

The Victorians

UKS2

Cycle B

Autumn

Geography – UK Study London

Overview

Skills

Year 5

Maps and Fieldwork

- Use globes and atlases to locate countries of the world revising latitude, longitude, Cancer and Capricorn.
- Understand and use world thematic maps in atlases (physical, economic, resource, climatic) to gain understanding of and compare wider geographical factors.
- Interpret maps and aerial views to compare places of study.
- Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Navigation and Orientation

- To begin to use 6 figure grid references on OS maps.
- To use a range of OS maps of part of the UK
- To recognise most common symbols and understand the purpose of contours and how to interpret them.

Year 6

Maps and Fieldwork

- To use globes, maps and atlases to locate countries of the world and be able to describe the features.
- Application of atlas skills to work on place and location strands
- Use fieldwork to develop understanding of the area of study.
- Begin to understand and use digital mapping.

Navigation and Orientation

- To be able to use 6 figure grid references on OS maps.
- To apply previous skills from Y3-5 to confidently use, interrogate and interpret OS of the UK and the wider world.

Locate London and its many boroughs on a map before looking in more depth at the structure of the city, human and physical features (including the river Thames, the various parks and landmarks), the distribution of land use in different, economy, energy distribution, transport links and comparing it to another major world city.

Knowledge

Locational

Revisiting countries of UK.

The minimum that needs to be taught:

*Identify countries of UK as a recap, using a map; [identify London](#), discuss that is the capital and then discuss the many boroughs.

Place

Study human and physical geography of a region on the UK; [focus on London](#)

Human and Physical

Trade and economic activity (natural resources and energy) [Teach this in the context of London](#)

The minimum that needs to be taught:

*Distribution of rivers and how these impacts on human movement and trade

*Distribution of minerals

*Distribution of food products and how this links to world trade

Settlement and land use

Teach this in the context of London

The minimum that needs to be taught:

*Linking to biomes, climate and vegetation, learn about how settlements are usually related to climate, water (links to Y4 rivers) and vegetation; [Consider Earth's natural resources and the human impact on the environment and global warming.](#)

Volcanoes		
UKS2	Cycle B	Spring

Geography – Volcanoes and Earthquakes

Overview	Skills
<p>Children learn what a volcano is and be able to identify the types of volcanoes found around the world. They will understand the structure of the earth from crust to core. They be able to locate major volcanoes on a world map. They will look at the volcano ring of fire which shows the tectonic plates where the volcanoes situate. They will explain what happens during a volcanic eruption. They will be able to explain how volcanoes shape people's lives now and in the past.</p> <p style="text-align: center;">Example of active volcanoes in the 7 continents: Popocatèpetl (South America, Mexico) Mount St. Helens (North America, Stratovolcano in Washington State) Krakatoa (Asia, Indonesia) Mount Etna (Europe, Italy) Mount Ruapehu (Australasia, New Zealand) Mount Nyiragongo (Africa, Congo) Mount Erebus (Antarctica)</p>	Year 5
	<p>Maps and Fieldwork</p> <ul style="list-style-type: none"> -Use globes and atlases to locate countries of the world revising latitude, longitude, Cancer and Capricorn. -Understand and use world thematic maps in atlases (physical, economic, resource, climatic) to gain understanding of and compare wider geographical factors. -Interpret maps and aerial views to compare places of study. -Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Navigation and Orientation</p> <ul style="list-style-type: none"> -To begin to use 6 figure grid references on OS maps. -To recognise most common symbols and understand the purpose of contours and how to interpret them.
	Year 6
	<p>Maps and Fieldwork</p> <ul style="list-style-type: none"> -To use globes, maps and atlases to locate countries of the world and be able to describe the features. -Application of atlas skills to work on place and location strands -Use fieldwork to develop understanding of the area of study. -Begin to understand and use digital mapping. <p>Navigation and Orientation</p> <ul style="list-style-type: none"> -To be able to use 6 figure grid references on OS maps. -To apply previous skills from Y3-5 to confidently use, interrogate and interpret OS of the UK and the wider world.

Knowledge

Locational

Know where countries of the world are.

Use an atlas to recap on location of the seven continents of the world; [looking at the ring of fire and where the volcanoes situation in relation to the continents.](#)
Locate other major countries in an atlas to include, India, China, Japan, Australia and New Zealand; [identify volcanoes in these countries](#)

Human and Physical

Mountain, Volcanoes & earthquakes:

Minimum to be taught:

Simple explanation of the structure of the earth (core- crust)

Crust + land masses called plates which move

Movement of plates causes earthquakes

When plates push together, they can form mountains

Volcanoes are the result of magma from earth's core pushing through weak spots in the crust

Different types of volcanic eruptions

How volcanoes make the land fertile for grow things

How volcanoes can change the use of areas/land

Stars and Stripes		
UKS2	Cycle B	Summer
Geography – North America/UK (Comparison)		
Overview	Skills	
<p>The children will locate North America and will understand it is split in to different states with capital cities. They will be able to recall some of them. The children will learn about the climate, the topography and biomes within this continent and identify major communication routes (roads and railway). The children will explore the similarities and differences of a region of North America with a region of the UK – The Lakes District and the Great Lakes in North America.</p>	Year 5	
	<p>Maps and Fieldwork</p> <ul style="list-style-type: none"> -Use globes and atlases to locate countries of the world revising latitude, longitude, Cancer and Capricorn. -Understand and use world thematic maps in atlases (physical, economic, resource, climatic) to gain understanding of and compare wider geographical factors. -Interpret maps and aerial views to compare places of study. -Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	
	<p>Navigation and Orientation</p> <ul style="list-style-type: none"> -To begin to use 6 figure grid references on OS maps. -To use a range of OS maps of part of the UK -To recognise most common symbols and understand the purpose of contours and how to interpret them. 	
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Knowledge		
<p>Locational</p> <p>Locate North and South America, including the countries of South America and the States of North America together with some of the major cities: Teach this in the context of North America</p> <p>The minimum that needs to be taught:</p> <ul style="list-style-type: none"> *Use a world map to locate America and note its position in relation to the Equator. Lines of Latitude and Longitude and the Tropics *Identify the countries of South America and the counties of North America; focus on North America *Note which countries have a coastline and which seas they border; focus on North America * Identify the major capital cities on both continents; Focus on North America 		

Identify environmental, physical and human characteristics of North and South America: Teach this in the context of North America

The minimum that needs to be taught:

- *Identify main biomes and vegetation types
- *identify main mountain ranges, rivers, coastlines
- * Identify major communication links- roads, railway routes and bridges. Note where they are absent. Link to topographical features such as mountains, valleys, Lakes etc...
- *Link to history unit on Mayans in order to compare similarities and differences in communication, settlement and land use

Place

Explore similarities and differences of a region of North / South America with a region of the UK e.g.

Lake District and Rocky Mountains or Humber estuary and Mississippi settlement etc. **Teach this in the context of North America and Lake District.**

Minimum to be taught:

- *Learn about the similarities and any differences of the two places in terms of:
> location, topography, climate, vegetation, settlement, land use and communication

Human and Physical

Trade and economic activity (natural resources and energy)

The minimum that needs to be taught:

- *distribution of rivers/roads/railways and how this impacts on human movement and trade
- *Distribution of minerals
- *Distribution of food products and how this links to world trade
- * Energy sources in use in N/S America and impact on the environment and sustainability of these