



**Providing the rich soil that enables  
our children to develop deep roots and flourish.**

### **Immersion Curriculum: Geography Y5/6**

At Amberley, each unit contains the key elements of: Investigating places, investigating patterns and communicating geographically



#### **Intent:**

For all learners to have...

- An excellent knowledge of where places are and what they look like
- A good understanding of geographical knowledge and vocabulary
- A real sense of curiosity, with the ability to apply questioning skills, to find out about the world and the people who live there
- The ability to express opinions using their knowledge and understanding about the environment and society with passion

#### **Impact**

The children of Amberley will understand and develop the traits and skills needed to become a Geographer. They understand that Geography is a study of people and places, and they strive to notice similarities and differences between aspects of the world around them, using the knowledge and skills that they have been taught. They link their learning of geography to their understanding of the wider world and real-life experiences.

## Implementation:

Focus		Milestone for end of Upper Key Stage 2 (Year 5/6)	National Curriculum Objectives: By the end of the Key Stage 2
Country study (2020: European country)		<ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Describe geographical diversity across the world.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	<p><b>Pupils should be taught about:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>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), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <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>Duration</b>	<b>Cycle</b>		
1 week	B Term 1		
<b>Making it Real</b>		<p><b>Ongoing Milestones:</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of:</li> </ul> <p><b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p><b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </p>	<p><b>Key Vocabulary:</b></p> <p>Refer to whole school vocabulary progression document.</p>
Links to countries in the news prior to the study of this subject, or a country with links to a member of the school community.			

Focus:		Milestone for end of Upper Key Stage 2 (Year 5/6)	National Curriculum Objectives: By the end of the Key Stage 2
America		<ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location</li> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> </ul>	<p><b>Pupils should be taught about:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>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), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <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>Duration</b>	<b>Cycle</b>		
2 weeks	B Term 3		
<b>Making it Real</b>		<p><b>Ongoing Milestones:</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: <ul style="list-style-type: none"> <li><b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li><b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	<p><b>Key Vocabulary:</b></p> <p>Refer to whole school vocabulary progression document.</p>
Links to be made about aspects of America in the media and through discussions with children who have visited parts of America.			

Focus:		Milestone for end of Upper Key Stage 2 (Year 5/6)	National Curriculum Objectives: By the end of the Key Stage 2
Disaster!		<ul style="list-style-type: none"> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> </ul>	<p><b>Pupils should be taught about:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>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), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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.</li> </ul>
Duration	Cycle		
2 weeks	A Term 5		
Making it Real		<p><b>Ongoing Milestones:</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of:</li> </ul> <p><b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p><b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </p>	<p><b>Key Vocabulary:</b></p> <p>Refer to whole school vocabulary progression document.</p>
<p>Make links to Christian Aid and relief for victims of Natural Disasters. Link to current and historical events in the news that the children are aware of.</p>			