



Geography – Medium Term Planning

Y5/6

This is a working document – specific lesson content can be adapted by teachers as each unit is taught.

Each lesson will follow the lesson structure through a powerpoint that includes:

- POP (Point of Progress) task – a question or discussion to recall knowledge from a previous unit (examples at the end of each unit);
- Recap of the last lesson;
- New knowledge;
- Key vocabulary;
- Activity;
- Plenary and self-assessment.

Lesson slides are added to a folder on the Onedrive.

Teachers will build up a working wall in the classroom to show the 'journey' through each unit. This will include key vocabulary and examples of work that can be referred back to over the course of the unit. The display will feature the Chris Quigley core concepts of 'Investigate Places', 'Investigate Patterns' and 'Communicate Geographically' and the symbols for the seven knowledge categories: Location, Physical Processes, Human Processes, Physical Features, Human Features, Diversity and Techniques

The learning objectives and success criteria will be stuck into books, at the start of a unit, with a knowledge organiser for the children to track their progress throughout the unit.

At the end of each unit, teachers will assess the children as 'basic', 'advancing' or 'deep' through a short test (verbal or written). Questions are found at the end of unit. Teachers can decide how they present this.

Before teaching Geography each year:

- Teachers will do a lesson on what makes a good geographer.
- Explain that, as geographers, we investigate places, investigate patterns and communicate geographically (Key concepts)
- Explain that Geography knowledge is divided into seven categories: Location, Physical Processes, Human Processes, Physical Features, Human Features, Diversity and Techniques.

<u>Autumn Term – Year A</u> <i>Exploring maps (local fieldwork)</i>			
<u>Endeavour</u>		<u>Community</u>	<u>Diversity</u>
Human endeavour in creating maps for us to explore the world.		We can use maps to help us explore our local area. We can explore the nature around us.	Maps open our eyes to a diverse and varied world.
Milestone 3	Investigate Places	Investigate Patterns	Communicate Geographically
	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • 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 how countries and geographical regions are interconnected and interdependent.	• 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).
Vocabulary	Sampling, systematic, analyse, effectiveness, aerial, climate, biome, economic, trade, distribution, energy, food, minerals, water supply, Ordnance Survey (OS), population, depict Longitude, latitude, map scale, key, compass rose, eastings, northings, grid reference		
Prior learning	Maps (Y1/2 and Y3/4)		

	Transportation (Y3/4 Year B, Y5/6 Year B)		
Visits and Experiences	Local walk – Viking Way towards Goulceby		
Lesson	Knowledge P140, 143, 144	Learning question	Lesson outline
1	- to locate and label a map with the compass rose, key, lines of longitude and latitude and scale. - To know the purpose of those features	<i>How do I read a map?</i> Success Criteria: - I can label a map with a compass and key lines of longitude and latitude. (Basic) - I can explain the purpose of the above. (Advancing) - I can compare different scales of map. (Deep)	
2	To know how to use four-figure grid references to locate a place	<i>How can I locate a place on a map?</i> SC: - I can locate a place on a local OS map following a four figure grid reference (B) - I can identify the four figure grid reference of a place on a local OS map (A) - I can apply my knowledge to maps of the UK and Europe. (D)	
3	To know how to use six-figure grid references to locate a place	<i>How can I locate a place on a map?</i> SC: - I can locate a place on a local OS map following a six figure grid reference (B) - I can identify the six figure grid reference of a place on a local OS map (A) - I can apply my knowledge to maps of the UK and Europe. (D)	

4	To know how to locate places on a map and apply this to a local area map	<i>What does my local area look like on a map?</i> SC: - I can read a local OS map, using grid references to find places of interest. (B) - I can recognise a range of map symbols and identify these on a local OS Map (A) - I can apply my knowledge to a range of maps (D)	
5	To use a map to plan a walk in the local area	<i>Can I read a map and create a route?</i> SC: - I can read a local OS map and can identify public footpaths and bridleways nearby (B) - I can highlight a route on a map and consider the terrain and physical features will be like. (A) - I can instructions with clear directions for the route. (D)	
End of Unit Assessment	Basic	Advancing	Deep
	Locate and label key features on a map of Europe and describe their purpose What are the horizontal and vertical lines on a map called? What is a four-figure grid reference? Find grid references on a map. Locate places on a map in the local area.	Apply knowledge of maps features to your own maps. Apply your knowledge of grid references to find the grid reference for your school and other places in the local area.	Investigate how different scales of maps of the same place give the user differing level of detail and draw conclusions Recommend a route of at least 3 miles through a rural area.

Spring Term – Year A

Different biomes (1)

<u>Endeavour</u>				<u>Community</u>				<u>Diversity</u>			
Human endeavour to create maps of the world. We will understand the human endeavour of those people working hard to protect the different biomes.				We will understand where Scamblesby fits into the rest of the world. We will learn how, as a school community, we can have a positive impact in protecting the world's different biomes.				We will learn about diversity through exploring the human and physical features as well as plants and animals, of places across our world.			
Milestone 3		Investigate Places			Investigate Patterns			Communicate Geographically			
		• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.			• 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). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.			• 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. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).			

Vocabulary	Sampling, systematic, analyse, effectiveness, aerial, climate, biome, economic, trade, distribution, energy, food, minerals, water supply, Ordnance Survey (OSO, population, depict Categorise, inhabit, terrestrial, aquatic, climate Rainforest: equatorial, sub-equatorial, precipitation, emergent, canopy, under storey, deforestation Desert: ecosystem, arid, evaporates, vegetation, nocturnal Tundra: permafrost, ecosystem, hibernate, migrate, clusters Taiga: terrestrial, situated, favourable, uninhabited, nutrients, migrate, hibernate		
Prior learning	Climate and weather (Y1/2 Year A) Water cycle and climates (Y3/4 Year A) Maps (Y3/4 Year A) Maps (Y5/6 Year A)		
Visits and Experiences	Visit to Hubbard's Hills or beach		
Lesson	Knowledge P148, 149, 151	Learning question	Lesson outline
1	- To know the location of Earth's biomes; - To know the location of Earth's climate zones; - To know what a biome is	<i>What is a biome?</i> SC: - I know what a biome is (B) - I can locate the Earth's biomes on a world map. (B) - I can explain the different climates of the Earth's biomes (A)	
2	- To know where tropical rainforests are located; - To know the physical features of a rainforest; - To explain the impact of deforestation - To describe the diversity of plants and animals found in rainforests	<i>What is life like in a rainforest?</i> SC: - I can name and locate tropical rainforests on a world map (B) - I can describe the physical and human features of a tropical rainforest (B) - I can explain the impact of deforestation (A/D)	Extended writing opportunity to build up over the term – compare and contrast
3	- To know where deserts are located; - To know the physical features of a desert;	<i>What is life like in a desert?</i> SC:	

	To describe the diversity plants and animals found in the desert	- I can name and locate deserts on a world map (B) - I can describe the physical and human features of a desert (B) - I can explain how animals and plants have adapted to survive in the desert climate (A/D) - I can compare with a different biome. (D)	
4	- To know where the tundra biome is located; - To know the physical features of the tundra biome; - To know the impact of oil spills and heat on the tundra biome; - To describe the diversity plants and animals found in the tundra.	<i>What is life like in the tundra?</i> SC: - I can name and locate the tundra on a world map (B) - I can describe the physical and human features of the tundra biome (B) - I can explain the impact of oil spills and heat on the tundra biome (A/D) - I can compare with a different biome. (D)	
5	- To know where the taiga biome is located; - To know the physical features of the taiga biome; - To know the impact of logging and mining in the taiga biome; - To describe the diversity plants and animals found in the desert	<i>What is life like in the taiga?</i> SC: - I can name and locate the taiga on a world map (B) - I can describe the physical and human features of the taiga biome (B) - I can explain the impact of logging and mining on the taiga biome (A/D) - I can compare with a different biome. (D)	
End of Unit Assessment	Basic	Advancing	Deep

	Locate and label Earth's biomes and climate zones What is a biome? Define the word climate. Describe how human processes affect biomes: deforestation, mining, logging, oil spills Describe the physical and human features of different biomes.	Compare and contrast the geographical locations of the climate zones. Organise information about the world's biomes. Point out the human processes that affect each biomes.	Investigate two areas in two biomes of your choice, selecting relevant information about their physical features. Relate your knowledge of biomes to your knowledge of human processes. Draw conclusions as to why humans behave as they do in response to the conditions within a biome.
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Summer Term – Year A

Physical and human geography of South America

Summer Term – Year A

Physical and human geography of South America

Endeavour

We will understand the hard work put in by people working to protect our world.

Endeavour

We will understand the hard work put in by people working to protect our world.

Community

We will appreciate that Scamblesby is a contrasting places and we can make comparisons.

Community

We will appreciate that Scamblesby is a contrasting places and we can make comparisons.

Diversity

We will appreciate the diverse culture across the countries of South America.

Diversity

We will appreciate the diverse culture across the countries of South America.

Milestone 3	

Investigate Places

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- 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).
- Name and locate the countries of North and South America and identify their main physical and human characteristics.

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Investigate Patterns

- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.
- Describe how countries and geographical regions are interconnected and interdependent.

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 - Describe how locations around the world are changing and explain some of the reasons for change.
 - Describe geographical diversity across the world.
 - Describe how countries and geographical regions are interconnected and interdependent.

Communicate Geographically

- 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.

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Vocabulary

Sampling, systematic, analyse, effectiveness, aerial, climate, biome, economic, trade, distribution, energy, food, minerals, water supply, Ordnance Survey (OS0, population, depict

	Landmass, sparsely, landlocked, indigenous, colony Population: median, populous, sparsely Rivers: river basin, tributary, discharging Mountains: topographic, subduction, seismic, citadel		
Prior learning	Maps (Y3/4 Year A, Year 5/6 Year B) Landscapes and erosion (Year 3/4 Year B) European locations (Year 3/4 Year A) Transportation (Year 3/4 Year B, Year 5/6 Year B) Biomes (Y5/6)		
Visits and Experiences	A day in school to celebrate the culture of South America		
Lesson	Knowledge (P172, 174, 176, 178, 180)	Learning question	Lesson outline
1 and 2	- To know the location of South America; - To know the location of the countries in South America; - To describe the diversity of South America	<i>Where is South America?</i> SC: - I can locate most countries on a map of South America. (B) - I can describe the diversity of South America (A) - I can communicate specific information about a chosen country and compare it with another (D)	Knowledge Organiser, Powerpoint, Factfile construction about chosen countries, exploring human and physical geographical criteria – landscape, religion, area, population etc
3	- To know the population of South America; - To know the five most populous countries; - To describe the population density in Rio de Janeiro	<i>How many people live in South America?</i> SC: - I can recall the population of South America and name the five most populous countries. (B) - I can explain why the population is so dense in Rio de Janeiro and why other parts of Brazil are sparsely populated. (A) - I can compare the population of South America with Europe. (D)	Powerpoint, Graphing 10 largest cities in South America, focus on Rio de Janeiro demographics

4	- To know the location of the Amazon, Orinoco and Parana Rivers; - To know the physical features of the Amazon, Orinoco and Parana Rivers.	<i>What are the main rivers in South America?</i> SC: - I can locate the four major rivers of South America on a map. (B) - I can describe the physical features of the major rivers (A) - I can compare the location and physical features of a South American river with a European one. (D)	
5	- To know the location of Andes mountains; - To know the physical features of the Andes mountains; - To know how to use a topographic map and explain why it is useful.	<i>Where is the highest mountain peak in South America?</i> SC: - I can locate the Andes Mountains on a map of South America (B) - I can describe the physical features and interpret a topographic map of the Andes Mountains, (A) - I can relate my knowledge of population to the mountainous areas of South America (D)	
End of Unit Assessment	Basic	Advancing	Deep
	Describe the location of South America. Locate and mark the South America's land locked countries. Describe some of the geographical diversity in South America – climate zones, biomes Locate and mark the five most populous cities. Define the term 'sparsely populated' and give examples.	Compare and contrast the locations of Brazil and Finland. Interpret population data for Bogota and Lima. Summarise information about population diversity in Chile. Compare and contrast the locations into which the Amazon and Volga rivers discharge.	Propose a variety of types of maps, at different scales, to show the location of the ancient citadel Machu Picchu. True or false? Countries in South America are less populated than those in North America. Investigate the physical features of some of the significant aspects of the Orinoco River basin.

	Describe the geographical locations of South America's three main river basins. Which countries does the Andes mountain range pass through? Which South American cities can be found on a mountain plateau?	Give a broad overview of the geographical distribution of mountain ranges in South America.	Relate your knowledge of mountainous areas to your knowledge of the population of South America. Draw some conclusions.
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Autumn Term – Year B

How are goods and people transported around the world? (M2)

Autumn Term – Year B

How are goods and people transported around the world? (M2)

Endeavour

We will understand the endeavour shown by those that work in importing and exporting goods.
We will appreciate the hard work of people who work in the tourism industry.

Endeavour

We will understand the endeavour shown by those that work in importing and exporting goods.
We will appreciate the hard work of people who work in the tourism industry.

Community

We will understand how Scamblesby fits into the national and international transport network. We will consider why Lincolnshire is a tourist destination.

Community

We will understand how Scamblesby fits into the national and international transport network. We will consider why Lincolnshire is a tourist destination.

Diversity

We will appreciate our diverse and changing world.

Diversity

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Milestone 3

Investigate Places

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- 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.

- ### **Investigate Places**
- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
 - Identify and describe how the physical features affect the human activity within a location.
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Investigate Patterns

- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.
- Describe how countries and geographical regions are interconnected and interdependent.

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- Understand some of the reasons for geographical similarities and differences between countries.
 - Describe how locations around the world are changing and explain some of the reasons for change.
 - Describe geographical diversity across the world.
 - Describe how countries and geographical regions are interconnected and interdependent.

Communicate Geographically
• Describe and understand key aspects of: • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

- | Communicate Geographically |
|---|
| <ul style="list-style-type: none">• Describe and understand key aspects of:<ul style="list-style-type: none">• human geography, including:
settlements, land use, economic activity
including trade links, and the distribution of
natural resources including energy, food,
minerals, and water supplies. |

Vocabulary

Sampling, systematic, analyse, effectiveness, aerial, climate, biome, economic, trade, distribution, energy, food, minerals, water supply, Ordnance Survey (OS), population, depict
International, destination, cargo, natural, resources, imported, exported, tourism, cultural, historical, intangibility

Sampling, systematic, analyse, effectiveness, aerial, climate, biome, economic, trade, distribution, energy, food, minerals, water supply, Ordnance Survey (OS), population, depict
International, destination, cargo, natural, resources, imported, exported, tourism, cultural, historical, intangibility

Prior learning

Transportation (Year B Year 3/4)

	Europe (Year 3/4 Year A) South America (Year 5/6 Year A) Maps (Year 3/4 Year A, Year 5/6 Year A)		
Visits and Experiences			
Lesson	Knowledge P116, 120, 122 (Milestone 2)	Learning question	Lesson outline
1	- To know what international transportation is and explain the main reasons for this; - To locate the Suez and Panama Canal; - To know the advantages and disadvantages of different means of transport	<i>How are people and goods transported around the world?</i> SC: - I can describe different modes of international transportation (B) - I can explain why people and goods are transported internationally (A) - I can explain the advantages and disadvantages of different modes of transport. (A) - I can share my knowledge of sea freight including the importance of the Suez and Panama Canals. (D)	
2	- To know some common natural resources; - To know the uses of natural resources; - To know the definition of 'import and export'; - To know where the world's oil, nickel and copper are produced	<i>Where are the world's natural resources produced?</i> SC: - I can name some common natural resources and know their uses (B) - I can locate where the world's oil, nickel and copper are produced (B) - I can define the terms import and export (A) - I can explain the process of mining copper or nickel (D)	
3 and 4	- To know why tourism is important; - To know the features of tourism;	<i>Why do people go on holiday to North or South America?</i> SC:	Lesson 3 Writing opportunity
			Lesson 4

	To know human and physical features of top tourist destinations in North or South America	- I can describe and name features of the term 'tourism'. (B) - I can locate key tourist destinations in the world. - I can explain why people are attracted to different tourist destinations (A) - I can share knowledge of an iconic tourist destination of North or South America. (D)	
End of Unit Assessment	Basic	Advancing	Deep
	What are the main reasons for international transportation? What is a port? Locate and label where oil is produced. Define the term 'natural resources' List and describe some features of tourism. Locate key tourist destinations in the world	Explain why the Suez and Panama canals are useful for sea freight. Explain the advantages and disadvantages of different modes of transport Explain the terms import and export. Graph information about tourism in a European country Explain why people travel to different places in the world. What are the different types of tourism?	Compile information about international sea freight from the UK. Investigate the process of mining copper and nickel. Investigate the diversity of fresh water supplies around the world. Select and compile information about some of the most iconic destinations in America.

Spring Term – Year B

Different biomes (2)

<u>Endeavour</u>	<u>Community</u>	<u>Diversity</u>
Human endeavour to create maps of the world. We will understand the human endeavour of those people working hard to protect the different biomes.	We will understand where Scamblesby fits into the rest of the world. We will learn how, as a school community, we can have a positive impact in protecting the world's different biomes.	We will learn about diversity through exploring the human and physical features as well as plants and animals, of places across our world.

Milestone 3	Investigate Places	Investigate Patterns	Communicate Geographically
	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	• Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.	• 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. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Vocabulary	Sampling, systematic, analyse, effectiveness, aerial, climate, biome, economic, trade, distribution, energy, food, minerals, water supply, Ordnance Survey (OS), population, depict Grassland: expanses, precipitation, fertile Savannah: sporadic, roaming, grazing, desertification, abundant, carnivorous, predators Marine: saline, vertical, detected, significant, photosynthesis Freshwater: ecosystem, aquifer, habitats, migration
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	Ice: latitude, majority, permafrost, microscopic		
Prior learning	Climate and weather (Y1/2 Year A) Water cycle and climates (Y3/4 Year A) Maps (Y3/4 Year A) Maps (Y5/6 Year A) Biomes (Year 5/6 Year A)		
Visits and Experiences			
Lesson	Knowledge P154-158	Learning question	Lesson outline
1	- To know where grassland biomes are located; - To know the physical features of a grassland biome; - To describe the diversity of plants and animals found in a grassland biome.	<i>What is life like in a grassland biome?</i> SC: - I can name and locate grassland biomes on a world map (B) - I can describe the physical and human features of a grassland biome (B) - I can explain how animals and plants have adapted to survive in a grassland climate (A/D)	Extended writing opportunity to build up over the term – compare and contrast
2	- To know where savannah biomes are located; - To know the physical features of a savannah biome; - To know the impact of desertification; - To describe the diversity of plants and animals found in a savannah biome.	<i>What is life like in a savannah biome?</i> SC: - I can name and locate savannah biomes on a world map (B) - I can describe the physical and human features of a savannah (B) - I can explain how animals and plants have adapted to survive in the savannah climate (A/D) - I can explain the impact of desertification (A/D) - I can compare with a different biome. (D)	
3	To know where marine biomes are located;	<i>What is life like in a marine biome?</i>	

	- To know the physical features of a marine biome; - To describe the diversity of plants and animals found in a marine biome.	SC: - I can name and locate marine biomes on a world map (B) - I can describe the physical and human features of a marine biome (B) - I can explain how animals and plants have adapted to survive in the marine climate (A/D) - I can explain the impact of drift net fishing (A/D) - I can compare with a different biome. (D)	
4	- To know where freshwater biomes are located; - To know the physical features of a freshwater biome; - To know the impact of pollution on freshwater biomes; - To describe the diversity of plants and animals found in a grassland biome.	<i>What is life like in a freshwater biome?</i> SC: - I can name and locate freshwater biomes on a world map (B) - I can describe the physical and human features of a freshwater biome (B) - I can explain how animals and plants have adapted to survive in the freshwater climate (A/D) - I can explain the impact of plastic pollution (A/D) - I can compare with a different biome. (D)	
5	- To know where ice biomes are located; - To know the physical features of an ice biome; - To know the impact of climate change of the ice biomes; - To describe the diversity of plants and animals found in an ice biome.	<i>What is life like in an ice biome?</i> SC: - I can name and locate ice biomes on a world map (B) - I can describe the physical and human features of an ice biome (B)	

		• I can explain how animals and plants have adapted to survive in the ice climate (A/D) • I can explain the impact of climate change on ice biomes(A/D) • I can compare with a different biome. (D)	
Edn of Unit Assessment	Basic	Advancing	Deep
	Locate and label Earth's biomes and climate zones What is a biome? Define the word climate. Describe how human processes affect biomes. Describe the physical and human features of different biomes.	Compare and contrast the geographical locations of the climate zones. Organise information about the world's biomes. Point out the human processes that affect each biomes.	Investigate two areas in two biomes of your choice, selecting relevant information about their physical features. Relate your knowledge of biomes to your knowledge of human processes. Draw conclusions as to why humans behave as they do in response to the conditions within a biome.

Summer Term – Year B

Physical and human geography of North America

<u>Endeavour</u>				<u>Community</u>				<u>Diversity</u>			
We will understand the hard work put in by people working to protect our world.				We will appreciate that Scamblesby is a contrasting places and we can make comparisons.				We will appreciate the diverse culture across the countries of South America.			
Milestone 3		Investigate Places			Investigate Patterns			Communicate Geographically			
		• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • 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).			• Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.			• 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. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).			

	Name and locate the countries of North and South America and identify their main physical and human characteristics.		
Vocabulary	Sampling, systematic, analyse, effectiveness, aerial, climate, biome, economic, trade, distribution, energy, food, minerals, water supply, Ordnance Survey (OS), population, depict Latitude, lowlands, agricultural, predominant Population: colonised, indigenous, populous, sparsely, metropolitan Rivers: irrigation, rises, numerous, confluence, pesticides Mountains: topographic, subduction, seismic		
Prior learning	Maps (Y3/4 Year A, Year 5/6 Year B) Landscapes and erosion (Year 3/4 Year B) European locations (Year 3/4 Year A) Transportation (Year 3/4 Year B, Year 5/6 Year B) Biomes (Y5/6) South America (Year 5/6 Year A)		
Visits and Experiences			
Lesson	Knowledge P161, 162, 164, 166, 168, 170	Learning question	Lesson outline
1 and 2	- To know the location of North America; - To know the location of the countries in North America; - To know some states of America - To describe the diversity of North America	<i>Where is North America?</i> SC: - I can locate most countries on a map of North America. (B) - I can describe the diversity of North America (A) - I can communicate specific information about a chosen state or country and compare it with another (D)	
3	- To know the population of North America; - To know the five most populous countries;	<i>How many people live in North America?</i> SC:	

	To describe the population density in Mexico City	- I can recall the population of North America and name the five most populous countries or states (B) - I can explain why the population is so dense in Mexico City and why other parts of America are sparsely populated. (A) - I can compare the population of North America with Europe. (D)	
4	- To know the location of the significant rivers in North America; - To know the physical features of the significant rivers of North America.	<i>What is the longest river in North America?</i> SC: - I can locate the twelve major rivers of North America on a map. (B) - I can describe the physical features of some of the major rivers (A) - I can compare the location and physical features of a North American river with a European or South American one. (D)	
5	- To know the location of major mountain ranges in North America; - To know the physical features of the major mountain ranges in North America; - To know how to use a topographic map and explain why it is useful.	<i>What is the tallest mountain in North America?</i> SC: - I can locate the mountain ranges on a map of North America (B) - I can describe the physical features and interpret a topographic map of a chosen mountain range, (A) - I can relate my knowledge of population to the mountainous areas of North America (D)	
End of Unit Assessment	Basic	Advancing	Deep
	Describe the location of North America.	Compare and contrast the geographical location of North America with that of Europe.	Investigate the significance of the Bering Strait between North America and Asia

	Describe, with examples, the diversity that is associated with the climate zones located in North America. Define the words colonise, indigenous, metropolitan Locate the most sparsely populated areas of North America. Locate and label the most significant rivers of North America and describe significant physical features.	Compare and contrast the housing for a typical person in Mexico City and New York City. Compare and contrast the geographical locations of the Colorado and Danube rivers.	Investigate the phrase 'primate city'. Investigate how goods are traded using North American rivers.
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