

Year 5 National Curriculum Objectives

Autumn Term	Spring Term	Summer Term
<p><u>Locational knowledge</u> <u>Name and locate counties and cities of the United Kingdom</u>, geographical regions and their <u>identifying human and physical characteristics</u>, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; <u>and understand how some of these aspects have changed over time.</u> [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: <u>types of settlement and land use</u>, economic activity including <u>trade links</u>, and the <u>distribution of natural resources</u> including energy, <u>food, minerals and water.</u> [Linked to Anglo-Saxon and Viking influence on Britain]</p> <p><u>Geographical skills and fieldwork</u> <u>Use the eight points of a compass</u>, <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 fieldwork to observe, <u>measure, record and present</u> the human and <u>physical features in the local area using a range of methods</u>, including <u>sketch maps, plans and graphs</u>, and <u>digital technologies.</u> [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>	<p><u>Locational knowledge</u> <u>Locate the world's countries, using maps to focus on Europe</u> (including the location of Russia) and <u>North and South America</u>, <u>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</u> [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 <u>land use</u>, economic activity including <u>trade links</u>, and the <u>distribution of natural resources</u> including energy, <u>food, minerals and water.</u></p> <p>Describe and understand key aspects of: physical geography, including: <u>climate zones, biomes and vegetation belts</u>, <u>rivers</u>, mountains, volcanoes and earthquakes, <u>and the water cycle.</u> <u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>

Year 5 Key Skills

Mapping skills

Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied, and begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.

Choose the most appropriate map/globe for a specific purpose.

Know that different scale OS maps use some different symbols.

Use models and maps to discuss land shape i.e. contours and slopes.

Use the scale bar on maps.

Read and compare map scales.

Identify, describe and interpret relief features on OS maps.

Use six figure coordinates.

Fieldwork skills

Use eight cardinal points to give directions and instructions.

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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.

Interpret data collected and present the information in a variety of ways including charts and graphs.

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[Recapped from Y5 Autumn term]

Know that different scale OS maps use some different symbols.

[Recapped from Y5 Autumn term]

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[Recapped from Y5 Autumn term]

Enquiry & Investigation skills

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?

Make predictions and test simple hypotheses about people and places.

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.

Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.

	<p>Read and compare map scales. <u>[Recapped from Y5 Autumn term]</u></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>
Year 5 Key Knowledge & Sequence		
<p>How York has changed over time.</p> <ol style="list-style-type: none"> 1. Name and locate countries of origin for Angles, Saxons, Jutes, Scots and Vikings across Western Europe and Scandinavia 2. 6-figure grid references using York (identify key human and physical features). 3. Name and locate counties and cities of Britain – including early Kingdoms 4. Locate raid sites across Britain to chart the Viking invasion. 	<p>Geography – Fieldwork Key knowledge and skills:</p> <ol style="list-style-type: none"> 1. Compare proposed changes and current changes to the human geography in the local area. 2. Study physical features in the local area through maps and first-hand experience (learning walk). 3. Produce sketch maps of the physical features in the local area. 4. Present findings from a learning walk, with annotations. 	<p>Amazon Rainforest: Key knowledge and skills:</p> <ol style="list-style-type: none"> 1. Locate the countries and capital cities within South America. 2. To locate the Amazon basin and the countries it covers (include cities within the Amazon basin). 3. Identify the physical features of a rainforest. 4. Understand the layers of a tropical rainforest. 5. Compare temperate and tropical biomes. 6. Understand the impact of global fossil fuel usage. 7. Understand the impact of deforestation 8. Lee House visit (Amazon experience).View deforestation from multiple perspectives. 9. Follow an export from source to supermarket. 10. Compare the Amazon River with the River Nile (link to Year 4 history: Ancient Egyptians).

Year 5 Vocabulary					
Cheshire	London	co-ordinates	water cycle	South America	rural
Lancashire	Greater London	longitude	source	Biomes:	urban
Greater	West Yorkshire	latitude	channel	Tundra	crop farming
Manchester	North Yorkshire	climate zone	tributaries	desert	livestock farming
Liverpool	Cumbria		mouth	grassland	Countries:
Preston	Chester		estuary	deciduous forest	Bolivia
York	Wessex		delta	coniferous	Brazil
Almonds bury	Mercia		river course	deforestation	Columbia
Lincoln	Danelaw			Amazon Basin	Ecuador
	Northumbria				Guyana
					Peru
					Suriname
					Venezuela