



## Subject Overview | Geography

### Zetland Primary School

Year Group: 5/6

Geography Year 5 and 6	Autumn	Spring	Summer
<p>Map and Field work</p> <ul style="list-style-type: none"> <li>• To use maps, atlases, globes and digital /computer mapping to locate counties and cities in the UK.</li> <li>• To be introduced to the eight points of a compass and four figure grid references,</li> <li>• To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p>Human Geography/Locational knowledge</p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the UK and their identifying human and physical characteristics</li> <li>• Locate the world's countries, using maps to focus on Europe</li> <li>• Understand different types of settlement and land use</li> <li>• Understand geographical similarities and differences</li> <li>• 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)</li> </ul> <p>Physical Geography</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography,</li> </ul>	<p>Cycle A</p> <p>Children will review their knowledge of continents and oceans, using maps, globes and technology to explore this further. Children will be introduced to specific vocabulary (southern/ northern hemisphere, equator). Children to explore maps of the local area and use their own addresses as a point of reference. Children to explore the local area and identify human and physical features that they can spot whilst out and about.</p> <p>Children to think about the best position for settlements and apply this knowledge to Stone Age settlers, considering where they might have lived and why.</p>	<p>Children will begin by defining human and physical features. They will then use this knowledge to identify and explain the physical features of a river, before moving on to the human features. They will name and locate the River Nile plotting them on various maps. They will evaluate why towns/civilisation may be located near the River Nile.</p> <p>Children will locate countries within Europe and explore information about capital cities- In particularly zooming in on Greece. Children will use this information to compare and contrast these localities. We will look at maps through time to discuss how the world has changed and how countries were once labelled differently. The children find locate and compare Ancient Greece to that of modern-day Greece. The children explore the key aspects of Greece's topography and why town and cities were colonised in a specific place.</p>	<p>Coastal geography linked to our topic Guardians of the Deep. The children will conduct extensive fieldwork on the coastal environment and topography plotting cross sections, sketching and mapping. Linked to biome and water cycle work. The children will investigate the land usage of a seaside resort and also that of the natural environment and coastal landmarks. Children to investigate wind and wave erosion and the defences that have been put in place to minimise coastal erosion.</p>
	<p>Cycle B</p> <p>Children use the local coastal environment to investigate why the local area was used prolifically by smugglers in the 17<sup>th</sup> and 18<sup>th</sup> century. Children will research how towns developed over time and the changes in buildings linked to window tax. They will compare old and new maps of the local area. Children will carry out coastal geography fieldwork and</p>	<p>Through our topic on Mayans and rainforest we investigate river land forms and the rainforest biome. The children find and locate the rainforests of the world and will understand why they are formed in that area of the world.</p>	<p>Children will understand and locate the countries involved in WWII. The children will be able to name the capital cities and major cities in all the countries involved in the conflict. Children will investigate the correlation between the bombing and land use- i.e bombing near factories.</p>



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	<p>look at features that may have been used by smugglers such as caves and headland look out points.</p>		
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