

<p>Year 5</p> <p>Geographical skills and fieldwork throughout the year whenever applicable</p>	<p>Who got what in the struggle for England? A Series of History Mysteries, be a history detective. A few ideas - e.g. why did life revert back to life in early England after the Romans. (See Street through time) What is the mystery of the Saxon Grave? Who buried the Staffordshire hoard? A street through time Beowulf by Michael Morpurgo (Anglo-Saxon Novel - More suited to the struggle) Good v Evil, invaders, accepting people, newcomers (SMSC)</p> <p>Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Two weeks of Britain's settlement by Anglo-Saxons and Scots). Rest of term on the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor). N.B. Great Alfred the Great activity in PH 78 p. 13 and see p. 15!</p> <p>Name and locate counties and cities of the United Kingdom, (Link to place name enquiry – Anglo Saxon Place, Mystery Graves) See the UK in maps p.17 and 18 Use 8 points of a compass, six-fig. grid references, symbols and key (including use of Ordnance Survey maps) to build their knowledge of the UK 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. Living things & their habitats through the year Properties and changes in materials Visit: Weaver Hall Northwich. Anglo Saxons and Vikings</p>	<p>How are the USA or Canada the same or different? Use last term's Queen of the Falls by Chris Van Allsberg but now use this term for the Geography angle e.g. Plan her route) See CT scheme of work Locate countries, using maps to focus on N. America, (USA & Canada) concentrating on environmental regions, key physical/human characteristics, countries & major cities. Use maps atlases globes & digital/computer mapping to locate countries and describe features studied. The world in maps p. 16 and 17.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and within N. America (Great Lakes/ Niagara Falls) compare to residential visit and N.W. Region. Describe & understand key aspects of physical/ human geography, incl: types of settlement/land use, economic activity, trade links, distribution of natural resources including energy, food, minerals and water Fieldwork – Manchester Museum of Science and Industry – forces – look at Tourism in Manchester (link to Queen of the Falls follow up and Regional study) Forces (Link to the “Queen of the Falls”) Animals including humans to old age. Revisit - Earth and Space (link to N. America.) – Time zones The world in maps p.35 Identify the position and significance of longitude, the Prime/Greenwich Meridian and time zones (including day and night) Homework – Choose one physical feature to research, one human feature to research. (all different) 1-minute Present to the rest of the class – rest of class to take notes. Give success criteria.</p>	<p>How were the Mayans more or less advanced than Britain in 900 A.D.? See CT planning. How did the geography of C. America affect the Mayan civilisation? The Chocolate Tree The Hero Twins Graphic Novel ? Pathways to Write...? a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. Contrast to Vikings and Anglo-Saxons see HA SoW in PH 78 p. 16 Locate the world's countries, using maps to focus on Central (See world Geography games) America, concentrating on environmental regions, key physical & human characteristics, countries, and major cities- Use maps atlases globes & digital/computer mapping to locate countries and describe features studied. Physical geography: climate zones, biomes and vegetation belts. 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 Visitor Dr Diane Davies Britain's only Mayan archaeologist Earth and Space (link to N. America.) Living things & their habitats through the year Fieldwork – visit Jodrell Bank - conduct fieldwork there - see p. 190 in TPG. Also see fieldwork ideas from CT. Homework – Passport to Central America (NB Cafod Resources)</p>
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<p>Year 6 Geographical skills and fieldwork throughout the year whenever applicable</p>	<p>Is it ever right to fight? Have wars through time impacted on our local area? Wars through time, brief introduction what is the difference between battle and a war (10 mins) Timeline – mention a few important wars, 100 years war, war of the roses, civil war (first lesson) Memorial by Gary Crew and Shaun Tan. WW1 Archie’s War scrapbook by Marcia Williams The Scrapbook of Walter Tull. WW2 My Secret War Diary by Flossie Albright by Marcia Williams.</p> <p>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 linked to a local history study - How did the wars affect Greater Manchester? Use fieldwork to a local war memorial to observe, measure, record and present human/physical features at the coast using range of methods e.g sketch maps, plans, graphs, digital technologies. See CT’s A few suggestions on how to conduct a Historical Enquiry and Geography Fieldwork of any Place of Worship or a Memorial Visit: Salford Imperial War Museum – include fieldwork – how has the area changed – use NLS Maps 1913 – compare to now. Annotate, take photos. Light - discrete Electricity – discrete (linked to Christmas)</p>	<p>Darwin discoveries. Is South America the same all over??</p> <p>Darwin’s Notebook What Mr Darwin saw? Evolution and inheritance Locate the world’s countries, using maps to focus on South America, concentrating on environmental regions, key physical & human characteristics, countries, and major cities- Use The world in maps p. 18. TPG Ch 27. Use maps atlases globes & digital/computer mapping to locate countries and describe features studied. Physical geography: climate zones, biomes and vegetation belts. 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 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic</p> <p>Living things and their Habitats Homework – Choose one country to research, including physical & human features. (all different) 5 minute Present to the rest of the class – rest of class to take notes. Give success criteria.</p>	<p>Residential Visit: ????????</p> <p>Using a range of geographical resources before residential to see what the area is like – e.g. Use O.S. Maps!.</p> <p>Animals including humans –lifestyle choices (link to O.S Map reading. 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 UK 50 things to do before they are 11 3/4 – see CT’ ideas and from National Trust</p> <p>Local Area Use 8 points of a compass, 6-fig. grid refs, symbols, key (including use of O.S.maps) to build their knowledge of the UK and fieldwork</p>
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