

## Mountains

“The mountains melt beneath him and the valleys split apart, like wax before the fire, like water rushing down a slope”- Micah 1:4

Year Year 5 6		Term Autumn 2	Subject Geography
<b>National Curriculum Coverage</b>	<ul style="list-style-type: none"><li>Describe and understand key aspects of physical geography, including: mountains</li><li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>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 including energy, food, minerals.</li></ul>		
<b>Key Vocabulary</b>	<b>Geographical Terms &amp; Processes-</b> alpine avalanche landform slope summit valley	<b>Location Terms-</b> altitude height above sea level map index map reference scale bar	
<b>Key knowledge</b>		<b>Geographical Skills/Disciplinary knowledge</b>	
<b>Lesson 1: Describe what a mountain is and locate the world's 'Seven Summits' on a map.</b>		<b>Year 5</b> I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  <b>Year 6</b> I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	
<b>Lesson 2: Describe the key features of mountains and how they are formed.</b>		<b>Year 5</b> I can describe and understand key aspects of: Physical geography including volcanoes and earthquakes, looking at plate tectonics and the ring of fire. <b>Year 6</b> I can name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. I can understand how these features have changed over time.	
<b>Lesson 3: Describe the climate of the mountains and explore mountain life.</b>		<b>Year 5</b> I can describe how the climate of mountains.  <b>Year 6</b> I can explain the climate of a mountain and discuss the risks of living on a mountain.	
<b>Lesson 4: Explore and locate the UK's highest mountains</b>		<b>Year 5</b> I can locate the UK's highest mountains I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.  <b>Year 6</b> I can locate and describe a mountain that is found in the UK. I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	



**Lesson 5: Recognise the importance of the Himalayas for people living in the region.**

**Year 5:**

I can describe and understand key aspects of: Physical geography including volcanoes and earthquakes, looking at plate tectonics and the ring of fire.

I can identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.

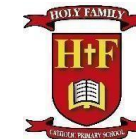
**Year 6:**

I can name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. I can understand how these features have changed over time.

I can describe and understand key aspects of: Physical geography including volcanoes and earthquakes, looking at plate tectonics and the ring of fire.

**Assessment: Share your knowledge about a world-famous mountain or mountainous range. Write a letter to a friend all about living on a mountain or in a mountain region.**

Previous knowledge	Current Year	Future learning
Year 4/5 Rivers- features of rivers Volcanoes- the features of a volcano and the implications Year 1/2 7 continents- locate continents and countries. Reception/ Year 1 Weather and Climate- understand different types of weather	I can describe what a mountain is I can locate the world's 'Seven Summits' on a map I can describe how different types of mountains are formed I can name different types of mountains I can describe the climate of mountains I can locate the UK's highest mountains I can describe a mountain environment found in the UK I can recognise the importance of the Himalayas for people living in the region	KS3 Geography



### Local Area

“For where two or three gather in my name, there I am with them.” Matthew 18:20

**Year** Year 5 6

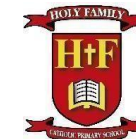
**Term** Spring 2

**Subject** Geography

<b>National Curriculum Coverage</b>	<ul style="list-style-type: none"><li>Describe and understand key aspects of human geography and economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li><li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li></ul>	
<b>Key Vocabulary</b>	<b>Geographical Terms &amp; Processes-</b> key land use Human impact local national Enquiry Impact Data Collection	<b>Location Terms-</b> grid reference 16-point compass terms (e.g. north-north-west, west-north-west, etc) OS Map Route
<b>Field Work-</b>	Enquiry research in Local area (Walking distance)	
<b>Key knowledge</b>		<b>Geographical Skills/Disciplinary knowledge</b>
<b><u>Lesson 1 : create an enquiry question</u></b>  <ul style="list-style-type: none"><li>Explore changes and issues occurring in my local area.</li><li>Determine my initial understanding of a local issue.</li><li>Identify what I want to find out about a local issue.</li></ul>		<ul style="list-style-type: none"><li>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li></ul>
<b><u>Lesson 2 : Create Data Collection Methods</u></b>  <ul style="list-style-type: none"><li>Identify what data needs collecting to answer the enquiry</li><li>Design appropriate data collection methods.</li></ul>		<ul style="list-style-type: none"><li>Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.</li></ul>
<b><u>Lesson 3 : Mapping a route</u></b>  <ul style="list-style-type: none"><li>Select the start and end of the route.</li><li>Plot the points on the route where data will be collected.</li><li>Identify any risks that may be encountered on the route.</li></ul>		<ul style="list-style-type: none"><li>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li></ul>
<b><u>Lesson 4 : Field Work – Collecting the Data</u></b>  <ul style="list-style-type: none"><li>Manage risks during fieldwork.</li></ul>		<ul style="list-style-type: none"><li>I can understand key aspects of human geography</li><li>I can analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate</li></ul>



<ul style="list-style-type: none"><li>Follow a route on an OS map.</li><li>Record data using a variety of methods.</li></ul>	geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.	
<b><u>Lesson 5: Analysing the data</u></b> <ul style="list-style-type: none"><li>Examine the data collected.</li><li>Add data to a digital map.</li><li>Come to a conclusion about what the data shows.</li></ul>	<ul style="list-style-type: none"><li>I can analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.</li></ul>	
<b><u>Lesson 6: Gathering Information for presentation</u></b> <ul style="list-style-type: none"><li>Select data to include in a presentation.</li><li>Present findings through a chosen method.</li></ul>	<ul style="list-style-type: none"><li>I can analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.</li></ul>	
<b><u>Assessment : Delivery of presentation</u></b>		
<b>Previous knowledge</b>	<b>Current Year</b>	<b>Future learning</b>
<ul style="list-style-type: none"><li>Human and physical geographical effects</li><li>Settlements 3 / 4- land uses, population and agriculture</li></ul>	<ul style="list-style-type: none"><li>Create enquiry questions based on the perceived needs or problems of the local area.</li><li>Decide which data needs to be collected in order to answer the enquiry question.</li><li>Create data collection forms/sheets.</li><li>Plan a route including data collection points using OS maps and grid references.</li><li>Conduct data collection within the local area.</li><li>Analyse data and consider the positive and negative aspects of the local area.</li><li>Present findings in a small group.</li></ul>	<ul style="list-style-type: none"><li>Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources (KS3)</li></ul>



## Oceans

Psalm 66:6 – “He turned the sea into dry land, they passed through the waters on foot—come, let us rejoice in him.

Year Year 5 6

Term Summer 2

Subject Geography

<b>National Curriculum Coverage</b>	<ul style="list-style-type: none"><li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li></ul>	
<b>Key Vocabulary</b>	<b>Geographical Terms &amp; Processes-</b> biodegradable coral bleaching coral reef disposable ecosystem habitat human footprint marine microplastics renewable energy single use plastic species	<b>Location Terms-</b> digital map Australia Countries Oceans Map Globe Position
<b>Field Work-</b>	Visit a local marine area (Rivington/Southport) and collect data on litter, animals and plant life.	

Key knowledge	Geographical Skills/Disciplinary knowledge
<b>Lesson 1 : How do we use our oceans?</b> <ul style="list-style-type: none"><li>Oceans are a key part of our water cycle.</li><li>Oceans play an important role in trade.</li></ul>	Year 5 I can describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. I can identify trade links around the world based on a few chosen items eg coffee, chocolate, bananas.  Year 6 I can name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. I can understand how these features have changed over time.
<b>Lesson 2 : What is the great barrier reef?</b> <ul style="list-style-type: none"><li>Locate the Great barrier reef</li><li>Understand the benefits of coral reefs</li><li>Understand some threats to coral reefs.</li></ul>	Year 5 I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.



	<p>I can describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Year 6 I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>
<p><b>Lesson 3 : Why are our oceans suffering?</b></p> <ul style="list-style-type: none"><li>• Interpret maps about coral reefs and oceans.</li><li>• Explain the ways human activity is changing our marine environments.</li><li>• Describe how humans will be impacted by changing ocean conditions.</li></ul>	<p>Year 5 I can investigate the facts and join in a reasoned discussion.</p> <p>Year 6 I can explain distribution of natural resources</p>
<p><b>Lesson 4 : What can we do to help our oceans?</b></p> <ul style="list-style-type: none"><li>• Explain ways to support our oceans.</li><li>• Justify methods for data collection.</li><li>• Identify potential risks during fieldwork.</li></ul>	<p>Year 5 I can generate solutions and promote ethically sound trade. I can investigate the facts and join in a reasoned discussion.</p> <p>Year 6 I can generate ideas solutions to promote ethically sound trade with reasoning. I can investigate the facts and join in a reasoned discussion to help find a solution.</p>
<p><b>Lesson 5: How littered is our marine environment? (Beach trip)</b></p> <ul style="list-style-type: none"><li>• Collect quantitative data using a variety of fieldwork methods.</li><li>• Mark on a sketch map to show where data has been collected.</li><li>• Safely assess and avoid potential risks during fieldwork.</li></ul>	<p>Year 5 I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Year 6 I can extend to 6 figure grid references with teaching of latitude and longitude in depth. I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>



<b>Lesson 6:</b> How littered is our marine environment? (Findings)  <ul style="list-style-type: none"><li>Analyse data in a pie chart.</li><li>Plot data on a digital map.</li><li>Suggest how to improve a marine environment.</li></ul>	Year 5 I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. I can investigate the facts and join in a reasoned discussion. Year 6 I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
<b>Assessment: Create information leaflet for a protest to help save the oceans.</b>		
<b>Previous knowledge</b> <ul style="list-style-type: none"><li>Earthquakes and Volcanoes (KS2 4/5) map skills, longitude &amp; latitude</li><li>Rainforests (KS2) location, hemisphere, continents</li><li>Continents and Oceans (KS1)</li></ul>	<b>Current Year</b> I can explain how oceans are a key part of our water cycle. I can locate the Great Barrier Reef and discuss the benefits and threats to these reefs. I can debate how and why oceans are suffering and what we can do to help change this. I can use maps to support me whilst undertaking fieldwork.	<b>Future learning</b> <ul style="list-style-type: none"><li>I can understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems (KS3)</li></ul>