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| Macintosh HD:Users:ianread:Documents:WCM 2016-17:Miscallaneous:WCM booklets:WCM Logos 2017 PNGs:WCM logo final:watercliffe_line_White.png  Year 5 – Spring Termly Overview: Geography |

**End Point**

**How does a city work?**

Fab Finish – London Residential app

*Places of interest on an interactive map with ‘Horrible History’ style clips attached through QR codes*

.KWL

1. K = knowledge. Show question and ask what we already know about London. Record on display as well as on p2 of Theme Folders.

W = what do we want to know. Added to over time (also on p2 of folder)

Read and interpret a map

2. Find UK on a globe

Find on a world map

Continent/ Country/ London/Sheffield

(display given poster and refer to)

Countries/capital cities quiz.

3. Use 6 figure grid references, keys and symbols to build their knowledge of Sheffield and London from an OS map.

Use fieldwork techniques to explore the world

*The point of fieldwork is to collect data*

4. What do we want to know about Hillsborough Park (orienteering) and what methods can we use to find it out?

5. Sketch human and physical features onto a map of the area around Hillsborough

Describe and understand the geographical features of a place

6. Study of the river Thames

- Journey of the river from sources to sea.

Recognise the human impact on the world

8. Look at the development of London from the Londinium to today. Timeline.

9. Understand the human impact of this development – pollution, overcrowding, Grenfell tower P4C.

Compare similarities, differences between places

10. Use knowledge of Sheffield/London to compare with cities in different countries eg. Delhi, Shanghai, Kigali, Rome, Bangkok etc. Create Venn diagrams to show findings. World at night.

Reflection

11+ Use learning to produce London app, placing landmarks in the correct position and add information using video clips.

Review will be an integral part of each session with built in time to discuss and record what has been learnt, any misconceptions or new questions. These will be added to the classroom display in the right section of the KWL grid and in Theme Folders (up to teacher’s discretion whether to type for the class or record individually). This will be used to measure impact.

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| **Knowledge** | **Skills** | **Concepts** | **Key Vocabulary** |
| * Locate the world’s countries & major cities. Use four & six-figure grid references, symbols & key (including the use of OS) to build their knowledge of the United Kingdom & the wider world. * Use fieldwork to observe, measure, record & present the human & physical features in the local area using a range of methods, including sketch maps, plans & graphs, & digital technologies. * Describe & understand key aspects of physical geography. * Relate plate tectonics to their understanding of the above. * Understand geographical similarities & differences through the study of human & physical geography of a region of the UK, a region in a European country, & a region within North or South America. * Understand how some human & physical characteristics have changed over time. * Describe & understand the key aspects of different types of settlement & land use. * Understand the impact humans have had on their environment & explain how this has developed over time. | * Ask and respond to questions about places and the environment. * Use maps and globes to locate the world’s countries, and their capital cities. * Begin to offer explanations for the location of human and physical features in different localities. * Use aerial photographs to identify features of a place. * Describe weather patterns, location of place, and key physical and human features. * Make and use more detailed maps that use symbols and a key. * Use fieldwork techniques, with more detailed sketches, questionnaires and surveys, to collect information about a place. * Measure and record data to gain a better understanding of a place, such as weather patterns. * Describe how people can both improve and damage the environment. | * Know place and space (1, 2 and 3) * Understand the environment of different places around the world (4) * Understand how places around the world are connected and how the planet can become more sustainable (5) * realise the scale (of) and change caused by plate tectonics (3) | Latitude, longitude, Equator, Northern & Southern Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, Prime/Greenwich Meridian & time zones.  Fieldwork, observe, measure, record, present, human, physical features, methods, United Kingdom, wider world.  physical geography, plate tectonics, effect on the physical features, area, geographical similarities & differences region, a European country, North or South America, similarities & differences, settlement, economic activity and environment. |