

Saxons		
UKS2	Cycle A	Autumn

Geography – Saxons	
Overview	Skills
<p>The children will identify the main Anglo Saxon areas of Great Britain. They will understand how the country was split in to different sections compared to the modern day. They will learn about the 7 Kingdoms and how some of these still exist such as Essex, Sussex, etc. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons left their mark. Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together. At the end of the unit, children draw together all their learning about settlements to design their own new settlement!</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.
	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	
<p>Locational</p> <p>Revisiting countries of UK.</p> <p>The minimum that needs to be taught:</p> <ul style="list-style-type: none"> *Identify countries of UK as a recap, using a map. *Identify the county of Great Britain in the Saxon times. * Identify the 7 Kingdoms in Great Britain in the Saxon times. <p>Know where countries of the world are.</p> <p>The minimum that needs to be taught:</p> <ul style="list-style-type: none"> *Use an atlas to recap on location of the seven continents of the world; include the oceans as this can link to where the Saxons came from and how they got here. *Use an atlas to recap on the location of Europe and Africa; compare this to where the UK is and highlight where the Saxons came from in Europe. <p>Place</p>	

Explore similarities and differences of a region of a European country (Scandinavia; Norway, Denmark and Sweden/ Italy) with a region of the UK

The minimum that needs to be taught:

- * Select a region of the UK that has similarities with a region of Scandinavia
- * 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

Settlement and land use

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; [look at the land use and why certain areas were used to settle in.](#)
- * Use Scandinavia (see place knowledge above) to demonstrate through a study how these factors affect settlement

Vikings		
UKS2	Cycle A	Spring
Geography – Britain/Scandinavia		
Overview	Skills	
<p>Children will study Europe and in particular Scandinavian countries and will be able to name these. They will look at the climate, topography and biomes in order to understand what landscape the Vikings were living in. The children will then complete a comparative study of the same geographical aspects of Great Britain in order to understand why this was a more desirable place for the Vikings to settle (more farmland, better landscape, more space etc.)</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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	<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		
<p>Locational Locate countries of Europe including Russia and the major cities Minimum to be taught: Use a world map to locate Europe and note its position in relation to the Equator. Lines of Latitude and Longitude and the Tropics Identify the countries of Europe; locate the UK and Scandinavia (Denmark, Norway and Sweden – where the Vikings came from). Note which countries have a coastline and which seas they border; looking at why it was easy to get to the UK from Scandinavia due to the travel by sea.</p> <p>Identify environmental, physical and human characteristics of Europe: Minimum 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 Apply the above to a study of Scandinavia in more depth.</p>		

Link to history – Vikings and Anglo Saxons and also The Romans

Place

Explore similarities and differences of a region of a European country (Scandinavia; Norway, Denmark and Sweden/ Italy) with a region of the UK

Minimum to be taught:

Select a region of the UK that has similarities with a region of Scandinavia

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

Biomes & Climate zones

Minimum to be taught:

What is the definition of a biome?

Identify the main biomes of the world

Explore what climatic factors influence each biome

Understand the influence of the equator and the poles in certain biomes

Vegetation

Minimum to be taught:

In connection with biomes, look at world vegetation patterns.

learn about the features of some of the vegetation patterns e.g. rainforest, savannah, temperate forests, desert

Settlement and land use

Minimum 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

Use Scandinavia (see place knowledge above) to demonstrate through a study how these factors affect settlement

The Amazon		
UKS2	Cycle A	Summer
Geography – Amazon/Brazil		
Overview	Skills	
<p>Study Brazil as a country, exploring its physical geography and understand the structure and importance of the Amazon Rainforest including the River. Find out about the urbanization of Brazil/ and the impacts of deforestation. Compare Rio De Janeiro to a city in another European country (Hull/River Humber) and explore Brazilian culture</p>	Year 5	
	<p><u>Maps and Fieldwork</u></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><u>Navigation and Orientation</u></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. 	
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Knowledge		

Locational

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 South America**

Minimum to be taught:

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; **put emphasis on Brazil.**

Note which countries have a coastline and which seas they border

Identify the major capital cities; **put emphasis on the capital city of Brazil.**

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

Minimum 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...

A link can be made to the 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 South America with a region of the UK e.g. Lake District and Rocky Mountains or Humber estuary and Mississippi settlement **(Teach this in the context of Brazil/Amazon)**

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

Application of knowledge and skills to North / South America

Minimum to be taught:

Climate zone

Biomes

Key physical features- rivers, mountains, volcanoes

Vegetation patterns

Settlement and land use

Trade and economic activity (natural resources and energy)

Minimum to be taught:

Distribution of rivers and how this impacts on human movement and trade; **Amazon River is used to take soy to port.**

Distribution of food products and how this links to world trade; **Brazil is the number 1 export for soy in the world at the moment.**