

**CURRICULUM MAP (Long term plan)**

**SUBJECT :Geography\_**

**YEAR GROUP** 5

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<p><b>Substantive knowledge –</b> Essential knowledge &amp; conceptual understanding of the National Curriculum</p>	<p><b><u>Rainforests</u></b> Extend knowledge beyond local areas to include the UK, Europe and North/South America. Comparison of how we live to how others live their lives</p> <p>Discuss and identify the human and physical features of a rainforest</p> <p>Key vocabulary relating to the Rainforest, species and impact of deforestation.</p> <ul style="list-style-type: none"> <li>- Deforestation</li> <li>- Longitude</li> <li>- Latitude</li> <li>- Prime Meridian</li> <li>- Continent</li> <li>- Emergent layer</li> <li>- Canopy</li> <li>- Understory</li> <li>- Forest floor</li> <li>- Indigenous</li> <li>- Arboreal</li> <li>- Climate</li> <li>- Equator</li> <li>- Flora</li> <li>- Fauna</li> </ul>	<p><b><u>Coasts and weather</u></b> Identifying the human and physical features of a coastline</p> <p>Key topographical features found at coastlines</p> <p>Weather, Understanding the water cycle and importance of rivers.</p> <p>Exploring and comparing the climate within the UK and wider world.</p> <p>Key vocabulary relating to sea defences, coastal erosion, landscapes, tourism, climate and weather.</p> <ul style="list-style-type: none"> <li>- Mechanical Weathering</li> <li>- Chemical Weathering</li> <li>- Hydraulic power</li> <li>- Abrasion</li> <li>- Attrition</li> <li>- Erosion</li> <li>- Transportation</li> <li>- Deposition</li> <li>- Sand dunes</li> <li>- Incipient dunes</li> <li>- Hind dunes</li> <li>- Bars</li> <li>- Spits</li> </ul>	<p><b><u>Communities</u></b> Understanding what a community is and how they can vary in terms of different characteristics such as population.</p> <p>Understanding of a variety of maps of our community</p> <p>Awareness and understanding of town planning</p> <p>Comparison of urban and rural communities and the challenges they face</p> <p>Key vocabulary</p> <ul style="list-style-type: none"> <li>- County</li> <li>- Prime Meridian</li> <li>- Immigration</li> <li>- UK</li> <li>- Great Britain</li> <li>- landmark</li> <li>- Millennium</li> <li>- Atlas</li> <li>- Compass</li> <li>- Digital map</li> <li>- Easting</li> <li>- Grid references</li> <li>- National Grid</li> <li>- Northing</li> <li>- Ordnance survey maps</li> </ul>

		<ul style="list-style-type: none"> <li>- Headlands</li> <li>- Arches</li> <li>- Caves</li> <li>- Stacks</li> <li>- Stumps</li> </ul>	<ul style="list-style-type: none"> <li>- Symbols</li> </ul>
<p><b>Disciplinary knowledge</b> - what skills are practised?</p>	<p>Identify what the following means:</p> <p><b>Space</b> <b>Place</b> <b>Interconnections</b> <b>Change</b> <b>Environment</b> <b>Sustainability</b> <b>Scale</b></p> <p>Work together/ discuss to locate countries.</p> <p>Practice lines of communication using a range of evidence.</p> <p>Locational skills, lines of longitude and latitude</p> <p>Create, analyse and interpret graphs representing climate data.</p> <p>Reasoning and debating skills to support views with evidence.</p> <p>Recognise the impact humans have on the Rainforest and wider world.</p>	<p>Using a range of data to understand a place including- maps, pictures, reports of coastal landscapes.</p> <p>Creating diagrams of processes that cause coastal erosion and wave formation</p> <p>Create comparisons using data from climate graphs helping to understand interconnections</p> <p>Practice using prior knowledge to consider/link to new focus (building upon knowledge).</p> <p>Reasoning skills understanding why and how we have different seasons discussing the world's climate zones</p>	<p>Observation of local community</p> <p>Using maps to understand a place</p> <p>Grid referencing</p> <p>Use of Atlas's</p> <p>Practice Grid referencing skills</p> <p>Locational skills, regions of the UK where continents and Oceans are</p> <p>Identify why and how population is recorded</p>
<p><b>Key questions</b> (What is the learning about?)</p>	<p>Can I explain what an Indigenous tribe is?</p>	<p>What is climate change?</p>	<p>Can I make simple observations about communities?</p>

	<p>Can I consider what the life is like in the rainforest</p> <p>Can I identify the impact I have on the wider world?</p> <p>Describe the Rainforest layers and the purpose?</p> <p>What habitats reside there?</p> <p>What impact does the Rainforest have on the world?</p> <p>What is deforestation?</p> <p>What part can we play to prevent irreversible damage?</p>	<p>What are the similarities and differences in the climate around the world?</p> <p>What impact is climate change and weather patterns having?</p> <p>What can we all do to limit the impact humans have?</p> <p>How does erosion affect the coastlines?</p> <p>What are the different types of sea differences?</p> <p>Can I explore and understand the different coastal defences?</p>	<p>Can I discuss the challenges of communities?</p> <p>Can I use geographic skills to represent locations?</p> <p>Can I name and locate some continents and oceans of the world?</p> <p>Can I name some of the geographical regions of the UK?</p> <p>Can I identify why maps have symbols?</p> <p>Can I use appropriate ways to represent geographical information?</p> <p>Can I create a bar chart on the population?</p> <p>Can I compare and contrast similarities and differences in different locations?</p>
<b>Assessment</b>	<p>Explain SPICISS</p> <p>Locate the Rainforests in South and North Americas.</p> <p>Persuasive letter with supporting evidence about the impact of chopping down the Rainforest.</p> <p>Live marking throughout.</p> <p>PPC and fix it time.</p> <p>RAG each lesson.</p>	<p>Double page spread about tourism on the coasts</p> <p>Best write write a newspaper article about the Holbeck hall hotel</p> <p>Live marking throughout.</p> <p>Coasts PPC and fix it time.</p> <p>RAG each lesson</p>	<p>Double page spread can I identify the features of a community?</p> <p>Best write demonstrate empathy for children in 19th century Bedfordshire</p> <p>Live marking throughout.</p> <p>Communities PPC and fix it time.</p> <p>RAG each lesson</p>
<b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b>	<p>O - Verbalising understanding and knowledge.</p> <p>N - Analysis and creation of graphs.</p>	<p>L- Different styles of writing, article about Holbeck Hall and persuasive for the tourist leaflet</p> <p>Sentence structure, grammar and punctuation</p> <p>N- Comparing data linked with the weather. How to interpret and structure a graph</p> <p>O- Discussions related to tourism</p>	<p>N Use of grid references</p> <p>L - Draft, plan and write an extended piece of writing about What Stotfold was like in the 19th Century.</p>
<b>Cross Curricular Opportunities</b>	<p>Science, exploring gases and the climate</p> <p>Exploring species adaptations and ecosystems</p>	<p>Science- water cycle, Earth's rotation and seasons</p> <p>Art- creating the tourist leaflet</p>	<p>History- History of Stotfold</p> <p>Maths- population, graphs and grid references</p>

	<p>Art create rainforest pictures</p> <p>Maths creating climate graphs</p>	<p>Maths- comparing data and graphs</p> <p>History- impact of climate change on society</p>	<p>Art- double page spread, designing a colourful double page spread to answer the question</p>
<p>Super Curriculum</p>	<p>Making links between and within subjects, linking to the wider world, local communities and environmental agencies.</p> <p>Videos including: How to create a climate graph <a href="https://www.youtube.com/watch?v=Wv6yHIOLpgM">https://www.youtube.com/watch?v=Wv6yHIOLpgM</a> Tribal art <a href="https://www.youtube.com/watch?v=WhytqHqc63I">https://www.youtube.com/watch?v=WhytqHqc63I</a> Indigenous music <a href="https://www.youtube.com/watch?v=zQtfnPTIFFE&amp;t=243s">https://www.youtube.com/watch?v=zQtfnPTIFFE&amp;t=243s</a></p> <p>Discussions of how different societies work</p>	<p>Videos: Different types of Dams Tourist attractions across the UK</p> <p>Water cycle song <a href="https://www.youtube.com/watch?v=KM-59ljA4Bs">https://www.youtube.com/watch?v=KM-59ljA4Bs</a></p> <p>Presentation of a coastal holiday or local tourist attraction <a href="https://coastaltourismacademy.co.uk/resource-hub">https://coastaltourismacademy.co.uk/resource-hub</a> <a href="https://www.thisisthecoast.co.uk/news/local-news/new-video-to-promote-the-yorkshire-coast/">https://www.thisisthecoast.co.uk/news/local-news/new-video-to-promote-the-yorkshire-coast/</a> <a href="https://www.visitbritain.org/visitbritain-launches-new-global-campaign-boost-inbound-tourism">https://www.visitbritain.org/visitbritain-launches-new-global-campaign-boost-inbound-tourism</a></p> <p>Google Earth holder coast <a href="https://earth.google.com/web/search/holder+coast/@54.7671555,-1.3212438,79.44037776a,578.60354576d,35y,0h,45t,0r/data=CncaTRJHCiUweDQ4N2U4YTIhOWZhmDE4OTU6MHg2ODBiZWY0ZTJhMzQzZjhmGZn-2xsyYktAIXkF_eDXI_W_Kgxob2xkZXIgY29hc3QYAiABliYKJAn-">https://earth.google.com/web/search/holder+coast/@54.7671555,-1.3212438,79.44037776a,578.60354576d,35y,0h,45t,0r/data=CncaTRJHCiUweDQ4N2U4YTIhOWZhmDE4OTU6MHg2ODBiZWY0ZTJhMzQzZjhmGZn-2xsyYktAIXkF_eDXI_W_Kgxob2xkZXIgY29hc3QYAiABliYKJAn-</a></p>	<p>Using technology such as Google Earth</p> <p>Using Atlas' and google Earth <a href="https://earth.google.com/web/@54.7671555,-1.3212438,79.44037776a,578.60354576d,35y,-241.16541569h,45t,0r">https://earth.google.com/web/@54.7671555,-1.3212438,79.44037776a,578.60354576d,35y,-241.16541569h,45t,0r</a></p> <p>Exploring the local community and how we live in it.</p> <p>Using OS maps of the local area and sharing personal experiences</p> <p>Personal accounts of experiences of community.</p> <p>Using information from the 2022 census <a href="https://www.centralbedfordshire.gov.uk/info/55/transport_roads_and_parking/1135/arlesey_relief_road_and_gateway_bridge_project">https://www.centralbedfordshire.gov.uk/info/55/transport_roads_and_parking/1135/arlesey_relief_road_and_gateway_bridge_project</a> <a href="https://census.gov.uk/">https://census.gov.uk/</a></p>

		<a href="https://www.youtube.com/watch?v=RWQeOkRLQBF1TIWJjjZLQBkLt4BztET0vyHSXBqus5j2vvygC">RWQeOkRLQBF1TIWJjjZLQBkLt4BztET0vyHSXBqus5j2vvygC</a>	
<b>Careers</b>	<p>HT 1</p> <p>Rainforest Trust - <a href="https://www.rainforesttrust.org/">https://www.rainforesttrust.org/</a></p> <p>Amazon Conservation - <a href="https://www.amazonconservation.org/about/mission-vision/">https://www.amazonconservation.org/about/mission-vision/</a></p> <p>A conservationist perspective - <a href="https://www.bbc.co.uk/bitesize/articles/zf4y2sg">https://www.bbc.co.uk/bitesize/articles/zf4y2sg</a></p>	<p>HT1</p> <p>How to become a meteorologist - <a href="https://www.youtube.com/watch?v=National_Careers_Service">National Careers Service</a></p> <p>A meteorologist discussion- <a href="https://www.youtube.com/watch?v=g8KQNoZ-YQM">https://www.youtube.com/watch?v=g8KQNoZ-YQM</a></p> <p>How to work for the Coast Guard - <a href="https://hmcoastguard.uk/careers">https://hmcoastguard.uk/careers</a></p>	<p>HT1</p> <p>How to become a cartographer? <a href="https://www.youtube.com/watch?v=fSbBmUxYgEs">https://www.youtube.com/watch?v=fSbBmUxYgEs</a></p> <p>A Day in the Life of an MP - <a href="https://www.youtube.com/watch?v=-4K5OaqVtkQ">https://www.youtube.com/watch?v=-4K5OaqVtkQ</a></p>
<p><b>Equality and Diversity</b></p> <p>Gender</p> <p>Disability</p> <p>Religion</p> <p>Race</p> <p>Sexuality</p>	<p>Equality, diversity and inclusion in the study of people, places and economies.</p> <p>Understanding the differences and similarities in different cultures</p> <p>Respectfully discussing peers point of views bringing their own experience and perspective to discussions</p>	<p>Equality, diversity and inclusion in the study of people, places and economies.</p> <p>Respectfully discussing peers point of views bringing their own experience and perspective to discussions.</p> <p>Comparing how people live at coasts to how I live</p>	<p>Equality, diversity and inclusion in the study of people, places and economies.</p> <p>Respectfully discussing peers point of views bringing their own experience and perspective to discussions</p> <p>Comparing how different communities support each other- community cohesion</p> <p>How do communities change and how can we support our community</p>
<b>Local Community Links</b>	What products do we use that have ingredients from the rainforest	Local weather and micro climate	Comparing local communities
<p><b>British Values</b></p> <p>Democracy</p> <p>The rule of Law</p> <p>Individual Liberty</p>	<p><b>Social, moral, cultural</b></p> <p>Considering the wider impact humans have on the planet- intergenerational justice.</p>	<p><b>Social, moral, cultural</b></p> <p>Considering the wider impact humans have on the globe.</p>	<p><b>Social, moral, cultural</b></p> <p>Considering the wider impact humans have on the globe.</p> <p>How do committees work?</p>



<p>Mutual Respect and Tolerance of others SMSC Character Education</p>	<p>Exploring different vocations/ occupations relating to the natural and manmade environments.</p> <p>Moral choices considering how our actions can impact others across the globe</p>	<p>Interconnections between coasts with the water cycle</p> <p>Moral and financial implications of tourism</p> <p>Jobs in tourism</p>	<p>Why are communities important?</p> <p>Jobs in cartography, surveying and community work</p>
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