

Cycle A

UK study: Cambridge	Explorers Can we Visit the World from our Classroom?	Mexico
<p>Name and locate counties and cities of the UK. Use maps at different scales</p> <p>Identify position and significance of Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Understand geographical differences and similarities through the study of human and physical geography of a region of the UK.</p> <p>Human Geography: describe and understand types of settlement and economic activity [tourism].</p> <p>Physical Geography: describe and understand key aspects of mountains.</p> <p>Differences and similarities of regions in the UK Peterborough and Cambridge Types of settlement Tourism Mountains <i>-comparison between UK mountainous areas and Alps?</i></p> <p>Identify significant places and environments. Confidently Identify significant places and environments.</p> <p>Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map. Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p> <p>Begin to draw a variety of thematic maps based on their own data Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity</p> <p>Draw a sketch map using symbols and a key; Use/recognise OS map symbols Use/recognise OS map symbols;</p> <p>Y5/6 Select a map for a specific purpose. (E.g. Large-scale map of UK to locate Cambridge. OS map to find local village.)</p> <p>Find/recognise places on maps of different scales. (E.g. Peterborough, river Cam, Alps) Draw/use maps and plans at a range of scales</p> <p>Fieldwork: Cambridge Botanical Gardens. Map tour Study of housing in vicinity of Botanical Gardens River study? Land use in the city Traffic survey</p>	<p>1st half: Can we visit the world from our classroom? 2nd half: Peterborough Characteristics of the world's significant human features.</p> <p>Use maps to describe features studied (OS and satellite images)</p> <p>Use field work 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.</p> <p>Locate countries in Europe concentrating on their key physical and human characteristics and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country <i>and North America.</i></p> <p>Improve our map skills of a familiar location to plan a route. Compare map features to actual features. Use maps to confidently identify significant places. Explore countries within Europe. Explore and compare a country in Europe with England. (children choose own country) Explore human and physical features of North America. <i>Could explore what can be seen from Space – Great Wall of China, Grand Canyon)</i> Explore wider world using different map perspectives</p> <p>Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map. Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p> <p>Draw a sketch map using symbols and a key; Use/recognise OS map symbol Use/recognise OS map symbols;</p> <p>Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find European / N American country, OS map to find local UK village.) Follow a short route on an OS map. Describe features shown on OS map.</p> <p>Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. Grand Canyon) Use a scale to measure distances. Draw/use maps and plans at a range of scales</p> <p>Draw a plan view map with some accuracy Draw a plan view map accurately</p> <p>Fieldtrip: Peterborough Cathedral</p>	<p>Describe and understand key aspects of human geography including distribution of natural resources (energy, minerals). <i>Mexico has: oil, copper, silver, gold, lead, zinc, natural gases, wood, iron, coal)</i></p> <p>Describe and understand key aspects of physical geography including biomes (not coral reefs as Y3/4 are studying these)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region within South America.</p> <p>Use atlas symbols</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p>Identify significant places and environments Confidently Identify significant places and environments.</p> <p>Use index and contents page within atlases Confidently use an atlas</p>

Cycle B

Water	WW2	Extreme Earth
<p>Understand geographical differences and similarities through the study of human and physical geography of a region of the UK.</p> <p>Name and locate key topographical features (including coasts and rivers).</p> <p>Describe and understand key aspects of physical geography including rivers and the water cycle (recap from Year 3 Science).</p> <p>Describe and understand key aspects of human geography including the distribution of natural resources including water.</p> <p>Understand how human and physical characteristics have changed over time.</p> <p>Position and significance of Arctic and Antarctic circle.</p> <p>To consider why water is necessary to all life on earth.</p> <p>To apply knowledge found from secondary sources to the journey of water from the source to the sea.</p> <p>To focus on particular features of a river and how they are formed.</p> <p>To use the River Nene as a water case study.</p> <p>To understand the water cycle process.</p> <p>To understand how physical characteristics change over time.</p> <p>FIELDWORK: Ferry Meadows – ‘Living Rivers’ programme</p> <p>Begin to draw a variety of thematic maps based on their own data Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity Recognise world map as a flattened globe</p>	<p>Plot countries involved on world map.</p>	<p>Extend their knowledge and understanding of a range of the world’s most significant human and physical features.</p> <p>Locate the world’s countries concentrating on their environmental regions.</p> <p>Describe and understand key aspects of physical geography including climate zones, volcanoes and earthquakes.</p> <p>Identify the position and significance of latitude, longitude, Tropics of Cancer and Capricorn</p> <p>Find out about the Earth’s climate and areas of extreme temperatures. Understand the extreme weather conditions across the world. Understand the effects of extreme weather conditions across the world. Find out about earthquakes and what causes them. Show understanding about earthquakes. Find out what volcanoes are and how they are formed. Show our knowledge of what volcanoes are and how they are formed. To learn about wildfires and how they are put out safely. To explore what hurricanes are and empathise with people who have experienced a hurricane. To understand what avalanches are, how they are created and ways to stay safe around them.</p> <p><i>Specific case studies of each natural disaster – could make a world map display to locate these events</i></p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p>Year 5 and 6 Locate places on a world map. Recognise world map as a flattened globe</p> <p>Identify significant places and environments Confidently Identify significant places and environments.</p> <p>Use index and contents page within atlases Confidently use an atlas</p>