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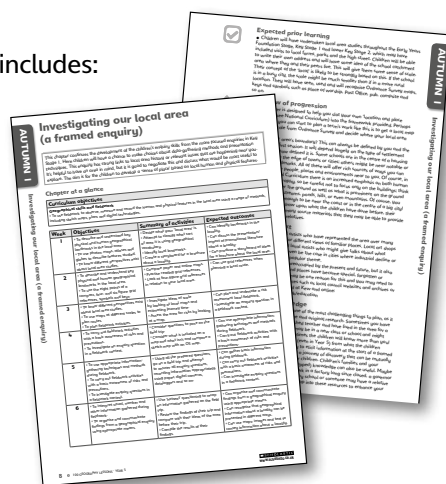
# About the book

This book is divided into twelve chapters; six for each year group. Each chapter contains a half-term's work and is based around a topic or theme. Each chapter follows the same structure:

## Chapter introduction

At the start of each chapter there is a summary of what is covered. This includes:

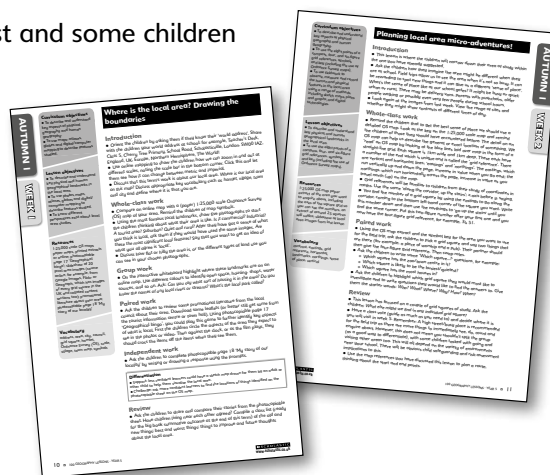
- **Introduction:** A description of what is covered in the chapter.
- **Chapter at a glance:** This is a table that summarises the content of each lesson, including: the curriculum objectives, lesson objectives, a summary of the activities and the outcome.
- **Expected prior learning:** What the children are expected to know before starting the work in the chapter.
- **Overview of progression:** A brief explanation of how the children progress through the chapter.
- **Creative context:** How the chapter could link to other curriculum areas.
- **Background knowledge:** A section explaining grammatical terms and suchlike to enhance your subject knowledge, where required.



## Lessons

Each chapter contains six weeks' of lessons. At the start of each week there is an introduction about what is covered. The lesson plans then include the relevant combination of headings from below.

- **Curriculum objectives:** The relevant objectives from the Programme of Study.
- **Lesson objectives:** Objectives that are based upon the Curriculum objectives, but are more specific broken-down steps to achieve them.
- **Expected outcomes:** What you should expect all, most and some children to know by the end of the lesson.
- **Resources:** What you require to teach the lesson.
- **Introduction:** A short and engaging activity to begin the lesson.
- **Whole-class work:** Working together as a class.
- **Group/Paired/Independent work:** Children working independently of the teacher in pairs, groups or alone.
- **Differentiation:** Ideas for how to support children who are struggling with a concept or how to extend those children who understand a concept without taking them onto new work.
- **Review:** A chance to review the children's learning and ensure the outcomes of the lesson have been achieved.



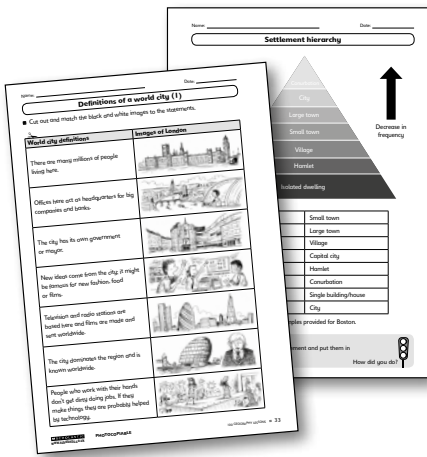
## Assess and review

At the end of each chapter are activities for assessing and reviewing the children's understanding. These can be conducted during the course of the chapter's work or saved until the end of the chapter or done at a later date.



At the start of each chapter there is a summary of what is covered. This includes:

- **Curriculum objectives:** These are the areas of focus for the assess and review activity.
- **Resources:** What you require to conduct the activities.
- **Revise:** A series of short activities or one longer activity to revise and consolidate the children's learning and ensure they understand the concept(s).
- **Assess:** An assessment activity to provide a chance for the children to demonstrate their understanding and for you to check this.
- **Further practice:** Ideas for further practice on the focus, whether children are insecure in their learning or you want to provide extra practice or challenge.



## Photocopiable pages

At the end of each chapter are some photocopiable pages that will have been referred to in the lesson plans. These sheets are for the children to use. There is generally a title, an instruction, an activity and an 'I can' statement at the bottom. The children should be encouraged to complete the 'I can' statements by colouring in the traffic lights to say how they think they have done (red – not very well, amber – ok, green – very well).

These sheets are also provided on the CD-ROM alongside additional pages as referenced in the lessons (see page 7 About the CD-ROM).

# Investigating our local area (a framed enquiry)

This chapter continues the development of the children's enquiry skills from the more focused enquiries in Key Stage 1. Here children will have a chance to make choices about data-gathering methods and presentation techniques. This enquiry has strong links to local area history or relevant issues that are happening near you. It's helpful to have an area in mind, but it is good to negotiate this and discuss what would be most useful to explore. The aim is for the children to develop a 'sense of place' based on local human and physical features.

## Chapter at a glance

### Curriculum objectives

#### Geographical skills and fieldwork

- To 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 digital technologies.

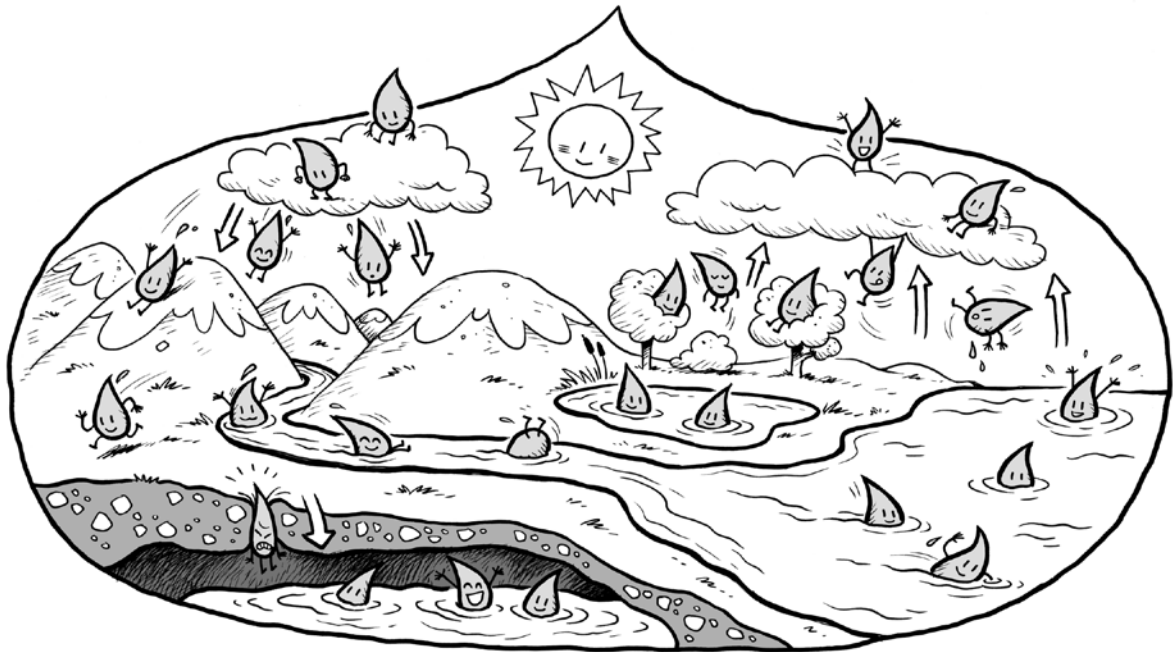
Week	Objectives	Summary of activities	Expected outcomes
1	<ul style="list-style-type: none"> <li>• To describe and understand key physical and human geographical landmarks in the local area.</li> <li>• To use photos, maps, atlases and globes to describe features studied.</li> <li>• To know different perspectives exist about local area studies.</li> </ul>	<ul style="list-style-type: none"> <li>• Decide what your 'local area' is.</li> <li>• Attempt to classify what sort of area it is using geographical vocabulary.</li> <li>• Identify local landmarks.</li> <li>• Create a storyboard for a brochure about a locality.</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify landmarks in the locality.</li> <li>• Can discuss the presentation/ impact of promotional literature about a locality.</li> <li>• Can produce a storyboard of ideas for a brochure about the local area.</li> </ul>
2	<ul style="list-style-type: none"> <li>• To describe and understand key physical and human geographical landmarks in the local area.</li> <li>• To use the eight points of a compass, four- and six-figure grid references, symbols and keys.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare paper and online maps.</li> <li>• Practise reading grid references.</li> <li>• Look at four-figure grid references in relation to your local area.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use grid references when planning a local route.</li> </ul>
3	<ul style="list-style-type: none"> <li>• To know different perspectives exist about local area studies.</li> <li>• To use maps at different scales to plan routes.</li> <li>• To plan fieldwork activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate ideas of scale by looking at local maps and estimating journey time.</li> <li>• Assess the area for risks by looking at a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Can plan and undertake a risk assessment local fieldwork.</li> <li>• Investigate an enquiry question in a fieldwork context.</li> </ul>
4	<ul style="list-style-type: none"> <li>• To carry out fieldwork activities with a basic awareness of risks and precautions.</li> <li>• To investigate an enquiry question in a fieldwork context.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider questions to pose on the field trip.</li> <li>• Consider what is included on a map and what isn't and compare a sketch map with an OS map.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use appropriate information-gathering techniques and methods during fieldwork.</li> <li>• Carry out fieldwork activities with a basic awareness of risks and precautions.</li> </ul>
5	<ul style="list-style-type: none"> <li>• To use appropriate information-gathering techniques and methods during fieldwork.</li> <li>• To carry out fieldwork activities with a basic awareness of risks and precautions.</li> <li>• To investigate enquiry questions in a fieldwork context.</li> </ul>	<ul style="list-style-type: none"> <li>• Using all the prepared questions, go on a field trip and attempt to answer all enquiry questions, recording information appropriately, using paper, digital cameras, dataloggers and so on.</li> </ul>	<ul style="list-style-type: none"> <li>• Can gather basic information during fieldwork.</li> <li>• Can carry out fieldwork activities with a basic awareness of risks and precautions.</li> <li>• Can investigate enquiry questions in a fieldwork context.</li> </ul>
6	<ul style="list-style-type: none"> <li>• To interpret visual, number and other information gathered during fieldwork.</li> <li>• To organise and communicate findings from a geographical enquiry using appropriate means.</li> </ul>	<ul style="list-style-type: none"> <li>• Use 'hotseat' questioning to recap on information gathered on the field trip.</li> <li>• Review the findings of their trip and compare with their ideas of the area before their trip.</li> <li>• Compile the results of their findings.</li> </ul>	<ul style="list-style-type: none"> <li>• Can organise and communicate findings from a geographical enquiry using appropriate means.</li> <li>• Can recognise that geographical information about a locality can be presented in different ways.</li> <li>• Can use maps, images and text to convey information about a locality.</li> </ul>

## The water cycle

- Read the following paragraph. Write the correct word in the gaps.

The \_\_\_\_\_ heats the water in oceans and lakes causing the water to \_\_\_\_\_ and form water vapour. As the air rises, it cools. The water \_\_\_\_\_ condenses into tiny droplets of \_\_\_\_\_. The droplets crowd together and form a \_\_\_\_\_. The droplets grow until they become too heavy and fall to the \_\_\_\_\_ as \_\_\_\_\_ (rain if liquid, snow if solid). The water soaks into the ground and collects in \_\_\_\_\_ and \_\_\_\_\_. Some of the water is transported back to the oceans by streams and rivers, some of the water is used by plants or animals and some is evaporated directly back into the atmosphere. The \_\_\_\_\_ that never ends starts again!

<b>ground</b>	<b>precipitation</b>	<b>cycle</b>	<b>water</b>	<b>cloud</b>
<b>evaporate</b>	<b>Sun</b>	<b>rivers</b>	<b>vapour</b>	<b>lakes</b>



I can describe the water cycle.

How did you do?

