Geography/History/Science and Cross curricular Planning
Year 5/6 – Cycle B

Autumn	Spring	Summer
1. Earth and Space (Y5) • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system, • Describe the movement of the moon relative to the Earth • Describe the Sun, Earth and Moon a approximately spherical bodies • In Summer term – use the idea of the Earth's rotation to explain day and night and the apparent movement of the sum across the sky **2. Light (Y6)** • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why the shadows have the same shape as the objects that cast them.	**3. Human an Physical Geography** Describe and understand key aspects of physical geography: including climate zones, landscapes, desert, tundra, rain forest. **4. Living things and their Habitats (Y5)** • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals **Y6** • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics **5. Evolution and Inheritance (Y6)** • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution	6. **Place Knowledge –** identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. The Prime/Greenwich Meridian and time zones (including day and night) **7. The Olympic Games** 8. **Animals including humans (Y5)** • Describe the changes as humans develop to old age **Y6** • Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans

Throughout the Year

Geographical Skills

- Use maps, atlases. Globes and digital/computer mapping to locate countries and describe features studied.
- Use 8 points of compass, 6-figure grid references, symbols and key to build knowledge of UK and wider world.
- Use field work to observe, measure, record and present the human and physical features in local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

'Exploring the Ancient World' -> across the 3 terms

Locational Knowledge

Locate the world's countries, using mas to focus on S. America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities

A non-European Society that provides contrasts with British history – one study chosen from:

- Early Islamic civilization, including a study of Baghdad c.AD 900
- Mayan civilization c. AD 900
- Benin (West Africa) c. AD 900-1300