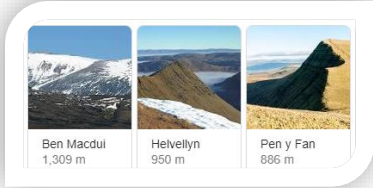


	Year:	Year 5/6	Unit:	What on Earth? Which mountain would you choose to climb?
	What will I learn? National Curriculum – Geography Aims Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America . This will include the location and characteristics of a range of the world's most significant human and physical features . They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. 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. 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. National Curriculum links to other subjects - DT – design and make a cable car - English – Jordan Romero School Values – Ambition, Resilience, Responsibility			

Key Vocabulary		BRITISH MOUNTAINS		What should I already know?
Physical Features				Name and locate the world's seven continents and five oceans
peak	the highest point of any mountain			Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Valley	A valley is a long depression, or ditch, in Earth's surface and usually lies between ranges of hills or mountains.			Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
Cliff	They are tall, steep rocks that were created by erosion and have vertical faces.			Sticky Learning Sticky Knowledge about Mountains
Ridge	Are part of the steep, sloping side of a mountain.			Mountains make up one-fifth of the world's landscape.
Plateau	A plateau is an area of flat ground that is much higher than the surrounding area.			Mount Everest is the world highest mountain and it is 8, 850m high
Summit	It is the highest point of a mountain			There are mountains under the surface of the sea.
Ridge	A hill is a landform that is high but not high enough to be a mountain.			80% of our fresh water originates from mountains.
Terrain	Terrain is used as a general term when referring to the lie of the land.			The highest 14 mountains in the world are all found in the Himalayas
Range	A mountain range is a group or chain of mountains that are close together			Generally, mountains are higher than 600m if they are less they are called hills.
Tectonic plates	The Earth's outer layer is made up of large, moving pieces called plates.			Mountains can be rocky and barren but some have trees growing on their sides and very high mountains have snow on their peaks.
Fold mountains	Fold mountains are formed when two plates run into each other or collide			Ben Nevis – Scotland Snowdon – Wales Scafell Pike – England Carrauntoohil – Ireland Slieve Donard - Northern Ireland Yorkshire 3 Peaks: Pen-y-Ghent, Wharfedale & Ingleborough (Local Area)
Glacier	a persistent body of dense ice that is constantly moving under its own weight.			

** For teachers planning

KLIPS – End of Year Expectations

	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
Year 6	Name and locate an extensive range of places in the world including globally and topically significant features and events.	- Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. - Explain some links and interactions between people, places and environments.	- Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? - Make predictions and test simple hypotheses about people, places and geographical issues.	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.	- Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. - Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.	- Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. - Communicate geographical information using a wide range of methods including writing at increasing length.
Year 5	Name and locate an increasing range of places in the world including globally and topically significant features and events. WEEK ONE WEEK TWO WEEK THREE WEEK FOUR WEEK FIVE WEEK SIX	- Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. - Demonstrate understanding of how and why some features or places are similar or different and how and why they change.	- Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? - Recognise geographical issues affecting people in different places and environments.	Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.	- Use a range of maps and other sources of geographical information and select the most appropriate for a task. - Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	- Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. - Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.

Word Aware Vocabulary to be taught directly			Recommended Reads
May cross over depending on year group and previous experiences			
Tier 1	Tier 2	Tier 3	
mountain determination challenge climate	glacier vegetation altitude peak zone equator plateau peninsula apex crevices insulation elevation expedition	dormant ecosystem summit	

The national curriculum for **geography aims** to ensure that all pupils:

- 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
- 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
- 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.



Key Learning in Geography: Years 5 and 6

Locational knowledge		Place knowledge		Human and Physical Geography	
▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Name and locate counties and cities of the United Kingdom. ▪ 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).		▪ A region of the United Kingdom. ▪ A region in a European country. ▪ A region within North or South America. <i>In the context of Mountain ranges</i>		▪ 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	
Skills					
Mapping		Fieldwork	Enquiry and Investigation	Communication	Use of ICT / technology
▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections. ▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Use latitude/longitude in a globe or atlas. ▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. ▪ Draw measured plans.		▪ Use eight cardinal points to give directions and instructions. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. ▪ Interpret data collected and present the information in a variety of ways including charts and graphs. WEEK ONE WEEK TWO WEEK THREE WEEK FOUR WEEK FIVE WEEK SIX	▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ▪ Make predictions and test simple hypotheses about people and places.	▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.	▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use wider range of labels and measuring tools on digital maps. ▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. ▪ Investigate electronic links with schools/children in other places e.g. email/video communication.

