Year 5 and 6 Geography intent

	Year 5 Autumn term	Year 6 Spring term
Topic Name:	**Sow, grow and farm.**	**Frozen kingdom**
Lesson name and curriculum link- **Skill-**	3ab- Allotment visit Construct or carry out a geographical enquiry by gathering and analysing a range of sources 3b- Introductory knowledge Describe in detail the different types of agricultural land use in the UK 4a- Geographical resources lesson Analyse and compare a place, or places, using aerial photographs. Atlases and maps. 1c- Location lesson Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night). 3a- Farming in the UK Explain how the topography and soil type affect the location of different agricultural regions. 4b- Mapping using grid references Use compass points and grid references to interpret maps, including Ordnance Survey maps, with accuracy. 3a- Potato farming in Jersey Describe how soil fertility, drainage and climate affect agricultural land use. 3a- Farming around the world Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics. 1a- Coffee growing in Peru Identify some of the problems of farming in a developing country and report on ways in which these can be supported. 3b- How far has your food travelled? Describe and explain the location and purpose of transport networks across the UK and other parts of the world.	4c- Introductory knowledge Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area. 2a- Delving deeper into the poles Describe the climatic similarities and differences between two regions. 1c- Polar day and night Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). 4abc- Polar oceans Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. 3a- Polar Landscapes Compare and describe physical features of polar landscapes. 3a- Climate change Explain how climate change affects climate zones and biomes across the world 3b- Natural resources Describe the distribution of natural resources in an area or country. 3b- Indigenous people Explaining how humans function in the place that they live.

National curriculum links.	(2) Place knowledge	(3) Human and physical geography describe and understand key aspects of:	(4) Geographical skills and fieldwork
(1) Locational knowledge 1a- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 1b- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 1c- 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)	2a- 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	**3a-** physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 3b human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	4a- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 4b- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 4c- 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.