



Year 5 & 6 Alien Invasion!

Summer Topic Knowledge Organiser

Knowledge Skills Vocabulary



Knowledge Progression

What would an invading alien race need to know about the Earth?

How could we create a guidance system for the Earth?

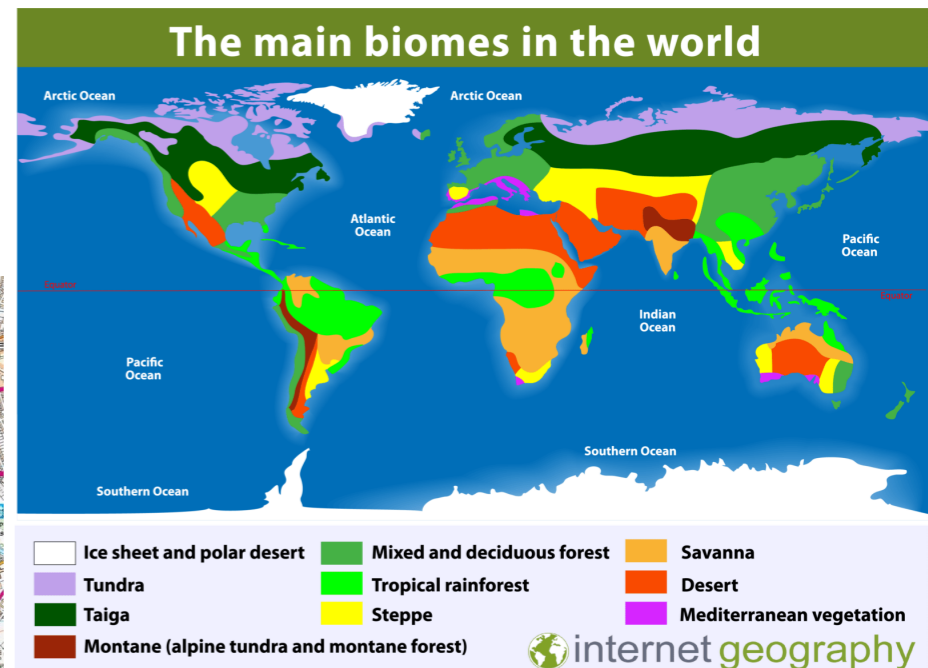
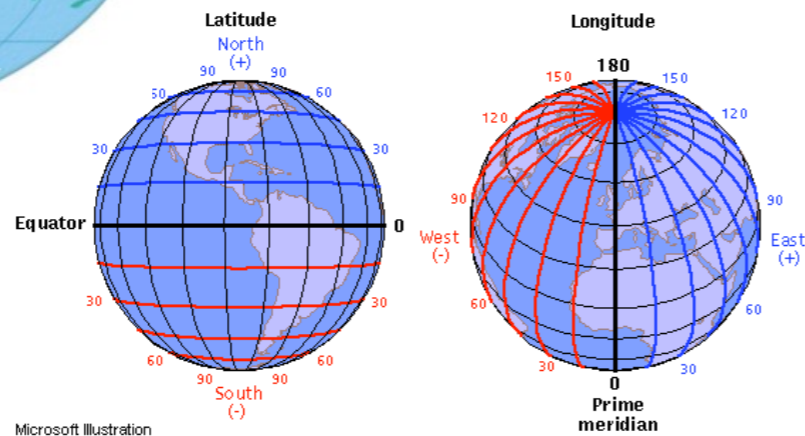
Which types of environment would be most suitable for alien landings?

Which continent would I recommend an alien to land on?

Where would be best for aliens to make first contact with humans?

Can I conduct a detailed geographical study of the UK?

Can I explain and demonstrate compass skills and map reading to aliens?



Curriculum Coverage

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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
- 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)

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Skills Progression

Year 5

* Begin to suggest questions for investigating * Investigate places with more emphasis on the larger scale; contrasting and distant places * Collect and record evidence unaided * Use and recognise OS map symbols regularly * Compare maps with aerial photographs * Select a map for a specific purpose * Begin to use atlases to find out about other features of places * Find and recognise places on maps of different scales. * Use 8 figure compasses, begin to use 6 figure grid reference. * Find/recognise places on maps of different scales * Locate the world's countries, focus on North and South America * Identify the position and significance of lines of longitude and latitude * Use index and contents page within atlases * Use medium scale land ranger OS maps.

Year 6

* Suggest questions for investigating * Investigate places with more emphasis on the larger scale; contrasting and distant places * Collect and record evidence unaided * Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it * Begin to use and recognise atlas symbols * Follow a short route on an OS map * Describe features shown on OS map * Use 8 figure compass and 6 figure grid reference accurately * Use lines of longitude and latitude on maps * Use a scale to measure distances * Draw/use maps and plans at a range of scales * Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages * Use OS maps * Confidently use an atlas * Recognise world map as a flattened globe.

Geographical Vocabulary

Earth, world, continent, ocean, Northern and Southern Hemisphere, country, region, latitude, longitude, poles, polar region, Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, time zone, Greenwich Mean Time, International Date Line, Prime Meridian, coordinates, climate, climate zone, environmental region, biome, vegetation belt, rivers, mountains, coasts, hills. Europe, North and South America, physical and human characteristics, countries, cities, map, Ordnance Survey map, atlas, globe, compass points—north, south, east, west, northeast, southeast, southwest, northwest, grid references, key.

Geographical Enquiry

What makes up our world and how could we find our way around it? What are the key geographical features humans use to navigate around the world? Why does time change when you move east or west? How do environments differ and what types of plant and animal life are found in different regions — what are the similarities and differences and how could these be classified? Where have humans settled and why? What are the key human and physical geographical similarities and differences between geographical regions in different continents and countries? What could we use to show the geographical features of a region in detail? How could we navigate ourselves around a region within a country using atlases, maps and compasses to help?

Year 3-4 Geography: *Hakuna Matata:* 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. *Adventurers and Explorers:* describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Year 5-6 Geography: *I Have a Dream:* locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, 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.