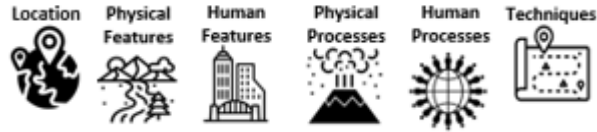


# Year 5 and 6 Curriculum Plan – Geography



	Autumn	Spring	Summer
<b>Y5</b>	<u>Alaska</u> Climate zones of the world Human and physical features of Alaska Tourism in Alaska Compare to Ipswich Environmental impact in Alaska	<u>Map Skills and Fieldwork</u> Use maps, atlases and globes to revise and locate countries Revise using the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) of the local area Use fieldwork to observe, using a range of methods, including sketch maps and plans	<u>UK Geography – National differences</u> How life varies across the UK Social factors which affect people's lives Knock on effect of these factors – jobs, homes and education. Is there poverty within the UK? Is there a pattern on where poverty may be? Are there wealthy areas within the UK? Why is this?
<b>Y6</b>	<u>Isle of Wight</u> Topography of Isle of Wight Erosion Compare human and physical features to Ipswich	<u>Map Skills and Fieldwork</u> Revise use of maps, atlases, globes and digital/computer mapping to locate countries Revise using 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 Isle of Wight Use fieldwork to observe, measure, record and present, using a range of methods, including sketch maps, plans and graphs, and digital technologies	<u>Fairtrade – How chocolate changed the world</u> Human and physical features of Mexico Compare to Isle of Wight Trade route of chocolate Fair trade

<b>Geography National Curriculum Expectations UKS2</b>	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Locational knowledge</b> <ul style="list-style-type: none"> <li>To 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> </ul>						
<ul style="list-style-type: none"> <li>To 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>						
<ul style="list-style-type: none"> <li>To 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)</li> </ul>						
<b>Place knowledge</b> <ul style="list-style-type: none"> <li>To 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>						

<b>Human and physical geography</b> <ul style="list-style-type: none"> <li>To 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> </ul>					
<ul style="list-style-type: none"> <li>To 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>					
<b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>					
<ul style="list-style-type: none"> <li>To 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</li> </ul>					
<ul style="list-style-type: none"> <li>To 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>					