

Belswains School Geography Curriculum and Vocabulary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 Topics	<u>Investigating our World</u>		<u>Sow, Grow and Farm</u>		<u>Ground-breaking Greeks</u>	
Locational knowledge	<p>-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.</p> <p>-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.</p>		<p>-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.</p>			
Place knowledge	<p>-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.</p>					
Human and physical geography	<p>-Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>		<p>-Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>-Describe and understand key aspects of 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.</p>			

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<p>Geography skills and fieldwork</p>	<p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>-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. -Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	
<p>Vocab</p>	<p>contour line four-figure grid reference Ordnance Survey map sea level terrain topography biodiversity biome ecosystem savannah tundra vegetation belt</p>		<p>agriculture allotment arable, pastoral and mixed farming commercial farm crop livestock national park rural urban plantation fertiliser transportation</p>	<p>aerial photograph atlas map satellite map describe identify investigate observe</p>	
<p>Year 6 Topics</p>	<p><u>Maafa</u></p>	<p><u>Our Changing World</u></p>	<p><u>Frozen Kingdoms</u></p>	<p><u>Britain at War</u></p>	
<p>Locational knowledge</p>	<p>-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.</p>		<p>-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).</p>		

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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 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.	-Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.	-Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Polar climates-vegetation, wildlife, topography. -Describe and understand key aspects of 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. Indigenous people in the Arctic compared to the fact that nobody inhabits the Antarctic, and how these people live and have adapted to life in the Arctic. The natural resources in the Arctic and Antarctic and how these are distributed and used around the world. -Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.	-Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.	
Geography 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.	Compare data from the Arctic and Southern oceans. -Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.		
Vocab	diverse mining natural resource population tribe indigenous settlement	atmosphere climate zone deforestation extreme weather greenhouse effect habitat destruction human activity	Arctic ocean glacier Arctic circle Tropic of cancer prime meridian Tropic of Capricorn equator	alliance British Commonwealth of Nations world	

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