

CURRICULUM MAP (Long term plan)

SUBJECT :Geography_

YEAR GROUP 5

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
<p>Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum</p>	<p><u>Rainforests</u> 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"> - Deforestation - Longitude - Latitude - Prime Meridian - Continent - Emergent layer - Canopy - Understory - Forest floor - Indigenous - Arboreal - Climate - Equator - Flora - Fauna 	<p><u>Coasts and weather</u> 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"> - Mechanical Weathering - Chemical Weathering - Hydraulic power - Abrasion - Attrition - Erosion - Transportation - Deposition - Sand dunes - Incipient dunes - Hind dunes - Bars - Spits - Headlands 	<p><u>Communities</u> 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"> - County - Prime Meridian - Immigration - UK - Great Britain - landmark - Millennium - Atlas - Compass - Digital map - Easting - Grid references - National Grid - Northing - Ordnance survey maps - Symbols

		<ul style="list-style-type: none"> - Arches - Caves - Stacks - Stumps 	
<p>Disciplinary knowledge - what skills are practised?</p>	<p>Identify what the following means:</p> <p>Space Place Interconnections Change Environment Sustainability Scale</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>Key questions (What is the learning about?)</p>	<p>Can I explain what an Indigenous tribe is?</p> <p>Can I consider what the life is like in the rainforest</p>	<p>What is climate change?</p> <p>What are the similarities and differences in the climate around the world?</p>	<p>Can I make simple observations about communities?</p> <p>Can I discuss the challenges of communities?</p>

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

	<p>Maths creating climate 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 https://www.youtube.com/watch?v=Wv6yHI0LpgM Tribal art https://www.youtube.com/watch?v=WhytqHqc63I Indigenous music https://www.youtube.com/watch?v=zQtfnPTIFFE&t=243s</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 https://www.youtube.com/watch?v=KM-59ljA4Bs</p> <p>Presentation of a coastal holiday or local tourist attraction https://coastaltourismacademy.co.uk/resource-hub https://www.thisisthecoast.co.uk/news/local-news/new-video-to-promote-the-yorkshire-coast/</p> <p>https://www.visitbritain.org/visitbritain-launches-new-global-campaign-brook-inbound-tourism</p> <p>Google Earth holder coast https://earth.google.com/web/search/holder+coast/@54.7671555,-1.3212438,79.44037776a,578.60354576d,35y,0h,45t,0r/data=CncaTRJHCiUweDQ4N2U4YTIhOWZhMDE4OTU6MHg2ODBiZWY0ZTJhMzQzZjhmGZn-2xyYktAIXkF_eDXI_W_Kgxob2xkZXlgY2_9hc3QYAiABliYKJAn-RWQeOkRLQBF1TIWJjjZLQBkLt4BztET0vyHSXBqus5j2vvgC</p>	<p>Using technology such as Google Earth</p> <p>Using Atlas' and google Earth https://earth.google.com/web/@54.7671555,-1.3212438,79.44037776a,578.60354576d,35y,-241.16541569h,45t,0r</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 https://www.centralbedfordshire.gov.uk/info/55/transport_roads_and_parking/1135/arlesey_relief_road_and_gateway_bridge_project https://census.gov.uk/</p>

<p>Careers</p>	<p>HT 1</p> <p>Rainforest Trust - https://www.rainforesttrust.org/ Amazon Conservation - https://www.amazonconservation.org/about/mission-vision/ A conservationist perspective - https://www.bbc.co.uk/bitesize/articles/zf4y2sg</p>	<p>HT1</p> <p>How to become a meteorologist - National Careers Service</p> <p>A meteorologist discussion- https://www.youtube.com/watch?v=g8KQNoZ-YQM</p> <p>How to work for the Coast Guard - https://hmcoastguard.uk/careers</p>	<p>HT1</p> <p>How to become a cartographer? https://www.youtube.com/watch?v=fSbBmUxYgEs</p> <p>A Day in the Life of an MP - https://www.youtube.com/watch?v=-4K5OaqVtkQ</p>
<p>Equality and Diversity</p> <p>Gender Disability Religion Race 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>
<p>Local Community Links</p>	<p>What products do we use that have ingredients from the rainforest</p>	<p>Local weather and micro climate</p>	<p>Comparing local communities</p>
<p>British Values</p> <p>Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education</p>	<p>Social, moral, cultural</p> <p>Considering the wider impact humans have on the planet- intergenerational justice.</p> <p>Exploring different vocations/ occupations relating to the</p>	<p>Social, moral, cultural</p> <p>Considering the wider impact humans have on the globe.</p> <p>Interconnections between coasts with the water cycle</p>	<p>Social, moral, cultural</p> <p>Considering the wider impact humans have on the globe.</p> <p>How do committees work?</p> <p>Why are communities important?</p>



	natural and manmade environments. Moral choices considering how our actions can impact others across the globe	Moral and financial implications of tourism Jobs in tourism	Jobs in cartography, surveying and community work
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