EGERTON PRIMARY SCHOOL KNUTSFORD

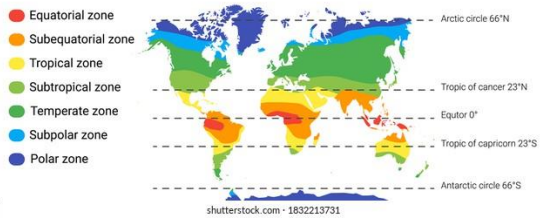
GEOGRAPHY CONCEPTS AND END POINTS ASSESSMENT

"Ready to learn. Ready to thrive. Ready for tomorrow."

"The important thing is to never stop questioning."

Albert Einstein

Year 5: Climate Zones



End Point Assessment
I can identify and explain the different lines of latitude and their significance in determining climate, including the Equator, Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles.
I can locate different climate zones on a map and explore the differences between the Northern and Southern Hemispheres.
I can describe key aspects of various climate zones, including tropical, temperate, arid, Mediterranean, and polar climates, and understand their physical geography.
I can compare temperate and tropical climates, identifying their unique characteristics and weather patterns.
I can explore and explain weather patterns within different climate zones using data from various locations, such as Manaus, Cairo, Seville, London, and Nuuk.
I can interpret and present data related to climate, including using bar charts and tables to compare weather patterns across different locations.
I can write a weather forecast for a typical day in a chosen climate zone, using appropriate vocabulary and structure.
I can identify the characteristics of each climate zone and present my findings through a persuasive brochure explaining why someone should live in my chosen climate zone.
Skills
Spatial Awareness: Understanding Geographic Position: Students will develop an understanding of how the position of a place on Earth (e.g., latitude and longitude) influences its climate and weather patterns.
Analysing Weather Data: Students will collect and analyse weather data for different climate zones, interpreting graphs and tables to understand patterns (e.g., temperature, rainfall).
Presenting Data: They will present their findings using bar charts or tables, enhancing their ability to convey information visually.
Comparative Thinking: Evaluating the differences and similarities between various climate zones, such as temperate and tropical climates, and considering the implications of these differences.

Vocabulary	
Arid	A climate zone characterized by very low rainfall, typically resulting in dry conditions (e.g., deserts).
Climate Zone	A region of the Earth that has a particular climate, defined by specific temperature and precipitation patterns.
Ecosystem	A community of living organisms and their environment, interacting as a system within a particular climate zone.
Equator	The imaginary line that divides the Earth into the Northern and Southern Hemispheres, located at 0 degrees latitude.
Hemispheres	The two halves of the Earth, divided into the Northern and Southern Hemispheres.
Polar	A climate zone found near the poles, characterized by extremely cold temperatures and ice.
Precipitation	Any form of water that falls from the atmosphere, including rain, snow, sleet, and hail.
Tropical	A climate zone that is warm and humid, typically found near the Equator, with high temperatures and significant rainfall.
Temperate	A climate zone with moderate temperatures and distinct seasons, typically found between the tropics and polar regions.

Latitude	Longitude	Climate Zones	Weather	Temperature	Ecosystems

Year 5: Coasts

End Point Assessment
I can find out what coasts are and how they are formed.
I can find out about the physical features of coasts and the processes of erosion that affect them.
I can explore different strategies of coastal management.
I can identify different types of beaches.
I can use maps and secondary sources to research and describe coastal areas.
I can learn how changes in land use will affect people and the environment in different ways.
I know that gathering information can happen through observations (seeing and making judgements) and speaking to people (ask people questions about how they interact with the area)
I understand that a geographical investigation is where you use inquiry skills such as sketching to generate and answer questions about an area
I understand that a geographical process is a sequence of actions that shape or change our environment
I understand that a geographical pattern is similarities in observations that can be used to describe an environment
Skills
Select appropriate methods for data collection such as interviews, questionnaires, observations
Evaluate the quality of evidence collected and suggest improvements
Ask geographical questions. E.g. What is this landscape like? How has it changed over time? What made it change? How is it currently changing? What could make the evidence we have collected unreliable?
Use sketches as evidence in an investigation
Annotate sketches to describe and explain geographical processes and patterns

Vocabulary	
Erosion landforms	Landforms created when the waves wear away the rock and when weather conditions weaken the rock and break it down. E.g. headlands and cliffs.
Depositional landforms	Landforms created when the sea deposits sand, rocks and other sediment onto the shore through waves and tidal action. E.g. beaches and sandunes.
Seacaves	Caves formed when waves erode the base of a cliff.
Natural arches	Arches formed when there is a difference in the rate of erosion due to the varied resistance of bedrock.
Stacks	Structure formed when sea arches collapse, leaving a single pillar of rock standing.
Coastal erosion	The coastline being worn away by the elements.
Coastal management strategies	Techniques used to prevent coastal erosion such as sea walls, revetments, gabions and groynes.

Coasts	The United Kingdom	Fieldwork	Erosion	Land Use

Year 5: Rocky Mountains

End Point Assessment
I can explain what mountains are and describe their characteristics.
I can identify different types of mountains, including the Rocky Mountains.
I can locate the Rocky Mountains on a map of North America.
I can name at least three states or provinces where the Rocky Mountains are located.
I can discuss why the Rocky Mountains are important for the environment and wildlife.
I can explain how the Rocky Mountains influence climate and weather patterns in North America.
I can describe how people use the resources of the Rocky Mountains.
I can discuss the impact of tourism on the Rocky Mountains and local communities.
I can discuss the importance of conserving mountain ecosystems.
Skills
Spatial Awareness: Recognising Patterns: Students will develop skills in recognizing patterns in the landscape, such as elevation changes and the relationship between mountains and surrounding areas.
Understanding Scale: They will learn about scale on maps and how to interpret distances between locations.
Data Collection: They will learn to collect and record data related to geographical features and human activity in mountainous regions.
Grid Referencing: Students will learn how to use grid references to find locations on a map, understanding how to read both latitude and longitude and apply grid reference systems (such as 4- or 6-figure grid references) to accurately identify positions.

Vocabulary	
Climate	The long-term weather patterns in a particular area, which can vary significantly in mountainous regions compared to lower elevations.
Conservation	The act of protecting natural resources and environments, particularly important in preserving mountain ecosystems.
Elevation	The height above sea level; a key characteristic used to describe mountains.
Ecosystem	A community of living organisms and their physical environment interacting as a system, often found in mountainous regions.
Geology	The study of the Earth's physical structure and substances, including the formation of mountains.
Grid Reference	A system used to identify specific locations on a map by using a combination of letters and numbers, helping to pinpoint exact coordinates.
Mountain Range	A series of connected mountains that are typically formed by tectonic forces.
Tourism	The industry related to travel for recreation, which can have significant effects on mountain environments and local communities.

Climate	Human Geography	Physical Geography	Mountains	Tourism

Year 5: Natural Resources

End Point Assessment
I can identify some of Britain's natural resources and explain how they are used.
I can identify some ways in which natural resources are used to produce energy.
I can identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use.
I can identify parts of the world where wood is produced, and consider some of the problems associated with its production.
I know where and how steel is produced.
I know where and how glass and concrete are produced in Britain using natural resources.
I can describe where a range of natural resources come from and how they are used.
I can understanding the concept of sustainability and the importance of using natural resources responsibly.
I know that an Ordnance Survey map is a detailed map produced by the British government map-making organisation
Skills
Draw a map with positioning of key features located accurately in relation to one another and use OS symbols.
Appreciate maps cannot show everything.
Using maps to locate areas where specific natural resources (like coal, steel, wood, etc.) are produced.
Interpreting data related to natural resources, such as statistics on production, consumption, and environmental effects.
Know 1:50.000 symbols and atlas symbols

Vocabulary	
Abundance	We have lots of this thing
Energy	The capacity to do work or produce heat, often derived from natural resources
Fossil Fuels	Natural gas, oil and coal
Renewable energy	Energy created using natural resources that will never run out, such as solar, hydro, wind, geothermal and biomass.
Non-renewable energy	Energy created using natural resources that will one day run out, such as natural gas, oil, coal and nuclear.
Natural resources	materials that are found in nature that we can use.
Pollution	The introduction of harmful substances or products into the environment, affecting air, water, and land.
Ordnance Survey Map	A detailed map created by the British government that shows physical and human-made features of the landscape.
Solar Energy	Energy harnessed from the sun's rays using solar panels or other technologies.
Sustainability	The ability to use resources without depleting them for future generations, ensuring a balance between consumption and conservation.
Topography	The arrangement of natural and artificial physical features of an area, including hills, valleys, and roads.

The United Kingdom	Renewable	Natural Resources	Sustainability	Map Skills

Year 5

North America: Mexico

End Point Assessment
I can identify where Mexico is on a world map and explain its position using latitude and longitude.
I can locate key Mexican regions, cities, and physical features such as the Sierra Madre mountains and the Yucatán Peninsula.
I can describe the different climate zones within Mexico and explain how each affects local weather and the environment.
I can compare Mexico's climate zones with those in the UK to understand differences in weather and environmental impact.
I can identify Mexico's main natural resources, such as oil, silver, and agricultural products.
I can give examples of how different regions in Mexico are used for activities like agriculture and tourism.
I can explore and describe key aspects of Mexican cultural heritage, including traditions, festivals, and languages.
I can compare Mexican cultural traditions with those in the UK to understand and appreciate cultural diversity.
Skills
Analysing and interpreting information: complete, read and interpret information in tables; solve comparison, sum and difference problems using information presented in a line graph
Presenting information: begin to decide which representations of data are most appropriate and why.
Interpreting Climate Data: Looking at climate data (e.g., temperature, precipitation) to describe Mexico's diverse climate zones.
Understanding Location and Scale: Comparing Mexico's location, size, and geography to other countries, such as the UK, to grasp scale and proximity.
Using Map Symbols and Keys: Recognizing symbols for features like mountains, cities, and regions on physical and political maps.

Vocabulary	
Diversity	The variety of different cultures, languages, and traditions within a group or society.
Climate	How we describe the general weather conditions over a long period such as months of years.
Climate Zone	A region of the Earth with specific climate characteristics, such as tropical or arid.
Latitude	The measurement of distance north or south of the Equator
Longitude	The measurement of distance east or west of the Prime Meridian.
Physical Geography	Describes the natural features and landscapes of an area or country.
Human Geography	Describes how humans interact with their environment and includes aspects such as communities, culture, land use and trade links.
Region	An area defined by certain characteristics, such as geography, culture, or climate.
Political Map	A map that shows the boundaries of countries, states, and cities.
Weather	The conditions outside over a short period of time that is constantly changing e.g. sunny, hot, wet, cold.
Topography	The arrangement of the natural and artificial physical features of an area.

Locational knowledge	Human Geography	Physical Geography	Fieldwork	Climate Zones	Yucatán Peninsula