

# Summer Term Overview Year 5 and 6 – Geography

	Summer Term Book – Mortal	Engines
Topic – Fieldwork		Guide Time = 7 lessons
Assessment:	A number of assessment techniques will be applied: Answers from reading for productivity questions. 'Low-stakes' quizzes (e.g. for VIPs, AfL) In-depth discussion with children. Re-capping and reflecting on VIPs from previous lesson at the start of a new session. Scrutiny of work produced in curriculum books. Ability to put all knowledge together in final fieldwork exercise (plotting and following a route).	<ul> <li>Very Important Points (VIPs):</li> <li>A compass has four cardinal points. In order, these are North, East, South and West.</li> <li>A compass also has four ordinal points (NE, SW, SE, SW).</li> <li>A compass and a map are key navigation tools. A map can tell you the position you are in and a compass can tell you the direction you need to go.</li> <li>Lines of latitude and longitude are invisible lines on a globe that people use to get around</li> </ul>
Links to prior learning (sequencing)	In LKS2, children begin to gain basic competence in collecting, analysing and communicating with a range of data gathered through experiences of fieldwork to deepen their understanding of geographical processes, interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS), and communicating information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. They use maps and atlases, giving them a basis for work with OS maps, such as understanding of grids, cardinal points and symbols. Earlier in the Autumn term, children learned to 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.)	<ul> <li>Lines of latitude go around. Lines of longitude go down.</li> <li>Grid references are used to describe position on a map. They can be four or six figures long.</li> <li>On a grid, eastings are the numbers that run from left to right and northings are the numbers that run from south to north.</li> <li>Six figure grid references allow you to pinpoint a location in greater detail than four figure grid references.</li> <li>Maps use symbols to label different features and landmarks. They include a key so you know what the different symbols are.</li> <li>Plotting a route on a map means planning where you want to go. It is easier to follow a route if you have written directions as well.</li> <li>A route is a way from a starting point to a destination. It</li> </ul>
Links to other learning (cross fertilisation)	Maths – use of degrees for compass bearings to give directions and co-ordinates to give grid references/latitudes and longitudes to give position. Science – diagrammatical representation using symbols. PSHE – working as a team to produce a route for someone else to follow and coach them to follow a route. PE – practical orienteering skills. English – writing directions.	can be plotted on a map and described using instructions, grid references and compass bearings. <b>Fat Questions:</b> What is the impact of mapping on our understanding of the world around us? How has navigation changed over time? In the modern world, is it possible to get lost? Explain your answer.
Links to future learning	In KS3, children will be expected to build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. They will interpret Ordnance Survey maps in the classroom and the field, including	



	using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. They will use Geographical Information Systems (GIS) to view, analyse and interpret places and data. They will use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. This unit lays foundations for practical geographical work which the children will use in KS3 and beyond.	
Character/Wider Development ('50 things', cultural capital, skills)	Being able to read a map and follow directions is a key life skill. It has uses which stretch across many different scenarios – from navigating your way around an unknown location, to following a GPS or Sat Nav. Maps provide a really significant way of learning about and engaging with the world around us and map work encouragese the development of lateral thinking and problem-solving skills. This unit of work is also particularly significant as a result of its promotion of core social skills such as team work.	
	50 things: one of the 50 things for LKS2 was to read maps and use a compass. This unit of work will help to build on and cement these skills, giving opportunities to use them in practical situations.	
	Thematic Questions:The World Around Us:How can we use mapping to explore the world around us?How have navigation and exploration changed the way we think about the world around us?World Beyond Us:How would navigation be different in space?How could I plot a route through space?Culture:Do maps look different in different countries?How and why has mapping changed over time?Modern Britain:Are maps still useful in modern Britain?How and why has the way we use maps in this country changed?Technology in Action:How have developments in technology changed navigation?	
	Have changes in technology rendered maps useless? Healthy Body and Healthy Mind: How can learning map skills support our mental and physical health?	



# **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
Week 1 A compass can tell you the direction you are heading in, or the direction you need to go to reach a particular location. A compass has 4 cardinal points (N, S, E, W) and four ordinal points (NE, NW, SE, SE).	LO: To recognise and use the eight points of the compass.	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. Use the eight points of a compass, four and 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.	map fieldwork compass points cardinal points ordinal points magnetic north direction grid reference navigation route	GD: Children have an extension task where, using atlases, they can use compass directions to describe the positions of different UK cities in relation to one another. SEND: Differentiated worksheet is provided with compass image to support children to follow directions.	A compass always points north – you have to use that information to work out which way you are facing or need to face. There is a quarter turn (90°) between each of the compass points.	<ul> <li>Reading for productivity is on compass points and direction.</li> <li>Recap of previous knowledge using 'interrupting the forgetting' questions.</li> <li>Watch a BBC bitesize video clip showing how to use a compass.</li> <li>Modelling how to recognise cardinal and ordinal points on a compass.</li> <li>Starter task: follow direction activity cards using compass points.</li> <li>Children practise giving directions from one point to another on a map.</li> <li>Year 5: Children follow directions around a map, noting the locations that the directions send them.</li> <li>Deepen the moment: Now everybody has Google Maps, there is no need for compasses anymore. Do you or agree or disagree? Justify your answer.</li> <li>Year 6: Children use compass points to write directions around a map to certain locations.</li> <li>Deepen the moment: Suggest why it might be difficult to use a compass to navigate near to the North Pole.</li> </ul>



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In main task, partial answers are given on the sheet, children are filling in gaps. Children may still benefit from over a modelling by							labelling different points on a globe using lines
answers are given on the sheet, children are filling in gaps. Children may still benefit from ovtra modelling by					In main task, partial		of latitude and longitude.
on the sheet, children are filling in gaps. Children may still benefit from over a modelling by					answers are given		
children are filling in gaps. Children may still benefit from					on the sheet.		Deepen the Moment: Does the Earth's climate
gaps. Children may still benefit from					children are filling in		vary according to longitude? Justify your
still benefit from					gans Children may		answer
Suit benefit norm					still benefit from		
					suit benefit from		
					extra modelling by		
teacner.					teacher.		
Week 3 LO: To recap and Use fieldwork to Ordnance GD: Children write The grid reference Reading for productivity is on navigating by the	Week 3	LO: To recap and	Use fieldwork to	Ordnance	GD: Children write	The grid reference	Reading for productivity is on navigating by the
use four-figure grid observe, measure, Survey (OS) definitions for gives you the stars.		use four-figure grid	observe, measure,	Survey (OS)	definitions for	gives you the	stars.
Grid references references. record and present map eastings and bottom left corner	Grid references	references.	record and present	map	eastings and	bottom left corner	
are used to the human and fieldwork northings as part of of the square. Information about OS maps and how they are	are used to		the human and	fieldwork	northings as part of	of the square.	Information about OS maps and how they are
describe position physical features in northings starter task. divided into grids with eastings and northings.	describe position		physical features in	northings	starter task.		divided into grids with eastings and northings.
on a map. They the local area using eastings Use 'along the	on a map. Thev		the local area using	eastings		Use 'along the	0 0 0
can be four or six a range of arid reference For main task corridor then up Modelling how to use four-figure grid	can be four or six		a range of	arid reference	For main task	corridor then up	Modelling how to use four-figure grid
figures long. Interview of the stairs' to references	figures long		methods, including	position	children have a	the stairs' to	references



		sketch maps plans	navigation	more complex map	ensure vou are	
		and graphs and	naviguton	to work with	using the numbers	Starter task: children have to use a basic OS
		digital		including many	in the correct	man to use grid references to find points and
		technologies		different streets and	order	give grid references where points are located
		technologies.		landmarka		give grid references where points are located.
				lanumarks.		
		Use the eight				reacher models now to use grid references on
		points of a		SEND: Children		a real OS map.
		compass, four and		may need extra		
		six-figure grid		modelling to		Year 5: Complete differentiated codebreaking
		references,		complete starter		activity by finding street/place names using grid
		symbols and key		task and		references.
		(including the use		understand key.		
		of Ordnance				Deepen the moment: Choose two places on
		Survey maps) to		For main task,		your map and write a list of directions from one
		build their		teacher modelling		to the other. You should include compass
		knowledge of the		uses the same		points, grid references and road names.
		United Kinadom		version of the map		
		and the wider		that children will be		Year 6: Complete differentiated codebreaking
		world		using		activity by finding street/place names using grid
		World.		aonig.		references
						Deepen the moment: Plot a route around your
						man and write a list of directions for someone to
						follow Vou abould include compass points, grid
						follow. You should include compass points, grid
						references and road names.
VVeek 4	LO: To use six	Use fieldwork to	Ordnance	GD: For starter	You have to	Reading for productivity is on how to navigate
	figure grid	observe, measure,	Survey (OS)	task, children also	imagine the	from a plane.
Grid references	references	record and present	map	have to write their	squares divided	
are used to	accurately.	the human and	fieldwork	own six-figure grid	into ten to give a	Interrupting the forgetting activity to remind
describe position		physical features in	northings	references for a	six-figure grid	children of last week's learning to build on,
on a map. They		the local area using	eastings	number of points.	reference.	followed by recap of giving grid references for
can be four or six		a range of	grid reference	Children can start		positions.
figures long.		methods, including	position		Use 'along the	
		sketch maps, plans	navigation	Children have to	corridor then up	Zoomed in look at one grid square, broken
		and graphs, and	-	create five	the stairs' to	down into tenths. Model how to find different
		digital		questions of their	ensure you are	points within the square and how to write the
		technologies.		own using six-figure	using the numbers	corresponding six-figure grid references.
				arid references.	in the correct	
		Use the eight			order.	Starter task: children have to use similar grid
		points of a		SEND: Children		(one square zoomed in, broken into tenths) and
		compass four and		have multiple		find points at given six-figure references
		six-figure grid		choice worksheet to		and pointe degreen eix righte references.
		references		complete Children		Zooming out now looking at numerous squares
		eventores,		can use tracing		and considering them broken into tonthe with
		symbols and key		can use tracing		and considering them proken into tenths with



		(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		paper to mark out where different points would be for six-figure grid references.		<ul> <li>imaginary lines. Modelling how to write these/find points.</li> <li><u>Year 5:</u> Complete differentiated worksheet locating and labelling six-figure grid references on an OS map.</li> <li><u>Deepen the moment:</u> Can you think of an example when a six-figure grid reference might be more useful than a four-figure grid reference? Explain your answer.</li> <li><u>Year 6:</u> Complete differentiated worksheet locating and labelling six-figure grid references on an OS map.</li> <li><u>Deepen the moment:</u> Can you think of an example when a four-figure grid references on an OS map.</li> <li><u>Deepen the moment:</u> Can you think of an example when a four-figure grid reference might be more useful than a six-figure grid reference? Explain your answer.</li> </ul>
Week 5 Maps use symbols to label different features and landmarks. They include a key so you know what the different symbols are.	LO: To use symbols to represent key features on a map.	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. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the	symbols key OS Map grid references pictorial representation contours contour lines	GD: In starter activity, children are expected to use and include definitions for a range of high-level related terminology (e.g. OS map, pictorial representation). In mapping activity, children draw their own map, from scratch, using google maps image as a guide. SEND: Children to focus on a limited number of simple maps throughout lesson.	Symbols may not look exactly the same as the landmark being represented. Symbols on the map must look exactly the same as symbols on the key. It is really important that symbols on the map are placed exactly, because otherwise people could get lost.	RESOURCES: teachers will need to provide google map views of their own school. Also, if possible introduce children to a range of different OS maps so they can see how different terrains and landmarks are represented. Reading for productivity is on contour lines on a map. Children to have a go identifying any symbols they can see on an OS map. Children watch video clip showing how maps use symbols to represent key features. Introduce children to a range of symbols used on OS maps. Children have a go at guessing what they could represent first. Starter task: Children to explain the purpose of using symbols on a map, then design symbols of their own to represent particular features.



		United Kingdom and the wider world.		In starter activity, sentence starters and word bank are provided. In mapping activity, children are provided with more detailed map to begin with.		<ul> <li>Reinforce idea of contour lines (link to reading exercise).</li> <li><u>Year 5:</u> Children to map defined outside area of school (try to include an area with some different features, e.g. trees, benches, playground), using image from google maps satellite views.</li> <li><u>Deepen the moment:</u> Describe how contour lines can be positioned to show how steep a hill is.</li> <li><u>Year 6:</u> Children to map defined outside area of school (try to include an area with some different features, e.g. trees, benches, playground), using basic image from google maps street view.</li> </ul>
						Deepen the moment: It is not useful for a map to show contour lines. Do you agree? Fully justify your answer.
Week 6 A route is a way from a starting point to a destination. It can be plotted on a map and described using instructions, grid references and compass bearings. Plotting a route on a map means planning where you want to go.	LO: To plot a route on a map.	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. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance	map fieldwork compass cardinal points ordinal points route plotting directions position instructions symbols key landmark	GD: Children move straight to using six- figure grid references. Children write their directions out in full, including street names where possible. SEND: Fill in the first couple of rows of the template together. Stick to four-figure grid references where appropriate or use tracing paper grids to mark tenths within square to support.	A route is not chosen at random. It is carefully selected between a start and finish point, sometimes taking in stopping points along the way. It is essential to consider and include all previous mapping skills when plotting a route.	Reading for productivity is on navigating safely in the mountains. Recap different key features of a map. Quick challenge activity: teacher reads out directions (e.g. 2cm north) and children draw corresponding line on paper. Introduce concept of a route and remind children about how to use grid references. Model how to follow directions (including compass directions and grid references) to reach a particular location. Model how to write directions (including compass directions and grid references) to reach a particular location. Starter task: Write directions from one location to another. Include compass directions and grid references



		build their knowledge of the United Kingdom and the wider world.				Year 5: Children plot a route around the map using compass directions and grid references with the template to support them. Deepen the moment: Use google maps to describe the route you take to school each day. Year 6: Children plot a route around the map using a combination of compass directions, grid references and written instructions. Deepen the moment: Find a map of Pontefract town centre. Choose 4 places you like to visit and describe the route you would take to get around them
Week 7 A route is a way from a starting point to a destination. To follow a route, you need to recognise and know how to use compass directions, symbols and grid references.	LO: To follow a route.	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. Use the eight points of a compass, four and 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.	Map Fieldwork Compass Cardinal points Ordinal points Route Plotting Directions Position Instructions Symbols Key Landmark	GD: Children write out directions in full, using six-figure grid references. Children include their own symbols and details on the map, along with a key. SEND: Children may need extra guidance or reminders to complete the starter task. Image of compass is provided throughout work to support understanding of the different directions. Children can stick to using four-figure	It can be tricky to follow a route carefully, even if you recognise the terrain. It is important to follow directions precisely and make sure you line your map up with the landscape around you, noting key points as you go and continually checking your direction against north.	<ul> <li>RESOURCES: teachers will need to provide google map views of their own school.</li> <li>Reading for productivity is on a children's expedition in India.</li> <li>Starter task recap – going back over how to plot a route and describe it using compass directions and grid references.</li> <li>Introduce main task: plotting a route around school (outside) for someone else to follow.</li> <li>Year 5: Plot the route using detailed satellite image. Describe route using support plan to include compass directions and grid references to locate key points.</li> <li>Deepen the moment: Do you think it would be harder to navigate around a city centre or a forest? Explain your answer.</li> <li>Year 6: Plot the route using basic outline of school. Children will need to include their own symbols (can use previous work as guide). Children write out directions for route in full, including key landmarks, compass directions and grid references to locate key points.</li> </ul>



				grid references if more appropriate.		<b>Deepen the moment:</b> What kinds of terrain do you think would be particularly difficult to plot and follow a route around? Explain why and suggest how you could overcome these challenges.	
Context (big picture learning): children will learn how their geographical knowledge of mapping, direction and position can be applied in a practical setting. They will get the opportunity to create maps and routes of their own and follow routes and directions using maps, compass directions, grid references and key features of the landscape. Being able to read a map and follow directions is a key life skill. It has uses which stretch across many different scenarios – from navigating your way around an unknown location, to following a GPS or Sat Nav. Maps provide a really significant way of learning about and engaging with the world around us and map work encouragese the development of lateral thinking and problem-solving skills. This unit of work is also particularly significant as a result of its promotion of core social skills such as team work							

Link to resources Trust Shared > Primaries > Departments > KS2 > Year 5 & 6 Curriculum Planning > Cycle B > Summer – Mortal Engines > Geography



#### Key Vocabulary

Cardinal points – four main points of the compass (north, south, east, west).

Contour lines – a line on a map joining points of equal height above or below sea level.

Eastings – on a grid over a map, eastings are the numbers that run from left to right.

Fieldwork - practical geographical work.

Grid reference – used to express position on a map.

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

Longitude – lines of longitude run in a north-south direction, crossing through the poles.

Map - diagrammatic representation showing key physical features of the landscape.

Navigation - the process of accurately determining one's position and planning and following a route.

Northings – on a grid over a map, northings are the numbers that run from south to north.

Ordinal points – four secondary points of the compass (NE, NW, SE, SW).

Ordnance Survey (OS) Map - a detailed map produced by the British or Irish government mapmaking organization.

Route - a way from a starting point to a destination.

Symbol – a picture used on a map to represent a landmark or features of the landscape.

### Intent

To build knowledge of mapping skills, including using cardinal and ordinal points for direction, grid references for position and symbols to represent key features of the landscape, and applying these in a practical geographical setting to create and follow routes.



### FAT Questions

What is a map?

What is the impact of mapping on our understanding of the world around us?

How has navigation changed?

In the modern world, is it possible to get lost? Explain your answer.

## VIPs

- A compass has four cardinal points. In order, these are North, East, South and West (N, E, S, W – never eat shredded wheat).
- A compass also has four ordinal points (NE, SW, SE, SW).
- A compass and a map are key navigation tools. A map can tell you the position you are in and a compass can tell you the direction you need to go.
- Lines of latitude and longitude are invisible lines on a globe that people use to get around.
- Lines of latitude go around. Lines of longitude go down.
- Grid references are used to describe position on a map. They can be four or six figures long.
- On a grid, eastings are the numbers that run from left to right and northings are the numbers that run from south to north.
- Six figure grid references allow you to pinpoint a location in greater detail than four figure grid references.
- Maps use symbols to label different features and landmarks. They include a key so you know what the different symbols are.
- Plotting a route on a map means planning where you want to go. It is easier to follow a route if you have written directions as well.
- A route is a way from a starting point to a destination. It can be plotted on a map and described using instructions, grid references and compass bearings.