

Year: 5/6 Subject: Geography PoS: Trade - Energy		Topic Question/Title: Where does our school’s electricity come from?	Term - Aut 2 Curriculum - A	
Prior Knowledge Y5s - Locate the world’s countries, using maps to focus on Europe (In relation to where volcanoes and earthquakes are located. Describe and understand volcanoes and earthquakes. Recognise patterns on maps and begin to explain what they show. Y6s - Use maps 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). Using maps 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.		Key Vocabulary tanker, pipeline, cargo ship, port, export, import, trade, distribution, energy resources, six figure grid references.	Outcome Planning a wind farm	
Future Learning Are we damaging our world? Children will study the area and its issues and produce a report with their ideas and opinions. identifying land-use patterns; and understand how some of 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. Describe and understand key aspects of land use. Use maps and 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		Stimulus Interview with Mr Arnfield. First hand experiences (enrichment) Visit to wind farm	World of Work Renewable energy research, off-shore wind turbine careers, solar, engineering	
National Curriculum PoS <u>Locational Knowledge</u> Locate the worlds countries focusing on Europe and north and South America. Name and locate counties, cities and regions of the UK. <u>Human Geography</u> Describe and understand the distribution of energy resources. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <u>Mapping and Fieldwork</u> 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 to build their knowledge of the United Kingdom and the wider world.	Key Knowledge		Possible evidence	
	Describe some of the energy sources we use in the UK. Locate the sources of gas and oil that we use in the UK. Locate places in the World that produce fossil fuels. Eg Alaskan, Texan, Middle Eastern and Brazilian oil fields, Norway. Iceland (Marine Traffic App) Explain how we import some of these forms of energy. Locate Milford Haven, London and Grimsby and Gillingham, North Sea. Describe some of the sources of renewable energy we have in the UK. Use atlases and to locate places in the UK and the world. Use digital maps to locate places in the UK and the world. Use 6 figure grid references and the eight points of the compass to describe location and routes.		Use maps, photographs, videos and data (including the Marine Traffic App) to ask and answer questions. - What can you see? Think about people, work, buildings and environment. - Where are these places? How do you know? (Use compass directions, names of countries and continents, use of major lines of latitude) - Why might we import energy from... - Why might we use these fuels? - How could you find out more? - What questions could they ask? Use the app Marine Traffic to look at oil tankers. Use Marine Traffic App to look at Iceland. Why are there no oil tankers? Norway is a major supplier of the UK via pipeline. Find what renewables are used in Iceland. What renewables are used locally?	
	Concepts		Possible evidence	
	Environmental impact Sustainable development		Describe the impact of fossil fuel use on the environment. Explain how renewable sources of energy are more sustainable.	

Year: 5/6		Subject: Geography		Topic Question/Title: Are we damaging our World?		Term - Sum 1		Curriculum - A			
Prior Knowledge Y5 - Named and located geographical regions of the UK and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Described and understood key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food and water. Used maps and digital/computer mapping to locate countries and describe features studied Used the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Used fieldwork to observe, measure, record and present the human and physical features in the local area. Y6 – Described and understood key aspects of the distribution of minerals.				Key Vocabulary Locality, waste, environment, resources, recycling. Observe, measure, compare, record, present, survey. Ordnance Survey Map, six figure grid reference, digital mapping.				Outcome Letter to the council.			
Future Learning Y5 – Describe and understand key aspects of climate zones, biomes and vegetation belts, economic activity including trade links, and the distribution of minerals.				Stimulus Walk around school and the grounds. First hand experiences (enrichment) Fieldwork, visit to recycling centre				World of Work Planner, waste management			
National Curriculum PoS Use maps, atlases and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey 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.				Key Knowledge 1. Recognise geographical issues affecting people in different places and environments. Use 6 figure grid references. 2. Ask and respond to questions that are more causal. Why is that happening in that place? 3. Make predictions and test simple hypotheses about people, places and geographical issues 4. Read and compare map scales. 5. Observe, measure and record human and physical features using a range of methods e.g. sketch maps, plans, graphs and digital technologies 6. Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.				Possible evidence 1. Brainstorm what issues might affect people in different parts of the world. Identify which of these are geographical. E.g. pollution, not enough food, too much traffic. Can they find a specific example from the news? Can they make an information sheet specifying the location of the place (6 fig grid reference, county and continent) and summarise its issue? Ask the children how we could find out what issues affect people in our locality. Talk to the children about our locality. Specify our location (6 fig grid reference, county and continent) Take the children for a walk round the local area to spot issues. Did the walk help? 2. Discuss the issues seen. Ask the children to raise questions, including why questions. Decide on an issue to investigate. E.g. Why is there litter on the streets? Why is there so much traffic in the area? 3. Support the children in making a plan to investigate the question. It may be useful to think about who, what, where, when questions, e.g. where is the litter? What type of litter is it? Ask the children to predict/hypothesis. 4. Show the children how they can print off a large scale map from Digimaps. Help the children choose the correct scale. 5. Count types of litter, mark on a map where it is. Mark on a map any rubbish bins. Count numbers of vehicles on different streets, mark on a map. Record the sound levels on different streets and mark on a map. 6. Use graphs/tables/maps to analyse the information and present findings. Did your fieldwork go as you had planned? If you did it again, what would you do differently? Can the children take action to improve the issue?			
				Concepts							
				A sense of place – what is a place like? Interdependence – how issues affect people Environmental impact Sustainable development							

Year: 5/6 Subject: Geography		Topic Question/Title: Does North America have more extreme weather?		Term -	Sum 2	Curriculum - A	
Prior Knowledge Y5s - Locate the world’s countries, using maps to focus on Europe (In relation to where volcanoes and earthquakes are located. Describe and understand volcanoes and earthquakes. Recognise patterns on maps and begin to explain what they show. Y6s - Use maps 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). Using maps 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.				Key Vocabulary Biomes, hurricanes, floods, wild fires, blizzards, latitude, longitude, Tropics of Cancer and Capricorn.		Outcome Voice over for weather video.	
Future Learning Y5 and 6 – Local area study. Recognise geographical issues affecting people in different places and environments. Use 6 figure grid references. Ask and respond to questions that are more causal. Why is that happening in that place? 3. Make predictions and test simple hypotheses about people, places and geographical issues. Read and compare map scales. Observe, measure and record human and physical features using a range of methods e.g. sketch maps, plans, graphs and digital technologies Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. Y5 only – Describe and understand key aspects of climate zones, biomes and vegetation belts, economic activity including trade links, and the distribution of minerals.				Stimulus Extreme weather video First hand experiences (enrichment)		World of Work Weather scientist	
National Curriculum PoS <u>Locational Knowledge</u> Locate the world’s countries, using maps to focus on north America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn, Antarctic and Arctic Circles. <u>Place</u> Understand geographical similarities and differences through the study of human and physical geography of a region within North America <u>Human and Physical Geography</u> Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers and mountains. <u>Mapping and Fieldwork</u> Use maps and atlases to locate countries and describe features studied.		Key Knowledge			Possible evidence		
		Extreme Weather -North America 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 blizzards. Describe how global warming is contributing to these events and the effects of these events. Notice the geographical patterns. Communicate the information in a variety of ways, including maps, diagrams, graphs and writing.			Use maps, photographs, videos and data to ask and answer questions. What can you see? What does it suggest? Think about people, work, buildings and environment. Where are these places? How do you know? (Use names of countries and continents, use of major lines of latitude) What is going on? Why might this be happening? How might this be caused? How could you find out more? What questions could they ask?		
		Concepts			Possible evidence		
		Environmental awareness			What problems is extreme weather causing?		
		Place			What is this place like? What would they feel like? Would you like to go there? Why? Why not?		