


KNOWLEDGE OVERVIEW GRID						
	Year Group: Year 5					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History unit	History unit	Natural Resources	Catalonia vs Yorkshire	History unit	Geographical Fieldwork and skills- Settlements Regional focus of Leeds and Yorkshire. <i>Focus Education</i>
<b>NC Objectives Covered</b> (Taken directly from the National Curriculum)  <b>Red= substantive knowledge</b>  <b>Blue= disciplinary knowledge</b>			<b>Locational knowledge</b> 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.  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)  <b>Human and physical geography</b> 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  <b>Geographical skills and fieldwork</b> -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<b>Locational knowledge</b> Locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Identify key physical and human characteristics of a country in Europe and the UK.  <b>Place knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.  <b>Human and physical geography</b> Describe and understand key features of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle 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		<b>Locational knowledge</b> 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  <b>Human and physical geography</b> 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  <b>Geographical fieldwork</b> 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  <b>Geographical fieldwork</b> 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.
<b>Previous Knowledge</b> -What have children learnt previously that will support this next step?			Children have studied the world’s biomes and the rainforest therefore understand that importance of wood/forests/waters as a natural resource.  They have looked at world maps which will be useful when they are considering the distribution of the world’s natural resources.	Nursery – begin to explore the environment around them. Reception – learn about contrasting environments e.g. countries that are hotter than the UK. Yr 1- learnt about town, cities, villages and the UK. Yr2 – learnt about continents, countries and capitals. Learnt about Europe in more depth. Yr3 – learnt about Yorkshire in depth to be able to compare with Catalonia		Children have learnt about villages, towns and cities in KS1.  They have previously used maps to locate places locally and around the world.

<b>Misconceptions</b> -What are the common misconceptions in knowledge for this unit?			The earth's resources are infinite.  Renewable natural resources are never exhaustible.  Population growth is the main threat to the world's natural resources.  Sustainability is just concerned with the natural environment.	Children can be confused between whether Catalonia is a country, capital, state, region etc. this needs clarifying early on.		Misconceptions that settlements have always stayed the same throughout time and do not change.
<b>Learning Sequence</b> -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.			1. What are the world's natural resources and why are they useful? 2. What do we mean by sustainability? 3. How do we produce energy? (Non renewable) 4. How do we produce energy (Renewable) 5. How sustainable is our school? (fieldwork – 2 lessons)	1. What can I remember about Yorkshire? What are the main human and physical features? 2. Where is Catalonia? 3. What are the physical features of Catalonia? 4. What are the human features of Catalonia? 5. What are the similarities and differences between Yorkshire and Catalonia and the Amazon?		1. What is a settlement? 2. What do we find in a village, town, city? 3. Why have places (Leeds) changed over time? 4. What do we find in a village? (Fieldwork week) 5. What features are found in a town? <i>Design your own town.</i> (2 weeks) 6. What features are found in a town? <i>Design your own town.</i> (2 weeks)
<b>Knowledge Showcase</b> -What will children know and be able to do by the end of the unit? -What will the children produce to demonstrate this knowledge?			<b>Sustainability fieldwork</b> Presenting fieldwork findings of sustainability at Bramhope Primary School.	<b>Presentation/debate</b>  Children to present why they think Yorkshire, Catalonia or the Amazon is the best place to live, including details around their human and physical characteristics.  Children to debate both sides and practice talking respectfully about other cultures.		<b>Create your own town</b> Plan, create and present your own design of a town. Think about the physical and human features that make up a town.

<div>Knowledge Sentences</div> <div>-Using the end points, what are the key statements children need to remember by the end of the unit? (I know that...)</div> <div>(To share with children when it is taught during the unit)</div>				<div><div>1. 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.</div><div>2. 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.</div><div>3. 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.</div><div>4. I know that many countries are planning to use more renewable energy sources in the future.</div><div>5. 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.</div></div>	<div><div>1. Recap Yr3: I know that Yorkshire is separated into West Yorkshire, North Yorkshire, East Riding of Yorkshire, South Yorkshire. I know that Yorkshire contains the Yorkshire Dales and North Yorkshire Moors National Parks. I know that Yorkshire contains many cities (Leeds, Bradford, York, Sheffield, Hull for example).</div><div>2. I know that Catalonia is a historic region in the north-east of Spain and on the continent of Europe.</div><div>3. I know that physical features in Catalonia includes the Pyrenees mountain range, valleys, plains and beaches on the coastline. The highest mountain is Pica d’Estats.</div><div>4. I know that the region is made up of four provinces: Girona, Barcelona, Tarragona and Lleida. I know that Catalonia’s capital city is Barcelona which includes the famous Sagrada Familia.</div><div>5. I know there are many differences and similarities between Yorkshire and Catalonia including: weather and climate, food and vegetation, cities and buildings, culture, mountains and coastlines.</div></div>		<div><div>1. I know that settlements are places that people live and sometimes work.</div><div>2. I know that there are different features in a village, town and city due to different population sizes.</div><div>3. I know that Leeds has changed over time due to population growth.</div><div>4. I know that Bramhope has many features including shops, churches, houses, doctors' surgery and a school.</div><div>5. I know that towns may have bus stations, businesses, hospitals, schools and supermarkets to meet the demand of the population.</div><div>6. I know that I can use different methods to map a town.</div></div>
<div>Key Vocabulary</div> <div>(To share with children and add to working walls/knowledge mats)</div>				<div>Raw materials Valuable Exhaustible Power and energy Renewable and non-renewable Fossil fuels Sustainable development Greenhouse gases</div>	<div>Yorkshire Catalonia Europe Region Pyrenees Pica d’Estats Girona, Barcelona, Tarragona, Lleida Sagrada Familia</div>		<div>Employment  population  Hamlet  Neighbourhood  Suburb</div>
<div>What does this</div>	<div>Enrichment Activities (trips, residentials, speakers, SMSC)</div>			<div>Energy Heroes visit</div>			<div>Geographical Association National Fieldwork Festival.  Link with Prince Henrys – microclimate workshop.</div>
	<div>Physical Resources (artefacts)</div>			<div>Maps Atlases Globe Digimaps</div>	<div>Maps Atlases Globe Digimaps</div>		<div>Maps Atlases Globe Digimaps</div>

				ArcGis Teach with GIS UK – The Geography Visualiser <a href="https://www.arcgis.com/apps/instant/atlas/index.html?appid=7150690455c24b42b25fc850462befe2">https://www.arcgis.com/apps/instant/atlas/index.html?appid=7150690455c24b42b25fc850462befe2</a> Images	Images		Images Compass ArcGis Teach with GIS UK – The Geography Visualiser <a href="https://www.arcgis.com/apps/instant/atlas/index.html?appid=7150690455c24b42b25fc850462befe2">https://www.arcgis.com/apps/instant/atlas/index.html?appid=7150690455c24b42b25fc850462befe2</a>
	<b>Cross Curricular learning (Include opportunities for writing and quality texts)</b>			Cross-curricular learning with English text: The Shark Caller	Cross-curricular links with Spanish lessons		-
	<b>Local Learning including outdoor learning</b>			How sustainable is our community and our school? Fieldwork around the school			Local fieldwork around Bramhope.
	<b>Opportunities for cultural Diversity</b>			Learning about indigenous people and different cultures.			Children understand that places change over time and that people live in places culturally different to them.