ADVENT TERM 1 – CYCLE A
GEOGRAPHY – Year 6 and Year 5 - Medium Term Planning – Our Changing World (Mapping Skills)

LESSON 1	LESSON 2	LESSON 3
Recap & retrieval: The Prime Meridian is the imaginary line from the North Pole to the South Pole	**Recall & retrieval:** • The Prime Meridian is the imaginary line from the North Pole to the South Pole. • Greenwich Mean Time, or GMT, is taken from the Prime Meridian. • There are 24 time zones around the world because there are 24 hours in a day.	**Recall & retrieval:** • The Prime Meridian is the imaginary line from the North Pole to the South Pole. • Greenwich Mean Time, or GMT, is taken from the Prime Meridian. • There are 24 time zones around the world because there are 24 hours in a day. • Lines of latitude and longitude are measured in degrees and help us to pinpoint exact locations. • The lines of latitude run horizontally and measure how far north or south a point is from the equator. • Lines of longitude run vertically and measure how far east or west a point is from the Prime Meridian.
LOCATIONAL KNOWLEDGE **LEARNING INTENTION:** To know that a time zone is a region where the same standard time is kept. **Skills: Disciplinary Knowledge** **Year 5** 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).	**LOCATIONAL KNOWLEDGE** **LEARNING INTENTION:** To know that lines of latitude and longitude show the geographical position of an area. **Skills: Disciplinary Knowledge** **Year 5** Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. – with support. **Year 6** Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.	**GEOGRAPHICAL SKILLS AND FIELDWORK** **LEARNING INTENTION:** To know that the scale on a map is used for measuring the size or distance between features. **Skills: Disciplinary Knowledge** **Year 5** Developing - use satellite imaging and maps of different scales to find out geographical information about a place. – with support **Year 6** Secure use of - satellite imaging and maps of different scales to find out geographical information about a place.

Year 6 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). **Aim:** Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)	**Aim:** Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)	**Aim:** Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
Key Vocabulary: Time zone, Greenwich Meridian Time (GMT), Prime Meridian	**Key Vocabulary:** Longitude, latitude, Prime Meridian, Equator, degrees, location, geographical, position	**Key Vocabulary:** Scale, size, distance, scale bar, ratio, grid lines
Key Knowledge: **Child:** • Greenwich Mean Time, or GMT, is taken from the Prime Meridian. • There are 24 time zones around the world because there are 24 hours in a day. • The times are calculated from GMT. • Times to the east of the Prime Meridian are ahead of GMT (GMT+), times to the west are behind GMT (GMT-). **Teacher:** • The Prime Meridian is the imaginary line from the North Pole to the South Pole	**Key Knowledge:** **Child:** • Lines of latitude and longitude are imaginary lines around Earth. • Lines of latitude and longitude are measured in degrees and help us to pinpoint exact locations. • The lines of latitude run horizontally and measure how far north or south a point is from the equator. • Lines of longitude run vertically and measure how far east or west a point is from the Prime Meridian. **Teacher:**	**Key Knowledge:** **Child:** • Maps are much smaller than the places they represent so they are drawn to scale. • The scale is written as a ratio, for example, 1cm:250m, which means 1cm on a map is equal to 250m in real life. • Maps also include a scale bar. • The ratio and scale bar help a map reader measure the distance between features on a map or the length of a feature, such as a footpath. • Maps can be drawn to different scales. **Teacher:**

that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured	• The equator is the line of latitude at 0°. The lines of longitude run vertically and measure how far east or west a point is from the Prime Meridian. • The Prime Meridian is the line of longitude at 0°. The point where a line of latitude and longitude cross can be written as a coordinate. For example, 30°N, 75°E.	• We describe maps as small scale or large scale. • Small scale maps have large numbers in their ratio, such as 1cm:250km. • They show continents or large areas of land or sea and contain little detail. • Large scale maps have smaller numbers in their ratio, such as 1cm:250m. • They show smaller areas of land in more detail and include the location and names of cities, towns and villages, as well as human and physical features. • Distances on maps can be measured using grid lines, the scale, a ruler, a finger, string and the scale bar.
Scaffolding: Maps and atlases, globes	**Scaffolding:** Maps and atlases, globes	**Scaffolding:** Maps of different scales
Learning Task: Recap children's previous learning about time zones by asking them to share any knowledge they already have. Revisit the key facts by showing the Time zones presentation. Give each child a copy of the Time zones map and a Times around the world question sheet to complete. At the end of the session, mark the children's work collectively using the Times around the world answer sheet.	**Learning Task:** Share the Latitude and longitude presentation to revise the importance and purpose of lines of latitude and longitude. Allow time for the children to ask and answer questions about the information shared and to complete the examples to consolidate their understanding. Challenge the children to practice using lines of latitude and longitude by completing the Latitude and longitude question sheet using the Latitude and longitude map. At the end of the session, gather the children together to share and compare their answers, using the Latitude and longitude answer sheet to help them mark their work.	**Learning Task:** Use the Maps of different scales presentation to introduce map scales, ratio and the difference between large scale and small scale maps. Provide pairs of children with a *Collins Junior Atlas*. Encourage the children to explore the maps in the atlas, looking at their scale and comparing the maps' details. Ask the children to complete the Maps of different scales recording sheet, using the maps listed, to consolidate their understanding. Work through the children's answers using the Maps of different scales answer sheet and address any misconceptions. Organise the children into groups and give each group an Ordnance Survey Explorer map.

		Bring the children's attention to the scale at the bottom of the map. Describe the scale as 1:25,000, which means 1cm on the map is equivalent to 250m in real life and 4cm is the same as 1km. Encourage the children to describe the detail of a map at this scale, then ask them how the scale could be used to find the size and distance between features on the map. Invite the children to find out more about using the scale and measuring distance by reading the Scale and distance recording sheet and completing the tasks included. At the end of the session, gather the children together to mark their work, encouraging them to demonstrate their techniques to find their answers. Discuss which methods are the most accurate.
Extension:	**Extension:**	**Extension:**

ADVENT TERM 1 – CYCLE A
GEOGRAPHY – Year 6 and Year 5 - Medium Term Planning – Our Changing World (Mapping Skills)

LESSON 4	LESSON 5	LESSON 6
Recall & retrieval: • The Prime Meridian is the imaginary line from the North Pole to the South Pole. • Greenwich Mean Time, or GMT, is taken from the Prime Meridian. • There are 24 time zones around the world because there are 24 hours in a day. • Lines of latitude and longitude are measured in degrees and help us to pinpoint exact locations. • The lines of latitude run horizontally and measure how far north or south a point is from the equator. • Lines of longitude run vertically and measure how far east or west a point is from the Prime Meridian. • The scale is written as a ratio, for example, 1cm:250m, which means 1cm on a map is equal to 250m in real life. • Maps also include a scale bar.	**Recall & retrieval:** • The Prime Meridian is the imaginary line from the North Pole to the South Pole. • Greenwich Mean Time, or GMT, is taken from the Prime Meridian. • There are 24 time zones around the world because there are 24 hours in a day. • Lines of latitude and longitude are measured in degrees and help us to pinpoint exact locations. • The lines of latitude run horizontally and measure how far north or south a point is from the equator. • Lines of longitude run vertically and measure how far east or west a point is from the Prime Meridian. • The scale is written as a ratio, for example, 1cm:250m, which means 1cm on a map is equal to 250m in real life. • Maps also include a scale bar. • During the water cycle, water changes state due to heating and cooling. • The water cycle has four stages: evaporation, condensation, precipitation and collection.	**Recall & retrieval:** • The Prime Meridian is the imaginary line from the North Pole to the South Pole. • Greenwich Mean Time, or GMT, is taken from the Prime Meridian. • There are 24 time zones around the world because there are 24 hours in a day. • Lines of latitude and longitude are measured in degrees and help us to pinpoint exact locations. • The lines of latitude run horizontally and measure how far north or south a point is from the equator. • Lines of longitude run vertically and measure how far east or west a point is from the Prime Meridian. • The scale is written as a ratio, for example, 1cm:250m, which means 1cm on a map is equal to 250m in real life. • Maps also include a scale bar. • During the water cycle, water changes state due to heating and cooling. • The water cycle has four stages: evaporation, condensation, precipitation and collection. • This large scale change to the climate is called 'climate change'. The main cause of climate change is global warming.
HUMAN AND PHYSICAL GEOGRAPHY **LEARNING INTENTION:** To know that the water cycle describes how water is exchanged through Earth's land, ocean, and atmosphere.	**PLACE KNOWLEDGE** **GEOGRAPHICAL SKILLS AND FIELDWORK** **LEARNING INTENTION:**	**GEOGRAPHICAL SKILLS AND FIELDWORK** **LEARNING INTENTION:** To know that orienteering maps are used to help us find our way around a course.

Skills: Disciplinary Knowledge **Year 5** Describe and explain key aspects of the water cycle. **Year 6** Describe and explain key aspects of the water cycle and its importance. **Aim:** Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	To know that the large scale change to the climate is called climate change. **Skills: Disciplinary Knowledge** **Year 5** Explain how climate change affects climate zones and biomes across the world. **Year 6** Explain how climate change affects climate zones and biomes across the world with examples. **Aim:** Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	**Skills: Disciplinary Knowledge** **Year 5** Follow a course on a map. (Applying knowledge and skill) **Year 6** Follow a course on a map. (+Showing independence and leadership) **Aim:** Interpret a range of sources of geographical information, including maps and globes.
Key Vocabulary: Water cycle, evaporation, condensation, precipitation, collection, water vapour	**Key Vocabulary:** Climate, climate change, large scale, global warming, greenhouse gases, extreme weather	**Key Vocabulary:** orienteering, map, control point, route, course, cardinal points, intercardinal points.
Key Knowledge: **Child:** • Water cannot be made. It is constantly recycled through a process called the water cycle. • During the water cycle, water changes state due to heating and cooling. • The water cycle has four stages: evaporation, condensation, precipitation and collection. **Teacher:**	**Key Knowledge:** **Child:** • The climate is the usual weather conditions that occur in a place over a long time. • The world's climate naturally changes over a long period of time; however, the current rate of change is unprecedented and has been linked to human actions. • This large scale change to the climate is called 'climate change'. • The main cause of climate change is global warming.	**Key Knowledge:** **Child:** • Orienteering is a sport that uses a map to go from point to point. • The aim of **orienteering** is to complete the course in the quickest time. • A control point is where you check in and get your next clue when orienteering. **Teacher:** https://betterorienteering.org/teaching/ • This means competitors need to choose their route and plan it carefully.

• Water in lakes, rivers and streams is warmed by the Sun, causing the water to evaporate and rise into the air as water vapour. • As the water vapour rises, it cools and condenses to form water droplets in clouds. • The clouds become full of water until the water falls back to the ground as precipitation (rain, hail, snow and ice). • The fallen water collects back in lakes, rivers and streams. • Evaporation and condensation are caused by temperature changes.	**Teacher:** • The temperature on Earth has increased by about 1°C since 1880. • Burning fossil fuels, deforestation and eating meat is likely to have the biggest effect on global warming and climate change. • Climate change is causing extreme weather events worldwide, including severe storms, cyclones, floods, sandstorms, heatwaves and droughts. • Millions of people are affected by these extreme weather events every year. • The Global Climate Risk Index ranks the countries that are most affected by the effects of extreme weather related to climate change. • The countries most affected in 2019 were Mozambique and Zimbabwe in Africa, and the Bahamas in North America.	• Participants are given a topographical map, usually a specially prepared orienteering map, which they use to find control points. • They are marked on the map that the competitors read. At each control point, there is: something easy to see, a unique mark, symbol or control code, a way for the contestant to record that they have found it, • The location of these control points is kept secret from competitors.
Scaffolding:	**Scaffolding:**	**Scaffolding:** Adults to support. Maps Paired / group work
Learning Task: Watch animations of the water cycle to identify the four main stages (evaporation, condensation, precipitation and run-off). Work in pairs to talk it through using a diagram or model and referring to information texts and the web wherever they need clarification.	**Learning Task:** Use the climate zones and biomes maps on pages 62 and 64 in the *Collins Junior Atlas* to recap and deepen the children's knowledge of climate zones and world biomes. Ask the children to describe the characteristics of the climate zones and biomes using their existing knowledge and the information provided on the maps.	**Learning Task:** Use an orienteering activity to follow a course in school grounds.

Use a range of given picture cards to sequence the cycle, adding captions and labels to each picture. **Note:** Review the water cycle process using an IWB, encouraging children to evaluate their success in sequencing the stages. Children could use clipart or downloaded images to create a digital presentation of the cycle, adding captions and labels.	Encourage them to see the interconnection between the climate zones and the types of biomes present. After exploration, invite the children to consider the enquiry question, 'How is climate change affecting climate zones and biomes across the world?' Encourage them to share their existing knowledge and then ask the children to read the Climate change information sheet. After reading the information, invite the children to discuss what they have found out and express how they feel about the impact climate change has on the world. After discussing their thoughts, feelings and ideas, ask the children to use the information to write an answer to the enquiry question, using the Climate change word mat to help. Encourage children to share their work with others and give and receive feedback. how children the Global Climate Risk Index presentation. Use the presentation to introduce the children to the Global Climate Risk Index, the effects of climate change and the world's countries, which are most vulnerable to extreme weather events. Give all children the Climate change, extreme weather and people information sheet. Ask the children to read the data and information and discuss the key points in small, working groups. Pose the question, 'How are climate change and extreme weather affecting people's lives around the world?' Provide each group with large sheets of paper and marker pens.	

	Ask them to plan an answer to the question, drawing on the evidence in the presentation and information sheet. Invite the children to work together using word processing software to write a collective answer to the question. At the end of the session, encourage the children to present their work to the class.	
Extension:	**Extension:**	**Extension:** Plan a route of their own?
Assessment Cumulative quiz and retrieval practice.		