TERM 2 OVERVIEW YEAR 5/6 – Geography

Term 2 Book(s) – Who Let The Gods Out?		
Topic(s) - Lines of longitude and latitude and Time Zones		**Guide Time = 3 lessons**
Assessment:	Answers from Reading for Productivity sessions. Teacher assessment - can children describe different locations around the world using longitude and latitude?	**Very Important Points (VIPs):** Lesson 4 • There are different time zones around the world and there is daylight at different times in different places. • Times in countries that are east of the Prime Meridian are in front of the UK. • Times in countries west of the Prime Meridian are always behind the UK. Lesson 5 • The Earth rotates on its axis once every 24 hours. • The sun can only shine on the part of the Earth that it is facing therefore it is daytime for these places then. The places on the opposite side of the Earth are in the shade and therefore it is night time. Lesson 6 • The Geographical North Pole and the Magnetic North Pole are not the same. • The North Pole moves all the time. • Compasses point to the Magnetic North Pole.
Links to prior learning (sequencing) and canon book	Children will be able to name and locate countries and cities using different sources, e.g. maps, atlases, globes and computerr software. They will uderstand geographical regions. Children will have a good understanding if the different compass points. Locate places mentioned in the cannon text using longitude and latitude.	
Links to other learning (cross fertilisation)	History – Ancient Greeks. Maths – use of degrees, girds and positional language when describing different locations. Time zones, recording times in different formats. **Thematic Questions:** The World Around Us: Where are the Ancient Greek ruins and why are they a popular tourist attraction today? Why do people travel all over the world to visit them? World Beyond Us: How long are they days and nights of the other planets in our Solar System? Why are they not the same as on Earth? Culture:	

	When we put our clocks forward in the Spring and back in the Autumn do other countries in other time zones do the same? Modern Britain: Which inventions have improved modern day travel? What do you think the future holds? Technology in Action: How has GPS helped us map and navigate the world in modern times? Healthy Body and Healthy Mind: What impact does	**Fat Questions:** • Who might find the lines of latitude and longitude helpful in their work? • John Harrison, was born on the Nostell Priory Estate in 1693. Who was he and what did he do? • Australians celebrate Christmas on the same date as the UK, but their Christmas is in summer. Why? • The rotation of the Earth causes a phenomenon known as the 'Coriolis Effect'. What kinds of things are affected by this? • How and why does the Earth move? • How is the sun related to the movement of the Earth?
Links to future learning	This unit of work links to science and space. Children will continue to build upon thier fieldwork skills	
Character/Wider Development ('50 things', cultural capital, skills)	Children will continue to build awareness of different countries, cities and cultures from around the world.	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Lesson 4 Identifying time zones around the world.	LO: To Understand different time zones.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian and times zones (including day and night.)	**Time zone** - A range of longitudes where a common standard time is used. **Longitude** – The angular distance of a place east or west of the Greenwich meridian. **Greenwich Meridian** – The Prime Meridian which passes through the Royal Observatory at Greenwich in London. In 1884 it was adopted internationally as the zero of longitude. **Meridian –** Imaginary lines which run from the North Pole to the South Pole.	SEND – table of time differences for a range of countries around the world. GD – Look at the countries with different time zones and investigate the time zone in China.	Meridian lines vary due to many factors including country borders and historical.	Discuss how we will be working on understanding time zones around the world and thinking about why we have different time zones. Discuss with children what GMT is, looking at how long it took to introduce and why it is significant, considering with children why it can't be the same time of the day across the world at the same time. Following this, look at examples of countries that have more than one time zone, considering why this is as well as looking at other countries such as China and India who only use one time zone despite the size of their countries. Once children are confident with the idea of time zones and why these were created children will identify Greenwich Meridian on a map and then investigate the times in different cities around the world and answer problems. **Year 5 Deepen the Moment:** Is it possible to travel back in time? Back up your answer with evidence. **Year 6 Deepen the Moment:** Why do some countries turn their clocks forwards and backwards by an hour during the year?

Lesson 5 Understand that the Earth rotates on its axis, causing night and day.	LO: To understand why it is day and night at different times and know that they vary in length.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian and times zones (including day and night.)	**Rotate -** Move in a circle (spin) around an axis. **Axis –** An imaginary line that an object turns around. Earth spins on its axis once every 24 hours. **Hemisphere** - Half a sphere. **Civil Twilight -** Civil Twilight is when the sun is lesson than 6 degrees beneath the horizon. There is generally still enough light during Civil Twilight for daytime activities to continue. **Nautical Twilight -** Nautical Twilight is a time of near darkness. Nautical Twilight ends when the sun drops down to 12 degrees below the horizon, when it becomes difficult to tell where the horizon is when looking out to sea. **Astronomical Twilight -** Following Nautical Twilight comes Astronomical Twilight, when the Sun is between 12 degrees and 18 degrees below the horizon.	SEND – prompt questions to support comparing data. GD – draw conclusions about the seasons and the cause of them when comparing their data.	Day and night last for 12 hours. It is always summer from June – August all over the world.	**Lesson 5 - Main task -** compare hours of day light in different locations on important lines of latitude around the world during summer and winter. Use the data collected to draw comparisons based on hours of daylight and the location of each city. Compare differences. **DTM - Year 5 –** What is a solstice? How many are there each year? **Year 6 -** What is a solstice and why do they occur?

Lesson 6 Create maps using fieldwork skills.	LO: To use a range of fieldwork skills.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian and times zones (including day and night.)		SEND – Use tablets to support fieldwork. GD – Measure the areas of school and add a scale to the maps created.	Room walls are not necessarily facing the 4 main compass directions.	**Main task -** Use a compass and visit different locations around school. Use the top of your page as North and then map out the different areas of school visited. Take pictures on tablets to help. EXT - map the whole school facing North rather than different sections. **DTM - Year 5 -**Does the Magnetic North Pole ever stop moving? **Year 6 -** How does the Magnetic North Pole impact different animals around the world?
Context (big picture learning) To identify and explain the longitude and latitude lines that are used to describe the location of different places on Earth using geographical vocabulary. To understand and compare time zones around the world and understand why it is day and night at different times in different locations.						

Link to resources: Trust Shared > Primaries > Departments > KS2 > Year 5 & 6 Curriculum Planning > Cycle B > Autumn - Who Let the Gods Out > Geography > Autumn 2

Folder name: Autumn – Who Let the Gods Out > Geography

Week 1 – N/A (History)

Week 2 – Lesson 4

Week 3 – N/A (History)

Week 4 – Lesson 5

Week 5 – N/A (History)

Week 6 – Lesson 6

Week 7 – Assessment Week (consolidation)

Geography Knowledge Organiser

Key Vocabulary

Degree – A unit of measure used for geographic co-ordinates.

Equator – An imaginary circle around the Earth. It divides Earth into 2 equal parts: the Northern Hemisphere and the Southern Hemisphere.

Hemisphere – A hemisphere is half a sphere.

Latitude– Lines of latitude run in an east-west direction across Earth.

Longitude –Lines of longitude run in a north-south direction.

Prime Meridian – An imaginary line that divides Earth into two equal parts: the Eastern Hemisphere and the Western Hemisphere. It is also the starting point for measuring longitude.

Summer Solstice – The longest day and shortest night of the year, when the Earth is tilted closest to the Sun.

Time Zone – An area on Earth that has a specific time. Different places on Earth have different time zones.

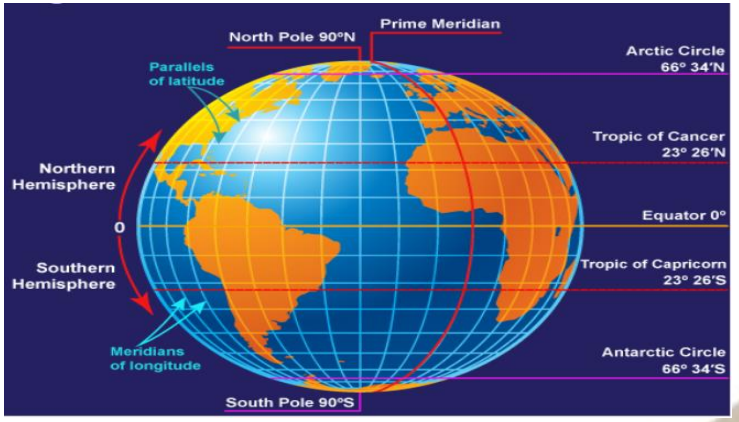
Tropic of Cancer – A line of latitude in the Northern Hemisphere.

Tropic of Capricorn – A line of latitude in the Southern Hemisphere.

Winter Solstice – The longest night and shortest day of the year, when the Earth is tilted furthest from the Sun.

Intent

To identify and explain the longitude and latitude lines that are used to describe the location of different places on Earth using geographical vocabulary. To understand and compare time zones around the world and understand why it is day and night at different times in different locations.



FAT Questions.

Who might find the lines of latitude and longitude helpful in their work?
John Harrison, was born on the Nostell Priory Estate in 1693. Who was he and what did he do?
Australians celebrate Christmas on the same date as the UK, but their Christmas is in summer. Why?
The rotation of the Earth causes a phenomenon known as the 'Coriolis Effect'. What kinds of things are affected by this?
How and why does the Earth move?
How is the sun related to the movement of the Earth?

VIPs

- Latitude and longitude are imaginary lines that form a grid over the Earth's surface. They are used to describe different locations on Earth.
- Lines of latitude run parallel to the Equator. They are used to find out how far north or south a place is.
- Lines of longitude go from the top of the Earth to the bottom. They are used to measure how far east or west a place is.
- The Equator is an imaginary circle around the Earth. It is the centre of the lines of latitude.
- The Prime Meridian is an imaginary line which runs through the UK. It splits the Earth into eastern and western hemispheres.
- The Earth rotates on its axis once every 24 hours.
- The sun can only shine on the part of the Earth that it is facing therefore it is daytime for these places then. The places on the opposite side of the Earth are in the shade and therefore it is night time.
- There are different time zones around the world and there is daylight at different times in different places.
- Times in countries that are east of the Prime Meridian are in front of the UK.
- Times in countries west of the Prime Meridian are always behind the UK.
- The North Pole is 90º N and the South Pole is 90º S.