

Year Group: Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History unit	History unit	Natural Resources	Rivers and the Water Cycle <i>(1 year only due to phasing out of mixed year groups)</i>	History unit	Geographical Fieldwork and skills- Settlements Regional focus of Leeds and Yorkshire. How has Leeds changed over time (growth, population, industry, connectivity)?
<p>NC Objectives Covered (Taken directly from the National Curriculum)</p> <p>Red= substantive knowledge</p> <p>Blue= disciplinary knowledge</p>			<p>Locational knowledge Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>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)</p> <p>Place knowledge</p> <p>Human and physical geography Describe, understand and explain key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, -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</p> <p>Geographical skills and fieldwork -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Locational knowledge 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</p> <p>Human and physical geography Describe, understand and explain key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, -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</p> <p>Geographical fieldwork Use a range of fieldwork methods 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 and choose appropriate ways to record this data.</p>		<p>Locational knowledge 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</p> <p>Human and physical geography Describe and understand key aspects of: 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</p> <p>Geographical fieldwork use the eight points of a compass, 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</p> <p>Geographical fieldwork Use a range of fieldwork methods 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 and choose appropriate ways to record this data.</p>
<p>Previous Knowledge -What have children learnt previously that will support this next step?</p>			<p>Children have studied the world's biomes and the rainforest therefore understand that importance of wood/forests/waters as a natural resource.</p> <p>They have looked at world maps which will be useful when they are considering the distribution of the world's natural resources.</p>	<p>Children have learnt about the continents of the world in KS1 so should be able to locate the continents / countries where the world's largest rivers are found.</p> <p>Children in Year 5 have previously learnt about the region of Yorkshire which supports their study of the River Wharfe.</p>		<p>Children have learnt about villages, towns and cities in KS1.</p> <p>They have previously used maps to locate places locally and around the world.</p>

<p>Misconceptions -What are the common misconceptions in knowledge for this unit?</p>			<p>The earth's resources are infinite.</p> <p>Renewable natural resources are never exhaustible.</p> <p>Population growth is the main threat to the world's natural resources.</p> <p>Sustainability is just concerned with the natural environment.</p>	<p>Misconceptions that rivers start at the sea and then flow across the land.</p>		<p>Misconceptions that how a settlement is now, is always how a settlement has been over time.</p>
<p>Learning Sequence -Detail the learning sequence using key questions in an ordered sequence. -The questions should have a sequential build up to answer the overall learning challenge.</p>			<ol style="list-style-type: none"> 1. What are the world's natural resources? 2. Can I define sustainability? 3. How do we produce energy? 4. How will we produce energy differently in the future? 5. Why do we need to consider different energy sources? 6. How sustainable is our school? (fieldwork) 	<ol style="list-style-type: none"> 1. What is the water cycle? 2. What are the key features of a river? 3. What are the uses of a river? 4. Where is the River Wharfe? 5. How has the River Wharfe changed over time? 6. How does human activity affect rivers? 		<ol style="list-style-type: none"> 1. What is a settlement? 2. Why have places (Leeds) changed over time? 3. How does employment determine population change? 4. What do we find in a village, town, city? 5. What do we find in a village? (Fieldwork week) 6. Writing up our fieldwork.
<p>Knowledge Showcase -What will children know and be able to do by the end of the unit? -What will the children produce to demonstrate this knowledge?</p>			<p>Locational knowledge Exploration of world maps to help understand the distribution of the world's natural resources.</p> <p>Human and physical geography Children will look at the distribution of the world's natural resources including food, minerals and water and will focus on energy (fossil fuels and sustainable energy production).</p> <p>Geographical skills and fieldwork Children will explore issues of sustainability in everyday life, including energy consumption, waste and recycling. Children will explore data in the form of graphs/charts.</p>	<p>Following the River Wharfe A3 poster showing the key features of the River Wharfe and how it has changed over time.</p>		<p>Locational knowledge</p> <p>Human and physical geography</p> <p>Geographical skills and fieldwork. Draw a map of a real location that emphasises human and physical features to scale. Evaluate their own annotated sketches.</p>

<p>Knowledge Sentences -Using the end points, what are the key statements children need to remember by the end of the unit? (I know that...) (To share with children when it is taught during the unit)</p>				<ol style="list-style-type: none"> I know that natural resources are the raw materials which are used to produce all of the products we use. I know they are very valuable. I know many natural resources are exhaustible. I know some are renewable. I know that being sustainable means doing little or no harm to the environment. I know that sustainable development needs to meet the needs of the present and future generations. I know that energy is produced in many different ways, including fossil fuels, nuclear, solar and wind. I know that fossil fuels can produce lots of energy quite cheaply, but supplies are running out. I know that many countries are planning to use more renewable energy sources in the future. I know that we need to consider different energy sources because burning fossil fuels produces carbon dioxide into the atmosphere contributing to global warming. I know that global warming leads to climate change. 	<ol style="list-style-type: none"> I know that the water cycle is the path that all water follows as it moves around Earth in different states. I know that rivers are divided into three sections: upper course, middle course and lower course. I know that rivers are important for survival, food, energy and transport. The River Wharfe is a river in Yorkshire, originating within the Yorkshire Dales National Park. For much of its length, it is the county boundary between North and West Yorkshire. <i>use the 8 points of a compass and 4 figure grid references, symbols, keys (inc use of ordnance survey maps)</i> I know that the River Wharfe has changed path over time. I know that pollution, irrigation and building dams affect rivers. 		<ol style="list-style-type: none"> I know that settlements are places that people live and sometimes work. I know that the most significant changes to land use came to areas affected by the Industrial Revolution. I know that during the Industrial Revolution, Leeds changed to become a major mill town. I know that, by the mid-20th century, Leeds expanded and absorbed the surrounding villages to become a large urban centre. I know that many people live in a town because of the industry they work in. I know that this changes the land use. I know that some people move to a locality to provide services to those who live there e.g. shop or restaurant owners. I know that some people move to where their family are based. I know that there are different features in a village, town and city due to different population sizes. I know that a village is a small settlement that usually has no more than 1000 people living in it. Some villages are on the outskirts of large towns or cities, and others are more rural. I know that I can use fieldwork skills to find out more about the village of Bramhope.
<p>Key Vocabulary (To share with children and add to working walls/knowledge mats)</p>				<p>Raw materials Valuable Exhaustible Power and energy Renewable and non-renewable Fossil fuels Sustainable development Greenhouse gases</p>	<p>Water cycle River Wharfe River Ouse National Park Bank, channel, confluence, estuary, flood plain, meander, mouth, tributaries.</p>		<p>Employment Conurbation Community Hamlet Neighbourhood Suburb</p>
<p>What does this look</p>	<p>Enrichment Activities (trips, residentials, speakers, SMSC)</p>				<p>This unit coincides with the Year 5 residential to High Adventure which includes a river scramble walk – we will liaise with the centre to include some river fieldwork (measuring velocity and identifying river features).</p>		<p>Geographical Association National Fieldwork Festival.</p>

	Physical Resources (artefacts)						
	Cross Curricular learning (Include opportunities for writing and quality texts)			The Shark Caller			
	Local Learning including outdoor learning			How sustainable is our community and our school? Fieldwork around the school			
	Opportunities for cultural Diversity			Learning about indigenous people.			