



Geography Programme of Study – Year 5 and 6 Cycle A



Autumn The Groovy Greeks Lost in Space	Spring Earth Matters	Summer From Stone Age to Iron Age What Have The Romans Ever Done For Us?
<p>Pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>		
	<p>Pupils are taught to:</p> <ul style="list-style-type: none">• locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, countries and major cities• name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains and coasts) and understand how some of these aspects have changed over time• describe and understand key aspects of climate zones, biomes, mountains, volcanoes and earthquakes	



Autumn Life in World War II	Spring All Change	Summer Life Cycles Challenge
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Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They work in a range of relevant contexts for example, the home, school, leisure, culture, enterprise, industry and the wider environment.

Cooking and nutrition
As part of their work with food, pupils are taught how to cook and apply the principle of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

<p>When designing and making pupils are taught to:</p> <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining, finishing), accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<p>When designing and making pupils are taught to:</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • prepare and cook a variety of predominately savoury dishes using a range of cooking techniques 	
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<ul style="list-style-type: none">• understand how key events and individuals in design and technology have helped to shape the world		
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