

Year 5/6 Geography – World War II National Curriculum links: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 • describe and understand key aspects of: ◊ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ○ 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		School Threads Conflict Settlements
Prior Knowledge EYFS KS1 • Human and physical features (Westcliff, Colorado) • Ports, rivers (Humber bridge) LKS2 • Natural resources (Scunthorpe) • Natural resources, settlements (Stone Age)	Key Vocabulary • urban • rural • population • industry • river/sea • ports • agriculture	Assessment Children will: • know that cities (land use) are urban areas that are densely populated • know that the countryside (land use) is a rural area more sparsely populated. • know that cities are home to more industries and act as a hub to connect and trade products. • know that cities are often built in places that are well-chosen for good transport links (i.e. a river/sea/ports) • know that countryside is rich with farming industries.

Expectations of learning	National Curriculum Link (s)	Learning Journey
<i>By the end of the lesson / session children should be able to:</i> - know that cities (land use) are urban areas that are densely populated - know that the countryside (land use) is a rural area more sparsely populated. - know that countryside is rich with farming industries. -	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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	Included in WWII session 2 – evacuation. Children look at maps showing the children's journey of locations (where they lived and where they were sent to). Also give aerial pictures, children verbalise differences they can see. Give children definitions of urban and rural areas – can they identify these in the pictures? Discuss the benefits of the children going to a rural area in time of war relating to the land use and population density.
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<i>By the end of the lesson / session children should be able to:</i> • know that cities (land use) are urban areas that are densely populated • know that cities are home to more industries and act as a hub to connect and trade products. • know that cities are often built in places that are well-chosen for good transport links (i.e. a river/sea/ports)	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, • describe and understand key aspects of: physical geography, including: rivers, 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	Included in London blitz session Locate London on the map – children to name as a capital city. Refer to county that the city lies within (show image of all the key counties we learn in the school). Show aerial images again – what human features can we spot? What industries would we expect to find here based on what we can see (i.e. a river/port). Focus in – what is the impact of having a port? What services does it provide? Move into to the distribution of resources and food. Weapons were moved through the ports making it a target.
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