

UKS2 Geography Overview at Barnes Primary

	Term 1	Term 2	Term 3	
Year 5	Autumn	Spring	Summer 1	Summer 2
	<p>Autumn 2: Topic: Barnes Past and Present</p> <p>Knowledge and skills: I can use my map reading skills to decipher symbols on a map.</p> <p>Content: Stuck in map of Barnes, labelled with key and symbols.</p> <p>Knowledge and skills: I can plot on a map key sites to investigate.</p> <p>Content: -Used the map to plot and label key historical sites around Barnes.</p> <p>-Reviewed map symbols. Use of 3 different maps to locate our school – children looked at maps from 1700s, 1800s and 1900s. Identified changes in features- e.g. railway, more housing and discussed what this showed. Led up to discussion about the Industrial Revolution.</p> <p>-Learning walk around Barnes, focusing on features of the Victorian period in the streets around the school.</p> <p>Link to NC: Use OS maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Topic: The country we live in day</p> <p>Knowledge and skills: I can name the countries of the United Kingdom, locate their capitals and recognise the flags</p> <ul style="list-style-type: none"> - Plotted counties and capital cities on a map of the UK <p>Topic: (linked with India) Climate and climate zones</p> <p>Content: activity that splits map of world into different climate zones and represented using a key. Research key biomes – desert, located some deserts and its climate / plants / adaptation / animals, Oceans, water, marine and its locations, climate, plants, animals that live in it</p> <p>Link to NC: Human and physical geography</p> <ul style="list-style-type: none"> - describe and understand key aspects of: - physical geography, including: climate zones and biomes <p>Topic: Time zones</p> <p>Content: Children watched videos to learn what a time zone was, used globes to find different countries with different time zones, plotted a range of cities with different time zones on a maps using atlases and time zone maps, used small clocks to show different time zones. Discussion about time zones throughout to develop knowledge and understanding.</p>	<p>Topic: Journeys</p> <p>Knowledge and skills: Investigate the impact of air pollution on our locality</p> <p>Plot aircraft routes to Heathrow on world map</p> <p>Analyse and present data collected and review impact of air travel</p> <p>Investigate how schools cope with air pollution</p> <p>Debate the pros and cons of building a third runway and the impact on the locality</p>	

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	Describe and understand aspects of economic activity	<p>Link to NC: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Topic: India Knowledge and skills</p> <ul style="list-style-type: none"> - Research human and physical geography of India using books, film and ipads. - World population table of Hindus and countries where Hindus live to identify where it began, then labelled on a world map. - Describe where India is using a range of different maps and photographs - Key facts about India's geography – main geographical features, climate, daily life, religion, food - Use of geographical vocabulary to describe India's location e.g tropical, continent climate, hemisphere, equator (picture included too) Add in Tropics of Cancer and Capricorn. - Use climate data to draw conclusions about mystery locations in India - <p>Link to NC: use of geographical vocabulary; interpreting variety of maps; understanding of physical and human geography including: climate zones</p>	
Year 6	Autumn	Spring	Summer
	Topic: Dangerous Earth	The country we live in day: - counties home learning and test. Knowledge and skills: To identify the key processes involved in	Topic: Ancient Egyptians

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<p>Knowledge and skills: To recognise and describe a key geological process Content: Labelled diagram of plate boundaries, earthquakes and volcanoes. - Detailed paragraph to explain how earthquakes are found, supported with range of labelled diagrams.</p> <p>Knowledge and skills: To understand a geographical process: mountain formation - How are mountains formed? – Types of mountains – detailed paragraph to explain how mountains are formed. Supported with diagrams.</p> <p>Geographical enquiry: Is San Francisco a safe place to live? Content: Labelled diagram of San Francisco to help answer this hypothesis. Types of settlement, economy, population, landscape features.</p> <p>Knowledge and skills: To use a range of sources to inform our opinion on the safety of an earthquake prone area. Content: research using sources (websites etc)</p> <p>Knowledge and skills: To collect data using secondary sources Content: data handling to provide evidence and prove the hypothesis. Scatter graph.</p>	<p>Content: activity to match up diagram / process / definition Knowledge and skills To label and explain the features of a glacial landscape Content: annotated picture with features Knowledge and skills To understand what a glacier is and how they have shaped landscapes in UK Content: photos of 4 different activities during the day. Self-evaluation – what I enjoyed the most, what I have learnt about glaciers.</p>	<p>Knowledge and skills To use secondary sources to find out about the landscape (linked to history topic of Egyptians) Content: civilisation, using sources to analyse why life might be easy/hard</p> <p><i>Anicent Mayans TBC</i></p>
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	<p>Knowledge and skills: To research and compare geographical data</p> <p>Content: analysis of largest earthquakes to hit San Francisco and comparison to other major earthquakes in the last 100 years</p> <p>Geographical enquiry: Even though San Francisco is an earthquake prone area, why do people choose to live there? Is it a safe place to live?</p> <p>Content: Detailed explanation with key geographical vocabulary used to answer hypothesis</p> <p>Knowledge and skills: To obtain evidence from a range of sources to inform us about a key historical events.</p> <p>Link to NC: Place knowledge ☑=understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Topic: The country we live in day: - counties home learning and test.</p> <p>Knowledge and skills: To identify the key processes involved in glaciation</p>		
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	<p>Content: activity to match up diagram / process / definition</p> <p>To label and explain the features of a glacial landscape</p> <p>Content: annotated picture with features</p> <p>To understand what a glacier is and how they have shaped landscapes in UK</p> <p>Content: photos of 4 different activities during the day. Self-evaluation – what I enjoyed the most, what I have learnt about glaciers.</p>		
UKS2 as a whole	<p>Link to NC:</p> <p>Geographical skills and fieldwork</p> <p>☑- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – Geography Day</p>		