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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 their  own region | To understand that local people will have differing opinions about change in  their region, and to explain some ways in which development can be  sustainable | 􀄑􀆫To understand that regions change over time and that change is  continual | To understand that change is happening in the local area, and that changes  will continue to happen | To explain how the local area has changed and how it might change in  the future | 􀄑􀆫To understand how the local area has changed and to consider what it  might 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 is  located, and that it consists  of England, Scotland,  Wales and Northern  Ireland.  􀄑􀆫I can name and locate  some key topographical  features of the UK.  􀄑􀆫I understand where I live  within the UK. | 􀄑􀆫I know the key changes that occurred in East  London for the 2012  Olympic and Paralympic Games.  􀄑􀆫I understand that people hold differing views about  change in their region.  􀄑􀆫I can explain some ways in which development can  be sustainable. | know that World War II  changed the West  Midlands region.  􀄑􀆫I can explain how the  West Midlands changed  following World War II.  􀄑􀆫I understand that change  is continual. | know that change is  happening in my local  area.  􀄑􀆫I can describe the  changes that have  happened in my local  area.  􀄑􀆫I understand that there  will be continual change  in my local area. | can use a range of  sources to identify  change.  􀄑􀆫I can use appropriate  geographical vocabulary  to describe change.  􀄑􀆫I can understand how my local area might change in the future. | 􀄑􀆫I know what my local area  was 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 for  the 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 that  mountains form over millions of years because the Earth is continually  changing | 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 Alpine  landscape | 􀄑􀆫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 to  identify features of a region.  􀄑􀆫I know how to use physical and political maps to locate places  and regions. | 􀄑􀆫I know that the Alps were formed over a long period of time, millions of  years 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 are  usually built to suit the local climate.  􀄑􀆫I understand how  traditional Alpine houses  are designed to suit  their locality.  􀄑􀆫I can explain the climate  patterns of the Alps. | 􀄑􀆫I know the main industries  in the Alps.  􀄑􀆫I can explain the  advantages and  disadvantages of  tourism in the Alps.  􀄑􀆫I understand the  importance of sustainable  development in the Alps. | 􀄑􀆫I know what avalanches  and glaciers are.  􀄑􀆫I can explain how  avalanches are caused.  􀄑􀆫I can explain several  glacial processes and  their effects on the  landscape. | 􀄑􀆫I can share my knowledge about a European region  that may be useful to  tourists.  􀄑􀆫I can select appropriate  geographical 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 and  human 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 are  adapted 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 it  can be protected | 􀄑􀆫To make an animation showing the value of the Amazon, and how it can  be 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 region  spans.  􀄑􀆫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 is  different to the climate in the UK.  􀄑􀆫I understand that animals are adapted to their  habitat, and can give at least one example of an animal from the Amazon rainforest. | 􀄑􀆫I know the key human and  physical features of  Manaus.  􀄑􀆫I can describe some of  the ways in which Manaus  differs from where I live.  􀄑􀆫I understand how to  research a distant city. | 􀄑􀆫I know that communities  can change over time.  􀄑􀆫I can explain ‘shifting  cultivation’.  􀄑􀆫I understand that there  are differing communities,  both urban and rural in  the Amazon basin. | 􀄑􀆫I know why the Amazon is important.  􀄑􀆫I can explain some of the reasons why deforestation  is occurring in the  Amazon.  􀄑􀆫I understand how the Amazon is being  protected and can  suggest what else might be done to protect it. | 􀄑􀆫I can communicate my  geographical ideas in an  animation.  􀄑􀆫I can explain how I can  help to protect the  Amazon rainforest.  􀄑􀆫I can explain the value of  the 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. | | | | | | |