

Geography Curriculum Map & Skills Progression



Year 5 National Curriculum Objectives		
Autumn Term	Spring Term	Summer Term
<p><u>Locational knowledge</u> 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. [Linked to Anglo-Saxon and Viking influence on Britain]</p> <p><u>Human and Physical Geography</u> Describe and understand key aspects of: 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. [Linked to Anglo-Saxon and Viking influence on Britain]</p>	<p><u>Locational knowledge</u> 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 [North and South American study and Amazonian Study]</p> <p><u>Human and Physical Geography</u> Describe and understand key aspects of: 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.</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p><u>Geographical skills and fieldwork</u> 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. [Linked to river studies of the Middle East and linked to Islamic Golden Age History topic]</p> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>

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<p><u>Geographical skills and fieldwork</u> Use the eight points of a compass, <u>four and six-figure grid references</u>, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	
<p>Year 5 Key Skills</p>		
<p><u>Mapping skills</u> Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied, <u>and begin to understand the differences between maps</u> e.g. Google maps vs. Google Earth, and OS maps.</p> <p>Choose the most appropriate map/globe for a specific purpose.</p> <p>Know that different scale OS maps use some different symbols.</p> <p>Use models and maps to discuss land shape i.e. contours and slopes.</p> <p>Use the scale bar on maps.</p> <p>Read and compare map scales.</p>	<p><u>Mapping skills</u> Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied, <u>and begin to understand the differences between maps</u> e.g. Google maps vs. Google Earth, and OS maps.</p> <p><u>[Recapped from Y5 Autumn term]</u></p> <p><u>Enquiry & Investigation skills</u> Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</p> <p>Make predictions and test simple hypotheses about people and places.</p>	<p><u>Fieldwork skills</u> Use eight cardinal points to give directions and instructions.</p> <p>Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.</p> <p>Interpret data collected and present the information in a variety of ways including charts and graphs.</p> <p><u>Mapping skills</u> Choose the most appropriate map/globe for a specific purpose.</p> <p><u>[Recapped from Y5 Autumn term]</u></p>

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<p>Identify, describe and interpret relief features on OS maps.</p> <p>Use six figure coordinates.</p> <p>Fieldwork skills Use eight cardinal points to give directions and instructions.</p>	<p>Communication skills Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.</p> <p>Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</p> <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to logging, deforestation, land-use, habitats and climate change.</p>	<p>Know that different scale OS maps use some different symbols. [Recapped from Y5 Autumn term]</p> <p>Use models and maps to discuss land shape i.e. contours and slopes. [Recapped from Y5 Autumn term]</p> <p>Use the scale bar on maps. [Recapped from Y5 Autumn term]</p> <p>Read and compare map scales. [Recapped from Y5 Autumn term]</p>
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Year 5 Curriculum Enrichment Opportunities

Year 5 will visit Manchester on the train. Map features of a major city.	Year 5 will visit Leigh House – Amazon Experience	Year 5 will
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Year 5 Vocabulary

Cheshire Lancashire	London Greater London West Yorkshire	South America Biomes: Tundra	Rural Urban Crop farming	Co-ordinates Longitude Latitude	Water cycle Source Channel
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Greater Manchester Liverpool Preston York Almondsbury Lincoln	North Yorkshire Cumbria Chester Wessex Mercia Danelaw Northumbria	Desert grassland deciduous forest coniferous Deforestation Amazon Basin	Livestock farming Countries: Bolivia Brazil Columbia Ecuador Guyana Peru Suriname Venezuela	Climate zone	Tributaries Mouth Estuary Delta River course
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