therewill be continual changein my local area. | can use a range ofsources to identifychange.􀄑􀆫I can use appropriategeographical vocabularyto describe change.􀄑􀆫I can understand how my local area might change in the future. | 􀄑􀆫I know what my local areawas like in the past.􀄑􀆫I can offer my opinions on what my local area is like now and the changes that are happening.􀄑􀆫I can share my hopes forthe future of my area. |
| See previous year groups vocabulary box in this document. | **Vocabulary:****City:** a place where people live, larger than a town 􀄑􀆫**Continent:** land mass defined by physical, human, or cultural features 􀄑􀆫**Country:** a political area defined by physical, human, or cultural features 􀄑􀆫**County:** a geographical area used for administrative purposes 􀄑􀆫**GDP:** Gross domestic product 􀄑􀆫**Great Britain:** official name for the countries of the British Isles 􀄑􀆫**Human feature:** created by humans, e.g. roads, houses, canals 􀄑􀆫**Industry:** a group of businesses that provide a product or service 􀄑􀆫**Mountain:** a landform of rocks and earth rising high a hill 􀄑􀆫**North, South, East, West:** compass points, locational vocabulary 􀄑􀆫**Physical feature:** naturally occurring, e.g. rivers, mountains, lakes 􀄑􀆫**Region:** an area of a country or continent defined by physical, human, or cultural features 􀄑􀆫**River:** natural watercourse, flowing towards the sea, ocean or a lake 􀄑􀆫**Settlement:** a place where a group of people set up home, often the first inhabitants there 􀄑􀆫**The British Isles:** the islands of Great Britain and Ireland 5,000 smaller islands off the coastline 􀄑􀆫**The United Kingdom of Great Britain and Northern Ireland:** political union of England, Wales, Scotland Man are not part of the UK (they are Crown Dependencies) 􀄑􀆫**Town:** a place where people live, larger than a village 􀄑􀆫**Village:** a place where people live, smaller than a town. |

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| **Pendeen Geography SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** |
| Year Group: 5/6 | Half term: Spring | SCOPE: Where should we go on holiday? | 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)Use maps to focus on countries, cities and regions in Europe 􀄑􀆫Be taught to understand a region of another European country 􀄑􀆫Be taught to understand some of the physical and human processes that shape a region 􀄑􀆫Extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world’s most significant human and physical features. |
| 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 be able to use physical and political maps to identify a region in Europe | 􀄑􀆫To understand how fold mountain ranges are formed, and thatmountains form over millions of years because the Earth is continuallychanging | To understand that houses are built to suit their location and purpose | 􀄑􀆫To understand the importance of the tourist industry to Alpine communities,and to understand that tourism also brings disadvantages | 􀄑􀆫To understand how glaciers and avalanches have influenced the Alpinelandscape | 􀄑􀆫To create a mobile app to inform tourists about the Alpine region **NEY'S****END** | 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 the seven continents of the world.􀄑􀆫I can use photographs toidentify features of a region.􀄑􀆫I know how to use physical and political maps to locate placesand regions. | 􀄑􀆫I know that the Alps were formed over a long period of time, millions ofyears ago.􀄑􀆫I can explain the process by which fold mountains form.􀄑􀆫I understand that fold mountains occur when two tectonic plates meet. | 􀄑􀆫I know that houses areusually built to suit the local climate.􀄑􀆫I understand howtraditional Alpine housesare designed to suittheir locality.􀄑􀆫I can explain the climatepatterns of the Alps. | 􀄑􀆫I know the main industriesin the Alps.􀄑􀆫I can explain theadvantages anddisadvantages oftourism in the Alps.􀄑􀆫I understand theimportance of sustainabledevelopment in the Alps. | 􀄑􀆫I know what avalanchesand glaciers are.􀄑􀆫I can explain howavalanches are caused.􀄑􀆫I can explain severalglacial processes andtheir effects on thelandscape. | 􀄑􀆫I can share my knowledge about a European regionthat may be useful totourists.􀄑􀆫I can select appropriategeographical information for a specific purpose.􀄑􀆫I understand that the Alpine region is unique and special. |
| See previous year groups vocabulary box in this document. | **Vocabulary: Agriculture:** farming, including growing crops and rearing animals, to provide food and other products 􀄑􀆫**Arable farming:** farming to produce crops 􀄑􀆫**Avalanche:** rush of snow down a slope 􀄑􀆫**Glacier:** slow-moving frozen river, formed on mountains or near the North or South Poles 􀄑􀆫**Human feature:** created by humans, e.g. roads, houses, canals 􀄑􀆫**Industry:** group of businesses that provide a product or service 􀄑􀆫**Lake:** large stretch of water ringed by land, usually connected to the sea by a river or stream 􀄑􀆫**Longitude, latitude, Tropic of Cancer:** imaginary lines used to show position on the Earth’s surface 􀄑􀆫**Mountain range:** a chain of mountains 􀄑􀆫**North, South, East, West:** compass points 􀄑􀆫**Physical feature:** naturally occurring, e.g. rivers, mountains, lakes 􀄑􀆫**River:** natural watercourse, flowing towards the sea, ocean or a lake 􀄑􀆫**Settlement:** place where a group of people set up home, often the first inhabitants there 􀄑􀆫**Tectonic plate:** a huge slab of solid rock that forms the outer later of the earth, and fits together with other plates to form a ‘jigsaw’ 􀄑􀆫**Tourism:** industry supplying information, transport,accommodation and other services to holidaymakers. |

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| **Pendeen Geography SCOPE, CONTENT and SEQUENCING Year B UPPER KEY STAGE 2** |
| Year Group: 5/6 | Half term: Summer | SCOPE: What is it like in the Amazon? | 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)Extend their knowledge and understanding beyond their local area to include South America 􀄑􀆫Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge 􀄑􀆫Locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities 􀄑􀆫Understand geographical similarities and differences through the study of human and physical geography of a region in South America 􀄑􀆫Describe and understand key aspects of physical andhuman geography 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 what the Amazon is and where it is located | 􀄑􀆫To understand the Amazon’s climate and how the native animals areadapted to it | 􀄑􀆫To research and write a report about the Amazonian city of Manaus | 􀄑􀆫To understand what life is like in the Amazon and how it is changing | 􀄑􀆫To understand how the Amazon is being damaged and how itcan be protected | 􀄑􀆫To make an animation showing the value of the Amazon, and how it canbe protected | 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 the eight countries that the Amazon regionspans.􀄑􀆫I understand that ‘The Amazon’ may refer to a river, a river basin or a rainforest region.􀄑􀆫I can locate the Amazon basin and Amazon River on a map of South America. | 􀄑􀆫I know that the Amazon has a wet and a dry season.􀄑􀆫I can describe how the climate in the Amazon isdifferent to the climate in the UK.􀄑􀆫I understand that animals are adapted to theirhabitat, and can give at least one example of an animal from the Amazon rainforest. | 􀄑􀆫I know the key human andphysical features ofManaus.􀄑􀆫I can describe some ofthe ways in which Manausdiffers from where I live.􀄑􀆫I understand how toresearch a distant city. | 􀄑􀆫I know that communitiescan change over time.􀄑􀆫I can explain ‘shiftingcultivation’.􀄑􀆫I understand that thereare differing communities,both urban and rural inthe Amazon basin. | 􀄑􀆫I know why the Amazon is important.􀄑􀆫I can explain some of the reasons why deforestationis occurring in theAmazon.􀄑􀆫I understand how the Amazon is beingprotected and cansuggest what else might be done to protect it. | 􀄑􀆫I can communicate mygeographical ideas in ananimation.􀄑􀆫I can explain how I canhelp to protect theAmazon rainforest.􀄑􀆫I can explain the value ofthe Amazon rainforest. |
| See previous year groups vocabulary box in this document. | **Vocabulary: Continent, country, region:** an area that is defined by certain unifying characteristics, which may be physical, human, or cultural􀄑􀆫**Human features:** created by humans, e.g. roads, houses, canals 􀄑􀆫**Location vocabulary:** e.g. longitude, latitude, Tropic of Capricorn, north, east, south, west 􀄑􀆫**Physical features:** naturally occurring e.g. rivers, mountains 􀄑􀆫**Primary source:** information from the actual time, place or event, e.g. photos, video, eye-witness accounts 􀄑􀆫**Secondary source:** a source which presents information originally presented elsewhere, e.g. a school textbook, and encyclopedia etc􀄑􀆫**Rainforest:** a tropical forest which has a high annual rainfall 􀄑􀆫**River:** a natural watercourse, flowing towards the sea, an ocean or a lake. |