**Knowledge, Skills & Understanding Progression – Geography Year 5**

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| **National Curriculum Requirements of Geography at KS2** | | | | |
| Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.  Pupils should be taught:  **Locational knowledge (Geographical Knowledge)**   * 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 * 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 * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)   **Place knowledge (Geographical Knowledge)**   * understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America   **Human and physical geography**   * 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   **Geographical skills and fieldwork (Geographical Enquiry)**   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world * 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 | | | | |
|  | **YEAR 5** | **Term 1** | **Term 2** | **Term 3** |
| **Geographical Knowledge**  *(Location and Place knowledge)* | |  | | --- | | * To name and locate many of the world’s most famous mountain regions on maps. * To locate the USA and Canada on a world map and atlas. * To locate and name the main countries in South America on a world map and atlas. | | Changes in our Local Environment | Europe: A study of the Alpine Region | Journeys: clothes |
| **Physical Geography** | |  | | --- | | * To explain why many cities of the world are situated by rivers. * To explain how a location fits into its wider geographical location; with reference to physical features. * To create sketch maps when carrying out a field study. | | Changes in our Local Environment | Europe: A study of the Alpine Region |  |
| **Human Geography** | |  | | --- | | * To explain how a location fits into its wider geographical location; with reference to human and economical features. * To explain what a place might be like in the future, taking account of issues impacting on human features. * To explain how a locality has changed over time with reference to human features. * To find different views about an environmental issue. What is their view? * To suggest different ways that a locality could be changed and improved. | | Changes in our Local Environment |  | Journeys: clothes |
| **Geographical Enquiry** | |  | | --- | | * To collect information about a place and use it in a report. * To map land use. * To find possible answers to their own geographical questions. * To make detailed sketches and plans; improving their accuracy later. * To plan a journey to a place in England. * To plan a journey to a place in another part of the world, taking account of distance and time. | | Changes in our Local Environment |  | Journeys: clothes |