




| Year: 5/6 Subject: Geography | | Topic Question/Title: What sorts of places are in the UK? | | Term - Aut1 | Curriculum - B |  |
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| Prior Knowledge Y5 - Land use and settlement in the Lancashire (Lake District). Human and physical geographical features including towns, villages, farms, (hills, mountains, lakes) and rivers. Similarities and differences with Burnley. Variety of maps, 8 points of a compass. Rivers of the UK. Y6 – Power supplies in the UK. Ports and power stations. Weather recording at school, weather patterns in the UK. Environmental problems in the local area. | | | Key Vocabulary National Parks, conservation, tourism, leisure, landscape, environment, lake, mountain, compass, OS map, forest, Region, human, physical, vegetation, settlement, land-use, economic activities | | Outcome | |
| Future Learning Y5s – Features and location of the Rainforest focusing on the Amazon. Other biomes in South America. Environmental problems in the rainforest including mining. 6 figure grid references. How has the past made Burnley the town it is today? Why is Burnley important? Focusing on coal mining, weaving industry and immigration. | | | Stimulus Show some pictures of National Parks, what are these places? Can they infer from photographs? First hand experiences (enrichment) Visit to Malham | | World of Work National park officers, tourist- related work. | |
| National Curriculum PoS | | | Key Knowledge | | Possible evidence | |
| Locational Knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. | | | Name and locate counties of the UK which have National Parks: Northumberland, North Yorkshire, Aberdeenshire, Argyll, Cumbria, Derbyshire, Gwyneth, Norfolk, Pembrokeshire, Devon, Sussex, Hampshire, Powys. Identify the human and physical characteristics of the National parks, focusing on Yorkshire Dales. Use the 8 points of the compass to build knowledge of the UK. Understand some of the similarities and differences between National Parks – Hills, mountains, lakes, waterways, coast, forest, built up areas. Use maps, atlases and digital/computer mapping to locate places and describe features studied. Use a key to build knowledge of the UK. OS maps???? | | Make a booklet to give important features of each park – location (compass points of the UK), main features (coast, mountains, lakes, hills etc.) Use photographs and maps. Do National parks have high populations? Use Atlas page (conservation) to find built up area and National Parks to compare Draw a compass rose on the playground or label the walls in the classroom with 8 points of the compass to help describe where places are. Draw out the size of Burnley on the yard (10k East to West by 6 k North to south) using a scale of 1:10 000). Draw some of the sizes of the National Parks around it, (e.g. Yorkshire Dales 60k North to south by 50k east to west) Who visits the National Parks? Survey parents to see who visits National Parks. Survey public in Malham or list features for tourists??? Analyse and draw conclusions. Decision making exercise - Where would you put...? Starters Describe the location of one of the national parks. (Its in the south west of the UK, near the coast, in the county of..) Countries, cities, counties, seas of the UK Use news reports | |
| Place Knowledge Understand geographical similarities and differences through the study of human and physical geography. | | | | | | |
| Mapping and Fieldwork Use maps, atlases and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, and a key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. | | | | | | |
| | | | Concepts | | | |
| | | | Place – what are places like? (Including feelings and opinions) Space – what is in the spaces? Scale – What size are the National Parks, compare to the size of Burnley. Cultural awareness – who visits National Parks? Who doesn't? | | | |

| Year: 5/6 Subject: Geography | | Topic Question/Title: What is so important about the rainforest? | | Term - Aut2 | Curriculum - B |  |
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| Prior Knowledge 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. Identify the positions of the Equator, Northern Hemisphere, Southern Hemisphere. Describe and understand key aspects of geography, including climate zones, types of settlement, land use and economic activity including trade links in relation to Europe. <u>In addition, Year 6s -</u> Find out places in the World that produce fossil fuels. Eg Alaskan, Texan, Middle Eastern and Brazilian oil fields, Norway. Identify and describe the main parts of North America, including countries (Canada, USA, Mexico, Caribbean), Capital cities, main biomes (TRF, grassland, desert, cold forests, arctic), mountain ranges (Rockies) and rivers (Mississippi). | | | Key Vocabulary Biomes - Polar Regions, Temperate Forests, Tropical Forests, Grasslands, Desert. Indigenous people, hunter gatherers - and by large corporations, logging, extraction of mineral resources. | | Outcome News article? Poem? | |
| Future Learning Year Fives - Identify and describe the main parts of North America, including countries (Canada, USA, Mexico, Caribbean), capital cities, main biomes (TRF, grassland, desert, cold forests, arctic), mountain ranges (Rockies) and rivers (Mississippi). Use maps and reports to identify and describe extreme weather events, including hurricanes, fires, flooding and melting ice. Describe how global warming is contributing to these events and the effects of these events. | | | Stimulus Video of rainforest The story of Rang-tan (dirty palm oil), Sadness As An Orangutan Tries To Fight The Digger Destroying Its Habitat - YouTube First hand experiences (enrichment) | | World of Work Conservationist | |
| National Curriculum PoS <u>Locational Knowledge</u> Locate the world’s countries using maps, concentrating on their environmental regions, key physical and human characteristics. Identify the position and significance of longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. <u>Human and Physical Geography</u> Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. Describe and understand the key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including minerals. Mapping and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of the compass to build their knowledge of the wider world. Use symbols and key to build their knowledge of the wider world. | Key Knowledge | | | Possible evidence | | |
| | Use a simple map to look at the places in the world that have Tropical Rainforests, name countries and continents and describe locations. (Continents - S America, Central America, Eastern and Central Africa, South East Asia. Countries - Congo, Peru, Brazil, Indonesia and Columbia). All TRF are near the Equator, in between the Tropic of Cancer and Capricorn as these are the hottest parts of the world. Using a simple map of the world’s biomes, name and identify the locations of the Polar Regions, Temperate Forests, Tropical Forests, Grasslands, Deserts and explain how these relate to the climate. Describe the TRF biome in terms of vegetation, animal life and climate – rich diversity of animal and plant species, hot and wet every day - and how these interlink. Describe ways in which the rainforest is used by indigenous people – hunter gatherers - and by large corporations – farming, logging, extraction of mineral resources. Describe how the rainforest is changing. Use the eight points of the compass to locate and describe the location of the Earth’s biomes and the countries with TRF Use Atlases, Google Earth and other digital maps to find locations and information about the world’s biomes. Use the key on different maps to help find information. | | | Use maps, photographs, videos and data to ask and answer questions. What is a biome? What is a desert/TRF/grassland/polar region/temperate forest. With emphasis on TRF. Where are these places? (Use compass directions, names of countries and continents, use of major lines of latitude) What are they like? What would they feel like? Would you like to go there? Why? Why not? Who lives there? Who works there? How are they changing? What questions could they ask? | | |
| | Concepts | | | Possible evidence | | |
| | 1. Interdependence 2. Place 3. Scale | | | 1. Understand importance of rainforests for climate regulation. Understand what products the world is dependent on. 2. What makes the rainforest? What would it be like to be there. 3. Compare the size of the world’s rainforest. Draw out the Amazon rainforest to scale on the playground and draw out the UK to compare. | | |

| Year: 5/6 Subject: Geography | | Topic Question/Title: Why do you live in Burnley? | Term - Sum 2 | Curriculum - B |
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| PoS: The local area | | | |  |
| Prior Knowledge Use a simple map to name countries and continents and describe locations. (Continents - S America, Central America, Eastern and Central Africa, South East Asia. Countries - Congo, Peru, Brazil, Indonesia and Columbia). Name and locate counties of the UK: Northumberland, North Yorkshire, Aberdeenshire, Argyll, Cumbria, Derbyshire, Gwyneth, Norfolk, Pembrokeshire, Devon, Sussex, Hampshire, Powys. Identify aspects of land use and settlement in Lancashire and the Lake District. Identify human and physical geographical features including towns, villages, farms and rivers. Similarities and differences with Burnley. Variety of maps. Rivers of the UK. Y6 - Power supplies in the UK. Ports and power stations. Weather recording at school, weather patterns in the UK. Environmental problems in the local area. | | Key Vocabulary Interdependence, population, immigration, cultures employment, settlement. Possibly – industrial revolution, mills, | Outcome Presentation | |
| Future Learning Y5 - Power supplies in the UK. Ports and power stations. Weather recording at school, weather patterns in the UK. Environmental problems in the local area. Identify and describe the main parts of North America, including countries (Canada, USA, Mexico, Caribbean), capital cities. | | Stimulus Discuss - ‘Why do you live in Burnley’ First hand experiences (enrichment) Fieldwork, questions for families. | World of Work Current employment in Burnley | |
| National Curriculum PoS <u>Locational Knowledge</u> Identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Locate the world’s countries, using maps and cities. Locate the countries, towns and cities of the UK. <u>Human and Physical Geography</u> 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. <u>Mapping and Fieldwork</u> Use six figure grid references to build their knowledge of the UK 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. | Key Knowledge | | Possible evidence | |
| | Locate the world’s countries, using maps and cities. (Depending on where parents/grandparents came from) Locate the countries, towns and cities of the UK. (Depending on where parents/grandparents came from) This may lead to work on the industrial revolution, or this may lead to work on the town’s employment patterns. See below Name and locate countries and cities of the world and the UK. Identify local rivers, hills, valleys. Identify the distribution of coal resources (in the past). Identify how this has changed over time. Identify coal mines and mills that existed in the past. Identify how this has changed over time. Identify population change, the reasons for population change and where the population came from before and after the industrial revolution. Identify the change in employment more recently. Use 6 figure grid references to identify the location of mills/coal mines. Use fieldwork to map building use where mills used to be. | | Answer the question - ‘Why did your parents/grandparents come to Burnley? Where did they come from?’ Map out where parents came from. Use maps, photographs, film, data and the local area to answer geographical questions. What can you see? How does it make you feel? Who might be living there? What is going on? Where might it be? How do you know? Why might? How will? How could we find out more? What questions would you like to ask? | |
| | Concepts | | Possible evidence | |
| | 1. Place 2. Cultural diversity 3. Interdependence – industry is dependent on factors such as topography, transport links, work force availability. Population (and immigration) is dependent on jobs, housing. | | 1. Answer question – what would Burnley have been like in the industrial revolution? What is it like now? Use photographs to answer this. 2. Where did our parents/grandparents come from? Why? 3. Why did our parents/grandparents come? Why are there mills here? Why is there industry here? Why did the population increase? | |