

## Geography – Year 5 & 6

### Glossary:

#### Linking concepts:

- Similarities & differences - To find what is the same and what is different about two places
- Cause & consequence - To find the reason why certain things happen and how this affects people/places
- Change & continuity - To look at what has and has not changed over time
- Significance - To look at the importance of information, data, maps and geographical features
- Interpretation - To understand a range of data/information in order to make predictions and come up with own conclusions based on evidence

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## Geographical Skills

### Geographical Enquiry

- Independently suggest questions for investigating.
- Enquiry questions to be displayed and explored at the beginning and end of the unit.
- Use primary and secondary sources of evidence in their investigations.
- Investigate places with more emphasis on the larger scale; contrasting and distant places.
- Collect and record evidence independently.
- Analyse evidence and draw conclusions e.g. from field work data by comparing land use and temperature (**similarities and differences**).
- Look at patterns and explain reasons behind it (**significance and interpretation**).

### Locational and Place knowledge

- Know some of the world's countries, concentrating on environmental regions, key physical or human characteristics, countries, and major cities.
- Name and locate cities and counties of the UK.
- Know more about the geographical regions of the UK by identifying physical and human characteristics including key topographical features of naming some UK hills, mountains and rivers or types of coasts.
- Explain how aspects have changed over time (**change and continuity**).

- Understand geographical **similarities and differences** through the study of human and physical geography of a region of the UK and a region within North or South America.
- Identify the position and **significance** of latitude, longitude, equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (incl. day and night).

## Human and physical geography

- Describe the processes that give rise to key physical and human geographical features of the world (**change and continuity, cause and consequence**), how these are interdependent and how they bring about spatial variation and **change** over time.
- Understand the key aspects of physical geography e.g. climate zones, biomes, vegetation belts, volcanoes and earthquakes.
- Describe in detail the types of settlement, land use, economic activity including trade links.
- Describe the distribution of natural resources including energy, food, minerals and water in the continents and countries studied.
- Give a few reasons for the impact (**cause and consequence**) of geographical influences and effects on people place or themes studied.
- Know the location of places of global **significance**, their defining physical and human characteristics and how they relate to one another.
- Regularly use and apply maths skills.

## Using globes, maps and plans

- Independently use 1:10.000 and 1:25.000 Ordnance Survey maps.
- Use a globe and maps and some OS symbols on maps to name and locate UK counties and cities.
- Locate the world's countries, using maps to focus on North and South America.
- Realise the purpose, scale, symbols and style are related.
- **Interpret** a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS) (**place knowledge**).
- Use maps, atlases, globes and digital or computer mapping to locate countries and describe features studied.
- Locate the position and understand the significance of latitude, longitude, Equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) using a globe.
- Understand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps.

## Map Skills

- Use Ordnance Survey maps at different scales.
- Draw a detailed sketch map using symbols and a key.
- To know directions in my neighbourhood.
- Align a map with route.
- Use the eight points of a compass, symbol and key to show my knowledge of the UK and the wider world.
- Understand and use 6 figure grid references to **interpret** OS maps.

## Fieldwork

- Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies (**interpretation, place knowledge**).
- Collect, analyse and communicate with range of data gathered in experiences of fieldwork to show understanding of some geographical processes.
- Carry out a focused in-depth study, looking at issues or changes in the area.
- Imagine how and why area may change in future. (**change and continuity**).

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## Substantive Knowledge

### Year 5

#### Local Area: Saltaire

##### Why is Saltaire where it is?

- Identify and have first-hand experiences of Saltaire. Look at land use.
- Draw a map with OS symbols and a key.
- Use 4 figure grid references to identify locations.
- Describe the reasons for the location of Saltaire. comparisons (**similarities and differences**) (**change and continuity**).

##### Essential knowledge

- Titus Salt built Saltaire because: Living Conditions, Sanitation
- He built it there because: Wool from the Yorkshire Dales, River, Canal, Proximity of Bradford.

### Key Vocabulary:

- |           |                 |                |
|-----------|-----------------|----------------|
| - Canal   | - Location      | - Village      |
| - Railway | - Sewerage      | - Significance |
| - Mill    | - Over crowding |                |

## Rainforests

### Is deforestation always a bad thing?

- Locate and understand the pattern of rainforest distribution around the world.
- comparisons (**similarities and differences**) (**significance**).
- Understand the importance of a rainforest biome and the layers within it.
- Understand the reasons why deforestation is currently happening. Understand the negative impact of this and the challenges faced by local people. (**change and continuity, cause and consequence**) (**interpretation**)
- Specific area study- The Amazon.

### Essential knowledge

- Describe the pattern of distribution of rainforests around the globe (ensuring knowledge of equator, tropics)
- Locate the Amazon rainforest on a map.
- Name the different layers of the rainforest and their functions.
- Understand the reasons why deforestation is currently happening.
- Understand the negative impact of this and the challenges faced by local people.

### Key Vocabulary:

- |                |                 |                    |
|----------------|-----------------|--------------------|
| - Biomes       | - Tropical      | - Emergent Layer   |
| - Indigenous   | - Temperate     | - Canopy Layer     |
| - Humid        | - Deforestation | - Understory Layer |
| - Biodiversity | - Endangered    |                    |

## Year 6

### Polar Regions

#### Where would you prefer to live, Antarctica or the arctic?

- Locate the polar regions on a range of maps (**interpretation**) (**place knowledge**).
- Antarctica is a land mass and the Arctic is mainly sea ice comparisons (**similarities and differences**).
- The polar regions are deserts comparisons (**similarities and differences**).
- There are communities habiting the arctic but Antarctica has only visitors (**similarities and differences**).
- Potential impacts of global warming: rising sea levels due to ice melting.
- melting of permafrost (**cause and consequence**) (**change and continuity**).
- The polar regions are colder because they do not get any direct sunlight (**cause and consequence**).

#### Essential knowledge

- Compare and contrast Antarctic and Antarctica.

#### Key Vocabulary:

- |                  |               |                |
|------------------|---------------|----------------|
| - Desert         | - Permafrost  | - overcrowding |
| - Land mass      | - Inhabitants | - railway      |
| - Global warming | - Community   |                |
| - Sea level      | - Ice caps    |                |