

<p>Year 5 and 6</p>	<p>Go With the Flow Mountains and Rivers (cycle 2)</p> 	<p>I'm a Year 5/6 Get me out of here! Rainforests (Cycle 1)</p> 	<p>Year 6 Braeside (Cycle 1 and Cycle 2)</p> 
<p>Substantive Concepts</p>	<p>Processes that occur in the natural world. Why settlements are located where they are.</p>	<p>The importance of the rainforests for the planet; land use debate Understand that the world has 'zones' and that these zones have very different characteristics.</p>	<p>Maps representing the physical world. Physical and human. Scale Navigating</p>
<p>Key Vocabulary</p>	<p>Rivers Channel, dam, deposition, erosion, mouth, source, tributaries, valley, meander, ox bow lake, hydroelectric power, water cycle, evaporate, condense, precipitation, run off</p> <p>Mountains Altitude, contour lines, avalanche, crust, magma, core, lava, gorges, summit, peak, plateau, volcanic mountain, fold mountain, tectonic plate, fault line,</p> <p>environmental disaster, settlement, resources, electricity, supply, renewable, non-renewable, solar power, wind power, origin, import, export, trade, efficiency, conservation, carbon footprint, tourism, economic, social, environmental.</p>	<p>Rainforest, biomes, temperate, artic, desert, latitude, longitude, equator, Tropic of Cancer, Tropic of Capricorn, Artic and Antarctic circle, time zones, climate, weather</p> <p>Land use, settlement, environmental disaster, import, export, trade, conservation, carbon footprint, tourism, economic, social, environmental.</p> <p>environmental disaster, settlement, resources, electricity, supply, renewable, non-renewable, solar power, wind power, origin, import, export, trade, efficiency, conservation, carbon footprint, tourism, economic, social, environmental.</p>	<p>Map, key, river, road, rail, contours, grid reference, symbols, orienteering, navigate, representations, GPS, Triganulate, landuse, canal, settlement, carbon footprint</p>

<p>Substantive Knowledge</p>	<p>Locational Knowledge</p> <p>Use atlases to: Name and locate all continents. Name and locate some countries and cities of the world. Name and locate the main rivers and mountain ranges. Identify human (land use patterns) and physical characteristics (topographical features); showing changes over time</p> <p>Place Knowledge</p> <p>Study and compare the Himalayas (Asia), Alps (Europe), Highlands of Scotland (UK) for mountains and UK rivers compared with The Nile (Africa) and The Amazon (South America).</p> <p>Human and Physical Geography</p> <p>Identify how the physical features affect the human activity within a location.</p> <p>Know the key aspects of physical geography including : rivers, mountains, volcanoes, earthquakes and water cycle.</p>	<p>Locational Knowledge</p> <p>Identify the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic/ Antarctic circles and time zones.</p> <p>Name some countries in South America and identify their physical and human characteristics.</p> <p>Place Knowledge</p> <p>Study a region within South America (Amazon Rainforest... main focus on Brazil but other countries too)</p> <p>Other rainforests of the world also identified (eg Australia) but also temperate rainforests compared (UK).</p> <p>Human and Physical Geography</p> <p>Identify how the physical features affect the human activity within a location.</p> <p>Know the key aspects of physical geography including climate zones, biomes and rivers.</p>	<p>Locational Knowledge</p> <p>Identify Braeside's Location (Devizes, Wiltshire, South of England, UK) Edge of town into countryside. Name and locate the Canal (Kennet and Avon Canal). Know it's location in relation to Salisbury.</p> <p>Place Knowledge</p> <p>Study Roundway Down and learn about the White Horses.</p> <p>Human and Physical Geography</p> <p>Identify human (land use patterns) and physical characteristics (topographical features); showing changes over time</p> <p>Settlement alongside the canal.</p> <p>Importance of trade/ market. Location of produce/ sellers/ trade.</p>
<p>Disciplinary Skills</p>	<p>Geographical Skills and Fieldwork</p> <p>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Europe and Asia</p>	<p>Geographical Skills and Fieldwork</p> <p>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region of South America.</p> <p>Use key vocabulary to demonstrate knowledge and</p>	<p>Geographical Skills and Fieldwork</p> <p>Visiting the market/ canal/ town centre.</p> <p>Map reading: six figure grid reference, symbols and a key.</p> <p>Use the eight points of a compass</p>

	<p>Use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p>Use and interpret a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Collect and analyse statistics and other information to draw clear conclusions about locations.</p> <p>Map reading: six figure grid reference, symbols and a key.</p> <p>Use the eight points of a compass</p>	<p>understanding in this strand.</p> <p>Use and interpret a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (aerial images compared with maps and topological maps</p>	<p>Navigation using maps, compass skills and identifying patterns such as land use, population densities and height of land using contour lines.</p> <p>Orienteering using maps and GPS trackers</p>
Project Enquiry Question	How does the natural world affect our lives?		
Fieldwork Activity	<p>River Fieldwork</p> <p>Local river (visiting one or more sites along its course)</p> <ul style="list-style-type: none"> • Draw and annotate a sketch-including measuring cross sections of the river channel. • Measure the speed (use Pooh Sticks) to compare the other sites along the course. • Take pictures of any signs or “human interaction” with the river in question. 	<p>Weather Vs Climate Fieldwork</p> <p>On the school grounds</p> <ul style="list-style-type: none"> • Create and trial weather instruments (e.g.: rain gauge). • Create a small scale weather investigation (microclimates). <p>Biomes/ ecosystems Fieldwork</p> <ul style="list-style-type: none"> • Quadrat sampling: <ul style="list-style-type: none"> • Flora and Fauna count • Vegetation (type, height, %cover) • Erosion • Litter 	<p>Navigating using maps and compasses Fieldwork</p> <ul style="list-style-type: none"> • Map reading: six figure grid reference, symbols and a key. • Use the eight points of a compass • Orienteering using maps and GPS trackers

	<ul style="list-style-type: none"> • Create an emotional map at each site along the course. <p>Map reading: understanding contour lines by creating models.</p> <p>Use the eight points of a compass and a map to navigate to the river.</p>		
Authentic Outcomes		<p>Fair Trade Tea Party and sharing of work.</p> <p>Debate over landuse including a formal letter summarising all the learning.</p>	<p>Completion of a week long residential.</p> <p>Display of all their learning that week.</p>