

UKS2 Geography Medium Term Planning - Cycle A

UKS2	Main Enquiry question	Coverage	Key Knowledge	Fieldwork element	Diversity	Enrichment	Assessment Focus
Autumn 1							
Autumn 2							
Spring 1	Why should the rainforests matter to all of us?	<i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</i>	- know what is meant by biomes and what are the features of biomes. Locate these around the world - know the terms: emergent layer, canopy, understory and forest floor and be able to label them on a diagram - Lines of Latitude - Link the importance of the rainforest to us	What creatures will we find in school field? 1-Sampling using quadrats ground creatures 2-Sampling using white sheets- shake trees How is our local woodland used? Enquiry- see resources	NA	Zoo lab, hancock, zoological park	Fieldwork - online and local woodland
Spring 2							
Non negotiable knowledge	Non negotiable knowledge- name at least 5 different biomes and their key features(vegetation, animals, climate), identify, name and give the position of the 5 key lines of latitude(Arctic Circle 66.5N, Tropic of Cancer 23.5N, Equator 0, Tropic of Capricorn 23.5S, Antarctic Circle 66.5S), Know the UK has a deciduous forest biome, know that rainforest biomes are found around the equator and between the tropics, relate the lines of latitude to the position of biomes, identify the four layers of the rainforest, name threats to the rainforest, know that humans have an impact on biomes.						
Arts Opportunities	Explore the art of Henry Rousseau						
Oracy Opportunities	Speaking persuasively- speech to protect the rainforest, present to an audience (layers of the rainforest), assess others against oracy criteria						
Summer 1	Year 6 only	Year 6 only	Year 6 only	Year 6 only	NA	Year 6 only Orienteering	Year 6 only Use fieldwork to observe, measure, record and present human and physical
Summer 2	I'm a Forest View pupil, how can i get out of here?	use the eight points of a compass, four-figure grid references, symbols	- know how to use six-figure grid references - know what most	Unit is primarily focussed on fieldwork.			



		and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. □ the Prime/Greenwich Meridian and time zones (including day and night)	of the ordnance survey symbols stand for • Compass directions • know about time zones and work out differences	Combination of fieldwork skills taught throughout the Key Stage.			g the local area. - Use the eight points of a compass, four/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. How can our local area be improved?
Non negotiable knowledge	Non negotiable knowledge: Give and label the 8 points of a compass, recognise a range of ordnance survey symbols, know that there are different time zones across the world and these, use the Prime meridian as the starting point for time zones, identify, name and give the position of the 5 key lines of latitude (Arctic Circle 66.5N, Tropic of Cancer 23.5N, Equator 0, Tropic of Capricorn 23.5S, Antarctic Circle 66.5S), identify, name and give the position for the 2 key lines of longitude (Prime Meridian/ Greenwich Meridian (0, International Date Line 180), understand that maps are divided up into grids called references and we can read these (up to 6 figure), give detailed information about where we live (coastal, town, Tyne and Wear is the county, between the counties of Northumberland and County Durham, Northern hemisphere).						
Arts Opportunities	Explore the artwork of Greyson Perry, look at a range of maps and see these as a technical drawing, look at artistic and stylised maps of the local area						
Oracy Opportunities	Make a plan and articulate this clearly to others						

GDS Opportunities	• Can they work out an accurate itinerary detailing a journey to another part of the world? • Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features? • Can they report on ways in which humans have both improved and damaged the environment? • Can they begin to recognise the climate of a given country according to its location on the map? • Can they explain how human activity has caused an environment to change? • Can they analyse population data on two settlements and report on findings and questions raised?
--------------------------	--

