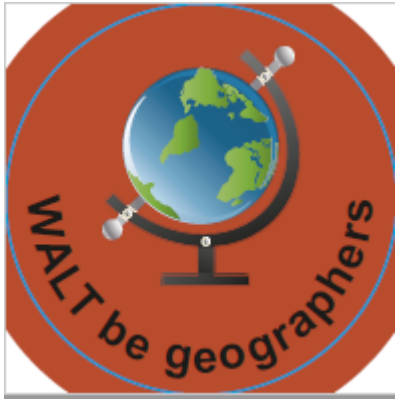
Amberley Parochial School

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:

<table>
<tr><th colspan="2">Focus</th><th>Milestone for end of Upper Key Stage 2
(Year 5/6)</th><th>National Curriculum Objectives:
By the end of the Key Stage 2</th></tr>
<tr><td colspan="2">Country study
(2019: Kenya)</td><td rowspan="2">• Collect and analyse statistics and other information in order to draw clear conclusions about locations.
• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
• 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.
• Describe geographical diversity across the world.
• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</td><td rowspan="3">Pupils should be taught about:
Locational knowledge
• 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
• 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
Place knowledge
• 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
Human and physical geography
• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
• 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
Geographical skills and fieldwork
• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</td></tr>
<tr><th>Duration</th><th>Cycle</th></tr>
<tr><td>1 week</td><td>A
Term 1</td></tr>
<tr><th colspan="2">Making it Real</th><td rowspan="2">Ongoing Milestones:
• Describe and understand key aspects of:
physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
• 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.
• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</td><td>Key Vocabulary:
Population, density, country, continent, climate, vegetation, land use, export, political and physical maps, temperature range, industry.

Appropriate vocabulary will be selected from this list based on content.</td></tr>
<tr><td colspan="2">Links to Christian values: worship flagged up a school in Kenya as underequipped, and children embarked on a journey to raise money for the school’s library.</td></tr>
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(Year 5/6)</th><th>National Curriculum Objectives:
By the end of the Key Stage 2</th></tr>
<tr><td colspan="2">Mind-blowing Maps</td><td rowspan="3">• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
• 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).
• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
• Describe geographical diversity across the world.
• 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.
• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</td><td rowspan="3">Pupils should be taught about:
Locational knowledge
• 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
• 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
• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Geographical skills and fieldwork
• 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 (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.</td></tr>
<tr><td>Duration</td><td>Cycle</td></tr>
<tr><td>2 weeks</td><td>A
Term 3</td></tr>
<tr><td colspan="2">Making it Real</td><td rowspan="2">Ongoing Milestones:
• Describe and understand key aspects of:
physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
• 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.
• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</td><td rowspan="2">Key Vocabulary:
Ariel image, OS Map, topological map, latitude, longitude, equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, time zone, compass directions (8 points moving up to 16 points), grid reference, key, land use, climate zones, contour lines.

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<tr><td colspan="2">Map work is centred around the immediate locality and extended out. OS maps are from the Stroud area.</td></tr>
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(Year 5/6)</th><th>National Curriculum Objectives:
By the end of the Key Stage 2</th></tr>
<tr><td colspan="2">Resources of the World</td><td rowspan="2">• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
• 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).
• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
• Describe geographical diversity across the world.
• 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.
Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</td><td rowspan="3">Pupils should be taught about:

Locational knowledge

• 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
• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

• 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

Human and physical geography

• 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

Geographical skills and fieldwork

• 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 (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</td></tr>
<tr><th>Duration</th><th>Cycle</th></tr>
<tr><td>2 weeks</td><td>A
Term 6</td></tr>
<tr><th colspan="2">Making it Real</th><td rowspan="2">Ongoing Milestones:

• Describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

• 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.

•Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</td></tr>
<tr><td colspan="2">Children will look at the origins of foods they consume and link this to the theme. Other resources they used will be tracked back to their source.</td><td>Key Vocabulary:
Ariel images, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night), land use, climate zones, population densities, height of land, export, import, natural resources, origin, source, renewable, non-renewable, consume, energy, food, minerals, water.

Appropriate vocabulary will be selected from this list based on content.</td></tr>
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